Developing a Campus Culture of Graduate Student & Post-doc Professional Development

-Reflection Before the Workshop-

• What professional development programs does your institution provide for graduate students and post-docs?

• Who are your on- and off-campus partners for graduate student and post-doc professional development programs?

• Why do you connect with these partners?
Designing Effective Career Programs for Graduate Students and Post-docs: A Campus-Wide Approach to Professional Development

Council of Graduate Schools Annual Meeting
December 2010, Washington, D.C.

Judith Stoddart, Ph.D., Asst. Dean, Michigan State University, The Graduate School, stoddart@grd.msu.edu

Henry Campa, III, Ph.D., Asst. Dean, Michigan State University, The Graduate School, campa@msu.edu
Program Objectives

• Describe the fundamentals of building campus partnerships, how to create coherent programming, and use research-based methods for measuring outcomes.

• Develop goals and measurable objectives for professional development programs at your institutions.
You and Your Network: Who are your partners?
The integration network is dense: Program representatives are communicating regularly about professional development with other programs (Ryan et al., unpublished data).
The Graduate School - Communications

Communication Out

Communication Received
Michigan State University Graduate School
Team and Partners

K. Klomparens, Dean GS;
Plant Biology

J. Stoddart, Asst. Dean GS;
English
R. Campa, Asst. Dean GS;
Wildlife Ecology
M. Helm, Career Services; GS

T. Nunez, Assoc. Dean GS;
Neuroscience
J. Brockman, CR Coordinator GS;
Labor and Industrial Relations
K. Johnston, Director, TAP
J. Jackson, Assoc. Dean GS;
Microbiology

GS Evaluation Team

PREP Concept
Development

VP for Research &
Graduate Studies;
T. May

Counseling
Center

Writing
Center

Program Partners

FOD, Provost’s
Office
You and Your Network
Who is missing from your network?

YOUR OFFICE

Primary Partner
Secondary Partner
Program Goal and Objectives

Goal: The overarching end state or desired outcome

Objective: A specific, quantifiable statement of program achievement

► SMART: specific, measurable, attainable, realistic, tangible

► Cognitive, Behavioral, Affective
  (Knowledge, Skills, and Attitudes)
*Develop a goal for building partnerships at your institution for professional development programs.
Goals

► Broaden awareness of professional expectations in graduate education
► Prepare students to plan and manage their own careers
► Promote graduate student retention and completion
► Provide students with a competitive edge in securing professional positions
Focus Goal for 2009-2010

Prepare students to plan and manage their own careers:
Develop students’ transferable skills across a range of programs

Objectives
► Facilitators-Describe transferable skills using common language across programs
► Students-Acquire and explain the applications of transferable skills presented in workshops
► Students-Develop strategies for implementing skills in numerous contexts after workshops

Measures
► Content analysis of curriculum
► Common questions for pre- and post-workshop surveys
► Follow-up e-mail survey about skill application
**PREP Professional Themes**

- Planning
- Resilience
- Engagement
- Professionalism

**Transferable Skills**

- Communication
- Job Search Strategies
- Balance and Resilience
- Collaboration
- Leadership
- Research
- Scholarship
- Creative Activity
- Ethics and Integrity

**How to: Affiliated Partners**

- Office of Career Services AGEP Grant
- The Graduate School
- Local colleges and universities
- NSF I-cubed Grant
- Writing Center
- Olin Health Center
- The Counseling Center
- Employee Assistance Program
- CIRTL NSF Grant
- CGS PhD Completion Grant
- COGS/Grad. Student Org.
- The Graduate School
- Vice President for Research
- Teaching Assistant Program
- Faculty Development Office
- CGS RCR Grant
- Certification in College Teaching
- The Graduate School
2010-11 PREP Workshop Series: Leadership

A Workshop Series Sponsored by The Graduate School, Ph.D. Career Services, and Teaching Assistant Programs

Designed for graduate students and post-docs, these workshops focus on understanding how leadership skills can be developed and employed in the classroom, the lab, the department, and the institution. For full descriptions and registration information, go to http://grad.msu.edu/prep/workshops.aspx All workshops are free, but pre-registration is required.

Developing Communication and Conflict Management Skills to Save Time and Enhance Productivity

Friday, September 17, 2010
9 a.m.-2:30 p.m.

Student Services Building, Room 6

Learn effective negotiation and communication strategies to resolve conflicts and also to prevent them from occurring. Presenters: Dr. Tony Nunez, The Graduate School; Dr. Janet Lillie, Department of Communication

Developing Your Leadership Potential for Career and Life Success

Monday, Nov. 15, 2010
5:00-7:00 p.m.

