

PREP and Career Success: Professional Development Needs of Graduate Students and Post-Doctoral Fellows

Midwestern Assoc. of Graduate Schools Annual Meeting
March 2011, Milwaukee, Wisconsin.

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Objective

- Describe the fundamentals of building a campus-wide career and professional development program with an interactive web presence for graduate students and post-docs.

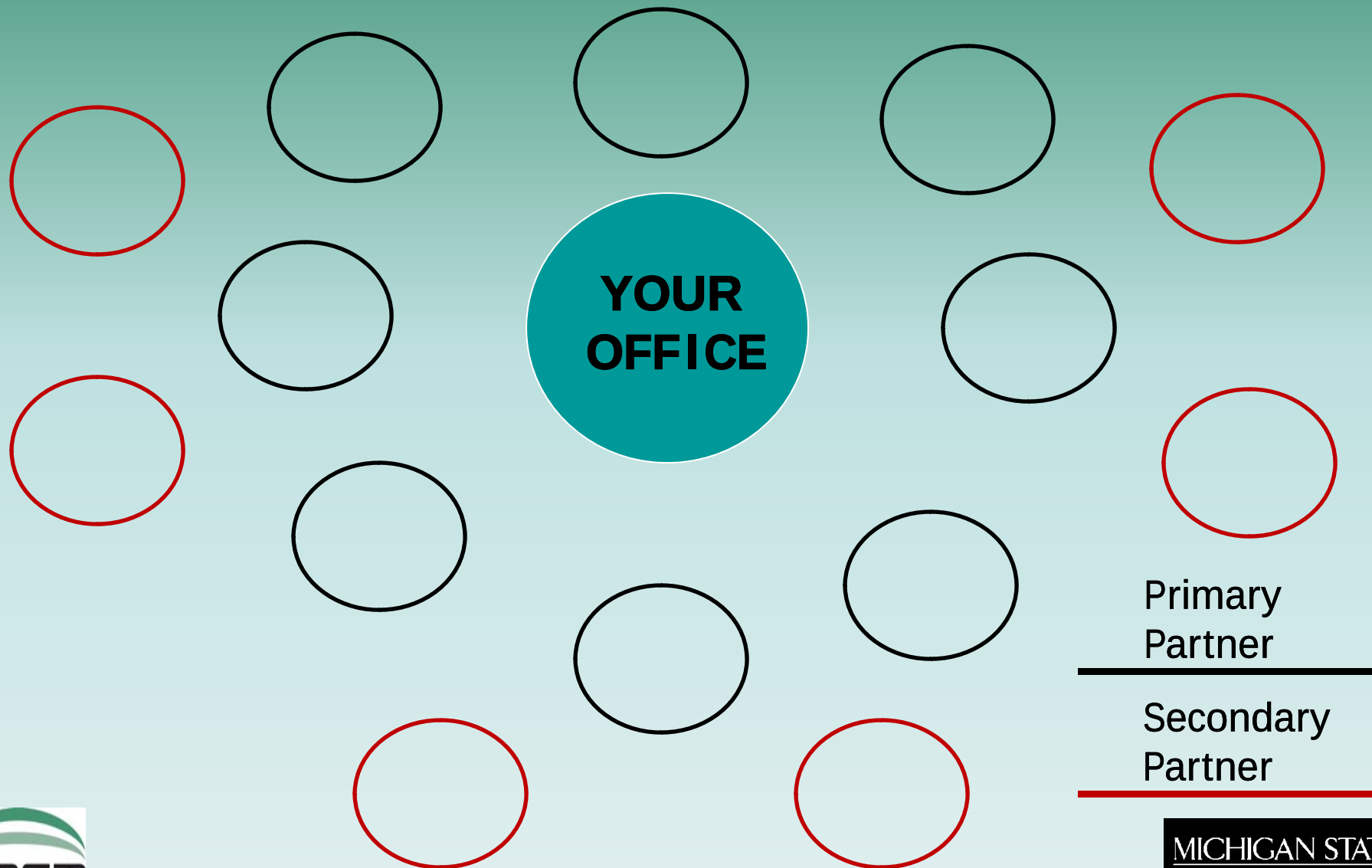
- * Partnerships

- * A campus-wide vocabulary & programming for professional development

- * Strategies

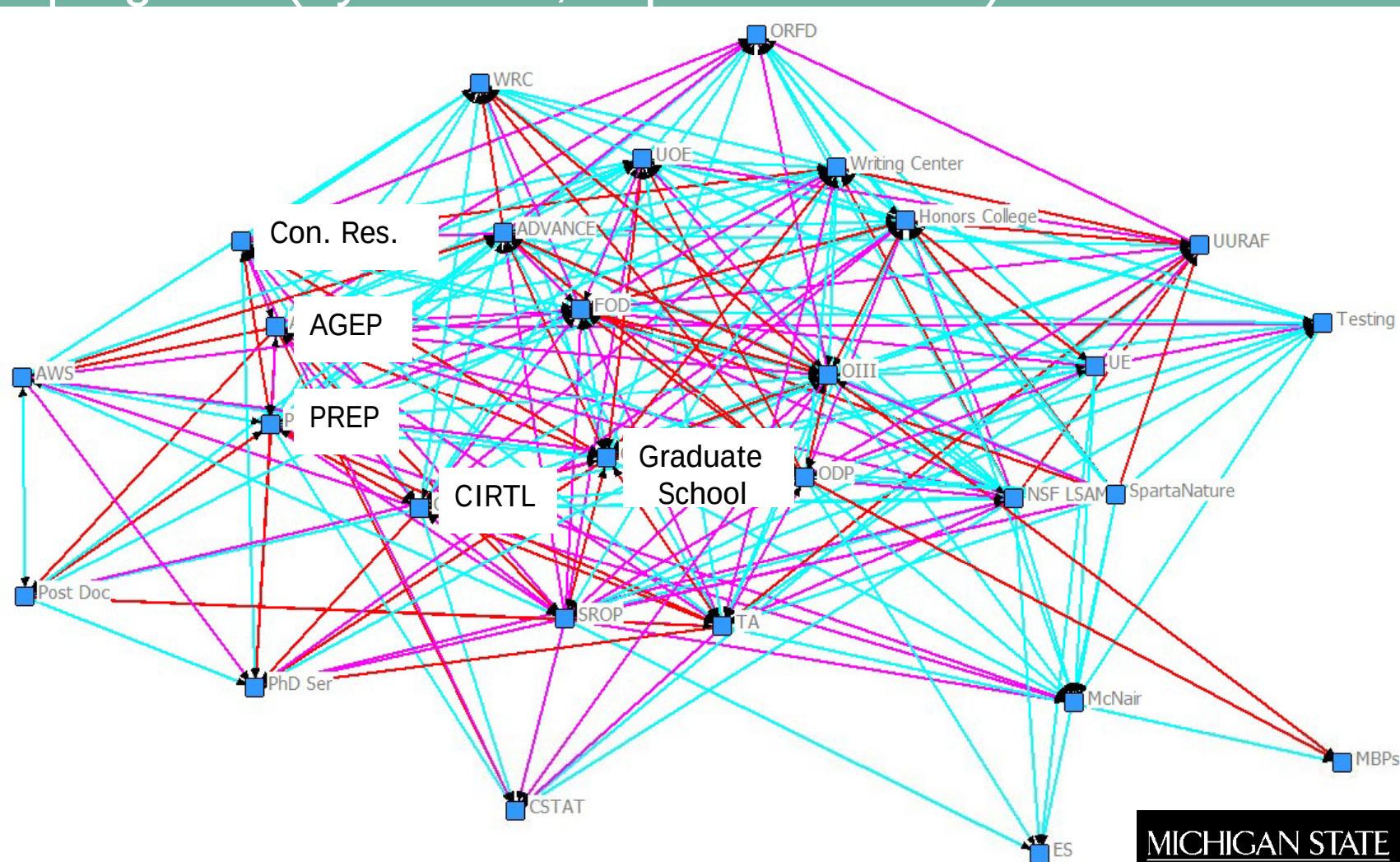
- “curriculum” and planning tools

You and Your Network-Who are your partners?



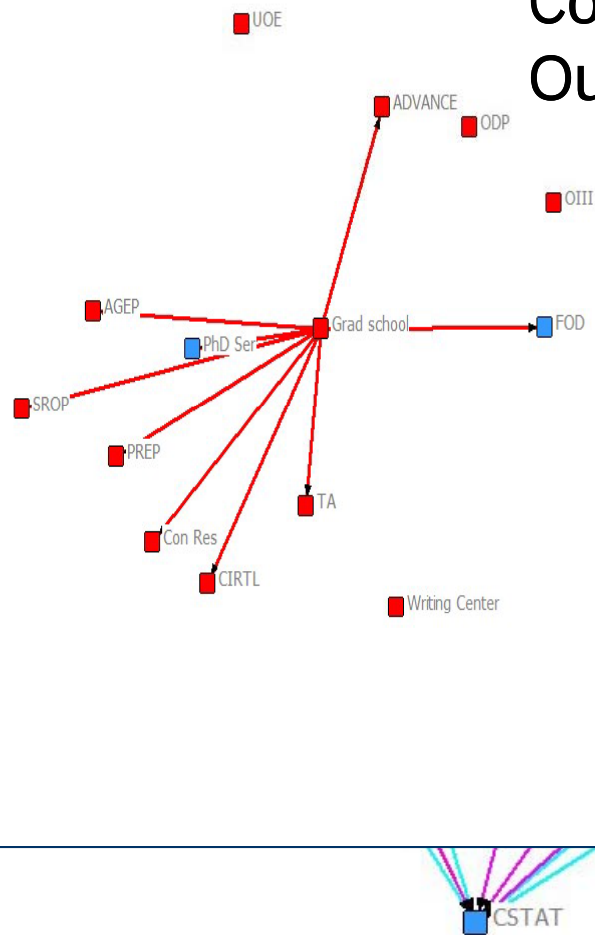
Program Integration Networks

- The integration network is dense: Program representatives are communicating regularly about professional development with other programs (Ryan et al., unpublished data)