International Center, Room 115

In the face of rapidly changing structures in higher education, corporations, agencies, and other professional organizations, employers are actively seeking advanced degree holders with strong, demonstrable leadership skills. This workshop will expose graduate students to a variety of leadership models and present to attendees practical applications of leadership. Participants will discover how they can act as leaders in all areas of their lives (their departments, on campus, in their communities, and in the world) without necessarily being in traditional leadership positions of power and authority. As part of this workshop, graduate students will begin developing their own unique leadership development plan and begin identifying opportunities for enhancing and building leadership skills. Presenter: Dr. Matt Helm, Director, Ph.D. Career Services

Persons with disabilities should contact the Graduate School at 517.353.4796 to request accommodations no later than two weeks prior to the session date. Requests received after this date will be met when possible.
Common PREP Slides For Partners

PREP SKILLS

- **PLANNING** for career and professional goals—entry to exit
- **RESILIENCE** and tenacity through multiple career and life stages
- **ENGAGEMENT** in decision-making and skill development
- **PROFESSIONALISM** in research, teaching, and service

**PREP**: MSU Career and Professional Development Model

- **Stages of professional development**
  - the process of socialization and integration into a professional context, and the continued process of learning and growth throughout a career
- **Development of transferable skills**
  - practical abilities that are fundamental to success in graduate school and in a range of professional contexts, from academia to industry, corporations, agencies and government

**Professional Development Matrix**
Goals

- Empower students to proactively manage their graduate career and accomplish their goals.
- Expose students to a new model for Graduate Career and Professional Development that breaks down the PhD into manageable steps.
- Discuss the challenges of graduate school.
- Help students understand the reality of career preparation.
- Raise awareness of campus resources that support graduate students.
- Help students understand the expectations of employers, both academic and non-academic.
- Identify strategies for career preparation and planning.

PREP
The Graduate School · Michigan State University

Making the most of your graduate school experience.
What the Research Tells Us: The Scholarship of PREP

► ~ 75% of Ph.D.s will work in environments where other competencies are more important than research.

► 50% of doctoral recipients will find employment as tenure track faculty in a college or university. Most will be in a non-research institution.

► Students complete doctoral degrees without understanding the missions, faculty roles and rewards, and academic culture of various institutions.

► Studies of doctoral education and early career faculty show that students need information about career choices, teaching, mentoring, and more congruence between doctoral education and the realities of faculty life.

► Ph.D.s struggle to crossover to industry, government, and non-profit sectors.

► At MSU in 2003, 64% (n=304) of Ph.D. students were very-fairly interested in teaching positions after graduation.
Professional Development

The process of socialization and integration into a professional context, and the continued process of learning and growth throughout a career.

Transferable Skills

Practical abilities that are fundamental to success in graduate school and in a range of professional contexts, from academia to industry, corporations, agencies, and government.
Important Transferable Skills

Research, Scholarship, and Creative Activities

Leadership

Ethics and Integrity

Collaboration

Communication

Balance and Resilience
Becoming Your Own Manager

5 strategies for a productive graduate career

1. Take responsibility and ownership for your success
2. Know available resources
3. Think ahead
4. Have a plan
5. Identify (and deal with) obstacles
Graduate student tasks & responsibilities?
PLANNING for career and professional goals-entry to exit

Planning during graduate school helps you identify and achieve your professional and career goals.
RESILIENCE and tenacity through multiple career and life stages

Resilience: the ability to adapt effectively to adversity or change

Wellness: The integration and balance of mental, physical, emotional, and spiritual well-being through taking responsibility for one’s own health
ENGAGEMENT in decision-making and skill development

Engagement in your discipline and in your personal and professional development is critical for enhancing transferable skills, expanding professional networks, and creating partnerships and collaborations.
PROFESSIONALISM in research, teaching, and service

Professionalism: how you reflect on what you do in your discipline and the types of attitudes, standards, and behaviors you demonstrate throughout your career.
Three Stage Model of Graduate Student Development*

1. Early Stage

2. Mid Stage

3. Late Stage

This model responds to some of the commonly encountered challenges facing graduate students

*Adapted from materials MIT model

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<tbody>
<tr>
<td><strong>EARLY STAGE</strong></td>
<td><strong>PLANNING</strong></td>
<td><strong>RESILIENCE</strong></td>
<td><strong>ENGAGEMENT</strong></td>
<td><strong>PROFESSIONALISM</strong></td>
</tr>
<tr>
<td></td>
<td>Financial planning</td>
<td>Developing support systems</td>
<td>Professional networking</td>
<td>Developing teaching skills</td>
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<td></td>
<td>Setting expectations</td>
<td>Creating a wellness plan</td>
<td>Choosing an advisor</td>
<td>Research ethics training</td>
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<td></td>
<td>Identifying career goals</td>
<td></td>
<td>Identifying transferable skills</td>
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</tr>
<tr>
<td><strong>MID STAGE</strong></td>
<td>Preparing for comprehensive exams</td>
<td>Conflict resolution</td>
<td>Funding your research</td>
<td>Project planning</td>
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<tr>
<td></td>
<td>Preparing for the job search or postdoc</td>
<td>Stress management</td>
<td>Working with committees</td>
<td>Creating your teaching portfolio</td>
</tr>
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<td></td>
<td>Developing professional standards for integrity in research</td>
<td></td>
<td>Acquiring transferable skills</td>
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<tr>
<td><strong>LATE STAGE</strong></td>
<td>Writing the dissertation</td>
<td>Managing the research program</td>
<td>Choosing the academic path</td>
<td>Negotiating the job search</td>
</tr>
<tr>
<td></td>
<td>Conducting the job search</td>
<td>Sustaining support networks</td>
<td>Choosing the nonacademic path</td>
<td>Translating transferable skills for the next career stage</td>
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<td></td>
<td>Finding a postdoc position</td>
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<td>Writing a postdoc grant</td>
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# Professional Development Matrix