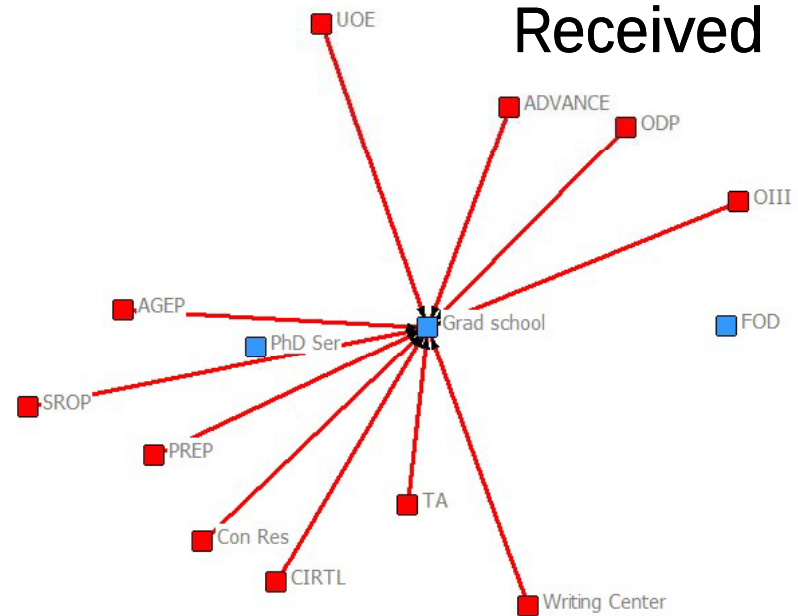


The Graduate School-Communications

Communication Out



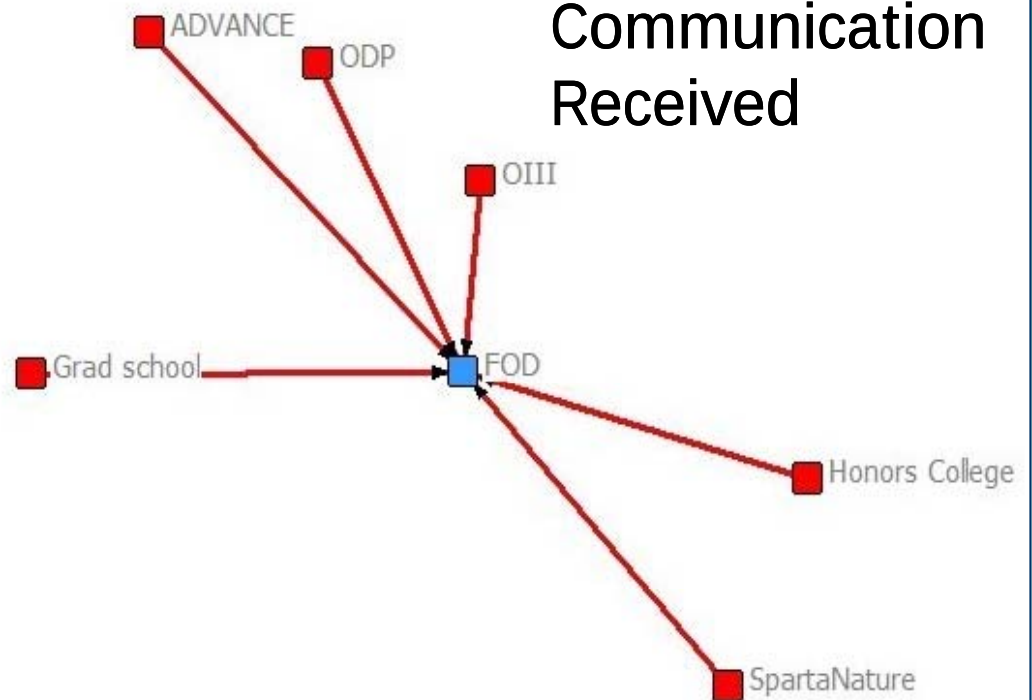
Communication Received



Faculty and Organizational Development-Communications

Communication
Out

Communication
Received



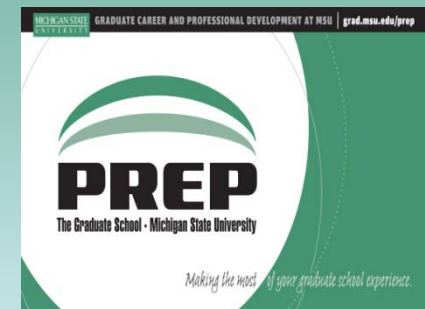
Michigan State University Graduate School Team and Partners

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GS Evaluation Team

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Asst. Program

PREP Concept
Development



VP for Research &
Graduate Studies-
T. May

FOD, Provost's
Office

Counseling
Center

Writing
Center





PREP

The Graduate School • Michigan State University

Making the most of your graduate school experience.

PREP

MSU Career and Professional Development Programs (Planning, Resilience, Engagement, Professionalism)

Goals

- ▶ **Broaden awareness of professional expectations in graduate education**
- ▶ **Prepare graduate students & post-docs to plan & manage their own careers-academic & non-academic**
- ▶ **Promote graduate student retention & completion**
- ▶ **Provide graduate students & post-docs with a competitive edge in securing professional positions**

Professional Development Matrix

	P _{LANNING}	R _{ESILIENCE}	E _{NGAGEMENT}	P _{ROFESSIONALISM}
EARLY STAGE				
MID STAGE				
LATE STAGE				

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

PREP

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

- ▶ Developing a registration database to record participation and demographics
- ▶ Network analysis of graduate student outcomes (following MSU NRC faculty study model)
- ▶ Influential variables impacting career trajectories

PREP

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

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 Prog

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

PROFESSIONAL THEMES ▼

P

PLANNING

R

RESILIENCE

E

ENGAGEMENT

P

PROFESSIONALISM

EARLY STAGE

- Financial planning
- Setting expectations
- Identifying career goals

- Developing support systems
- Creating a wellness plan

- Professional networking
- Choosing an advisor
- Identifying transferable skills

- Developing teaching skills
- Research ethics training

MID STAGE

- Preparing for comprehensive exams
- Preparing for the job search or postdoc
- Developing professional standards for integrity in research

- Conflict resolution
- Stress management

- Funding your research
- Working with committees
- Acquiring transferable skills

- Project planning
- Creating your teaching portfolio

LATE STAGE

- Writing the dissertation
- Conducting the job search
- Finding a postdoc position

- Managing the research program
- Sustaining support networks

- Choosing the academic path
- Choosing the nonacademic path
- Writing a postdoc grant

- Negotiating the job search
- Translating transferable skills for the next career stage

Essential Transferable Skills: What do students need? What do employers want?

<http://grad.msu.edu/prep/docs/planyourwork.pdf>



introduction

*f*inding and landing a professional position is more than simply completing a degree or completing a postdoc, internship, or temporary job. It is a complex process that varies by discipline and requires development of and confidence in your abilities, an aptitude to effectively network within and across disciplinary fields, and the capacity to analyze your skills, knowledge, and strengths.

If you are earning or have a Ph.D., you already have *advanced transferable skills* that will allow you to excel in a variety of environments. What you need is a way to develop and effectively describe these skills and competencies. That is what this guidebook is all about.

Plan Your Work & Work Your Plan highlights key transferable skills that are important for the career and professional development of those earning or holding a Ph.D. degree. Our goal for this guidebook is to help you:

- Recognize the skills you are acquiring that complement and go beyond your disciplinary specialization
- Understand the broad uses of those skills during graduate school, the postdoc experience, and your future career
- Identify ways to strengthen and consolidate those skills while you are a graduate student or postdoc

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ACKNOWLEDGMENTS

We are grateful to many people who made this booklet possible. First and foremost, we thank all of those individuals we interviewed, whether or not the interview material was included. Your insights, comments, and advice are greatly appreciated. We also thank the graduate students who, over the years, have asked for this advice to be packaged succinctly and conveniently for them. And, finally, we thank the staff of the Graduate School who agreed to be interviewed: Dr. Terry May, Dr. Julie Brockman, Dr. Tony Nunez, Dr. Julius Jackson, and Dr. Karen Klampanans, and those who provided intellectually stimulating discussions on the topics, as well as their time and expertise in editing the content: Dr. Les Manderscheid, Dr. Stephanie Watts, Mr. Kevin Johnson, and Mr. Marcus Coleman.

LAYOUT & DESIGN: Sharp Designs, Lansing, MI | PRINTING & BINDING: BRD Printing, Lansing, MI

Help students build capacity in their transferable skills using this guide

Six broad skill areas are defined and exemplified through interviews with doctoral degree recipients who talk about how those skills have been important in their professional lives.

A section called "Putting It to Work" is included in each chapter. This section identifies specific suggestions on how to develop and improve each skill now, and the resources available to assist you both within and outside your department.

In addition, a "PREP Spotlight" box features workshops and programs associated with the Graduate School. PREP is the MSU Graduate School career and professional development model designed to help you plan for a successful doctoral experience and a smooth transition into your future role in academia, government, industry, corporations, or agencies. For more on PREP programs, see the end of this guide, and visit <http://grad.msu.edu/prep>.

Becoming a competent and effective professional who will be competitive for a variety of careers will require dedicated time and effort on your part. The investments you make in your professional development today will serve you well throughout your graduate and postdoc experience and beyond.

Several research studies have focused on identifying the transferable skills that academic and non-academic employers are seeking from those with a Ph.D., including those conducted by:

- Center for Innovation and Research in Graduate Education
<http://depts.washington.edu/cirgweb/c/>
- Re-Envisioning the Ph.D. Project
<http://www.grad.washington.edu/envision/>
- National Postdoctoral Association
<http://www.nationalpostdoc.org/>

Transferable Skills Program “Spotlights” & Putting Skills “To Work”



research, scholarship & creative activities

Original research, scholarship, and creative activities are the core components of a doctoral program; they distinguish the Ph.D. from all other higher education degrees. A dissertation does more than demonstrate specialized expertise: it also shows that its author acquired skills that are highly valued in academia, government and private agencies, and corporations. Designing and successfully carrying to completion a research or creative project requires:

- Mastering research methodologies and creative techniques, and recognizing how they are used both within and outside your discipline
- Knowing how to synthesize the work of others and integrate it with your own, giving credit where credit is due