<table>
<thead>
<tr>
<th>Planning</th>
<th>Resilience</th>
<th>Engagement</th>
<th>Professionalism</th>
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</thead>
<tbody>
<tr>
<td>Early Stage</td>
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<tr>
<td>Mid Stage</td>
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<tr>
<td>Late Stage</td>
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## Professional Development Matrix

**Completed by a finishing STEM Ph.D. Student**

### EARLY STAGE

<table>
<thead>
<tr>
<th>PLANNING</th>
<th>RESILIENCE</th>
<th>ENGAGEMENT</th>
<th>PROFESSIONALISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Preliminary research and writing research proposal</td>
<td>?</td>
<td>• Developing relationships with mentors</td>
<td>• Research ethics training</td>
</tr>
<tr>
<td>• Developing research skills</td>
<td>?</td>
<td>• Networking</td>
<td>• Teaching skills development</td>
</tr>
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</table>

### MID STAGE

<table>
<thead>
<tr>
<th>PLANNING</th>
<th>RESILIENCE</th>
<th>ENGAGEMENT</th>
<th>PROFESSIONALISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Project time &amp; resource mgt. skills; Skills for academic positions</td>
<td>?</td>
<td>• Working w/ collaborators in- and out of discipline</td>
<td>• Teaching portfolio &amp; philosophy development</td>
</tr>
<tr>
<td>• Understand expectations for prelims and comps</td>
<td>?</td>
<td>• Attend/present at confer.</td>
<td>• Further teaching skill development through courses and research projects</td>
</tr>
</tbody>
</table>

### LATE STAGE

<table>
<thead>
<tr>
<th>PLANNING</th>
<th>RESILIENCE</th>
<th>ENGAGEMENT</th>
<th>PROFESSIONALISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dissertation writing</td>
<td>• Maintaining mentor and network contact relationships</td>
<td>• Publishing research</td>
<td>• Negotiation</td>
</tr>
<tr>
<td>• Find postdoc</td>
<td>• Time management</td>
<td>• Grantsmanship skills</td>
<td>• Interviewing skills</td>
</tr>
<tr>
<td>• Preparing written materials for apps.</td>
<td>• Stress management</td>
<td></td>
<td>• Coordination of spouse’s career</td>
</tr>
<tr>
<td>• Coordinate spouse’s career</td>
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Program Goal and Objectives

*Develop a learning goal for the professional development programs at your institution.*
Developing Measurable Objectives

- Select one of your goals and develop a cognitive and behavioral objective that can be used to assess whether you have met that goal.
Levels of Program Evaluation

► Participation
► Satisfaction
► Learning
► Application
► Overall Impact

Each can be measured in a variety of ways—qualitative/quantitative

PREP PROGRAMS
EVALUATION PROCESS

Questions to address objectives

Use information to alter future programs

Focus group interviews with workshop participants

Use data from surveys to develop focus group protocol

Pre-workshop survey

Workshop

Post-workshop survey
Mastering the Academic Interview
October, 2010

Goal
Create awareness of the skills needed to successfully prepare for an academic interview and secure a position.

Student learning objectives
► Effectively describe your area of research, outside of your prepared job talk, to diverse audiences in multiple venues
► Summarize your career to potential colleagues in a short period of time who have little familiarity with your research and teaching areas
► Describe strategies of how to set yourself apart in an academic interview and get your audience interested in you to secure the position

Measures
► Pre- and post-workshop questionnaires on cognitive outcomes
► Post-workshop follow up e-mail survey on behavioral outcomes
What did participants say? What skills did they learn?

“I learned how to describe my research in 2 or 3 sentences for people outside my discipline.”

“I learned about questions I would never expect to be asked.”

“I will be investing far more time in preparing my ‘scripts’.”

“I will practice the interview process with colleagues.”

“The vignettes were eye-opening and also the practice session. They helped me evaluate myself.”

“Reflect on questions that might arise and prepare for all odds. Discuss this with my advisor and junior faculty.”
Designing Programs
The Backward Design

- Start with goals—How do you know you are meeting them?

Modified from Wiggins and McTighe 1998 by T. Long
Focus goal for 2009-2013

Promote graduate student retention and completion

Objectives

► Track relationships between participation in professional development workshops and completion
► Track relationships between participation in workshops and time to degree
► Track relationships between participation in workshops and placement outcomes
► Develop patterns in participation to see impact of clusters of experiences

Measures

► New registration database records participation and demographics
► Network analysis of graduate student outcomes (following MSU NRC faculty study model)
► Influential variables impacting career trajectories
Essential Transferable Skills: What do students need? What do employers want?
**EXPLORE!**
**CREATE YOUR PLAN!**
**ASSESS YOUR SKILLS!**

Let's go to: CAREERSUCCESS.MSU.EDU

programmed by S. Kim et al.