- Approaching your field creatively in order to expand or explore new avenues in research, scholarship, or performance
- Defining a problem, and identifying and effectively using relevant resources to address it
- Practicing independent, critical thinking, problem-solving, data analysis and synthesis
- Managing a project to completion, including defining the parameters, prioritizing a range of tasks, and effectively partnering with researchers and staff
- Writing clearly, developing your original ideas within an existing community of scholarship, and defending those ideas to peers
- Sustaining passion for your area of expertise, and communicating that passion to others



thinking application

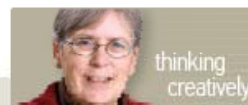
Nalilah Orr (Ph.D. Zoology/Neuroscience) received a BSc degree from the University of Waterloo (Ontario, Canada) and an MSc from the University of Waterloo, Canada after which she came to MSU for a Ph.D. Subsequently, she held two positions at MSU. In 1999, she was hired as an Insect Receptor Biochemist with DOW AgroSciences, where she became a Senior Scientist. At DOW she was involved in various aspects of the biology, biochemistry and molecular biology/genetics of a number of discovery-based insecticide actions and was the lead scientist involved in the identification of novel insecticide actions as well as the identification of novel modes of action. Dr. Orr is currently the CEO of YourBlink, LLC, a consulting group in Indiana. She served as a liaison for a number of universities, non-profit organizations and life-science based companies and has been active in helping them acquire devices, strategic plans as well as acquire funding. Recently, Dr. Orr was asked to participate in a panel that will review and develop the science curriculum for the elementary and middle schools in the Carmel-Clay district for the next 5 years.

Being a researcher outside the academy involves engaging the passion and knowledge you have developed in your area of expertise and applying them to new problems. For Dr. Nalilah Orr, making the transition from working in an academic lab to using her science at Dow Chemical meant discovering how techniques or methodologies she already knew could be used in very different areas of research. “Applicability,” says Dr. Orr, “is a key differentiator in industry, because in industry everything really boils down not to the actual thing you are doing or the technique or the skill, but its

applicability outside your field.” While doing doctoral research, there are many opportunities for you to develop this competency: “One of the ways that I feel has been underappreciated is the simple concept of understanding what you are doing. For instance, if you have been given a project, start by becoming very familiar with the literature surrounding that specific topic, but also branch out.” In other words, do not be afraid to expand your research to other disciplines when necessary. As Dr. Orr explains, “When you branch out, you are essentially asking yourself, ‘What other

things may this particular set of techniques I’m learning be used for?’ You are asking very important questions about the applications of your research.”

Maintaining a high level of curiosity about other disciplines in the university is another way of making connections between your specialty and other domains. A good way to make connections, says Dr. Orr, is to take the time to attend lectures, presentations, or symposiums in other disciplines. She also suggests taking that curiosity a step further. “If there are people on campus who have been invited, who are experts in their field, take the initiative, if you find that topic even remotely interesting, to read about them a little bit, maybe even contact them if you have a question or idea.” The key is to constantly seek new ways to expand your knowledge base in order to develop breadth as well as depth. Developing an understanding for the applications of your research is a fruitful starting place. “When you start thinking application, it opens up all sorts of other avenues for you.”



thinking creatively

Marilyn Frye (Ph.D. Philosophy) received the BA with honors in philosophy from Stanford University in 1963, and her doctoral degree in Philosophy at Cornell University in 1969. She is a University Distinguished Professor in Philosophy at MSU. Before coming to MSU in 1974, she taught in the Philosophy Department at the University of Pittsburgh. In 2008 she was the Phi Beta Kappa Romanell Lecturer. She has also served as Associate Dean for Graduate Studies in the College of Arts and Letters. Dr. Frye is the author of two books of essays in feminist theory, *The Politics of Reality* (1983) and *Wicked Virgin* (1995), as well as numerous essays in major collections and journals in the field. Her research focuses on understanding social categories.

“Academics,” notes Dr. Frye, “are always engaged in some kind of creative reconstruction of information. For instance, a literature major is always thinking as she or he reads, ‘But what about this?’ or ‘What if we see this same idea from a different perspective?’ or ‘No one has approached this topic from this position before.’” For Dr. Frye, creative engagement

and perspective taking are not just productive habits of mind; they active research practices. Dr. Frye has used these approaches to reshape the field of philosophy, interrogating categories and terminology from unexpected points of view. Her foundational work in feminist philosophy starts from what we assume we know about categories of everyday life, and employs position taking to reformulate those assumptions.

Academic research, Dr. Frye explains, is about pushing yourself beyond what is familiar, and coming up with creative solutions to address constantly changing fields. “Because of our training,” she observes, “academics tend to enjoy those situations when our way of thinking about something is called into question. So, we respond to problems with excitement, rather than discomfort.” Reacting constructively to questioning and feedback can lead to unanticipated directions in research and creative performance. Leaders in their fields have the passion to argue for “the productivity and merit of another approach,” and communicate that passion to colleagues and students.

PREP Spotlight

Leadership means doing more than the minimum. Seek out opportunities to build your own skill base and contribute to your department, your institution, your discipline, and your community. To find leadership opportunities, look inside and outside your program. You can be a leader without a title!

- Are there opportunities to serve on committees in your department, college, or university? Which ones does your advisor value?
- If you are working as part of a research team, are there parts of the project for which you can take additional responsibility?
- How can you serve as a mentor for undergraduates, either within your program or elsewhere in the university?
- Are there ways you can be involved in national or international disciplinary societies?

	PLANNING	RESILIENCE	ENGAGEMENT	PROFESSIONALISM
EARLY	• Identify appropriate research methods for your objectives	• Create a timeline for the stages of your project • Create a network of professional mentors in your program	• Apply for necessary approvals and human or animal subject permits	• Engage in research ethics training • Identify standards in your discipline for presenting your work
MID	• Identify resources and potential publication outlets	• Identify a professional network outside MSU • Learn how research or creative works are peer-reviewed	• Apply for funding	• Create clear evaluation standards for working teams
LATE	• Know deadlines for submitting your dissertation or research results	• Work with mentors to understand and incorporate feedback	• Share research findings or creative works with peers	• Assist in mentoring undergraduate research in your field

Putting It to Work

The PREP matrix included at the back of this guide can be used not only as a career planning tool, but also to plan the stages of your scholarship and research.

Some sample activities are included in the calls below. Tailor the grid to your own project.

"Putting It to Work"



ethics & integrity

Having a sense of professionalism involves reflecting on how you practice research, scholarship, creative activities, and teaching in your respective discipline, as well as on the values underlying the choices and decisions you make on a daily basis throughout your career.

- Adhere to professional, moral, and ethical principles
- Be honest, truthful, and forthright
- Communicate effectively
- Respect and respect research participants and collaborators



Terry May (PhD Environmental Biology) attended Goshen College in Indiana before graduating from the University of Colorado for the master's program in Colorado research. He led him to undertake research at the University of Arizona (University of Arizona) before joining the University's faculty. He is a research mentor to graduate students on the

...evidence justifying to explain them is not lack of trust. It is what is expected to do. "Documentation and professional ar and timely manner." "Is valuable both on and in the rare event about the acations of professional

...s requires good planning being conscientious (what can often seem sponible people." May, "know how to manage professional time ways that contribute to efficient and productive alued." Being careful out small decisions and off problems before or lapses in academic ity. "People are forgiving the importance of tackling problems as they arises, "but there is no

It about trying to make someone a 'good person.' It's about acquiring the skills and understanding needed to practice and verify the integrity of one's scholarship or professional contributions."

excuse and little forgiveness for a knowing violation of professional standards of integrity." Be proactive in learning about and adopting professional standards in your research and scholarship.

"Every day we create our own reputation," explains Dr. Joseph Hoedel. "Reputations make or break businesses." This value was important in his own family, and it became even more important as he began his professional career as a faculty member at the University of North Carolina and then as a consultant. For Dr. Hoedel ethics and integrity are part of something much larger: one's character.

He defines character as the constellation of a number of personal traits: loyalty, integrity, courage, tolerance,

positions in the public or private sector, so that it is crucial to continually reflect on your goals and values, especially as they change over time. Dr. Hoedel believes that the more power and influence a person has, the greater his or her responsibility to act in ethical and just ways. Those in leadership positions, Dr. Hoedel notes, "have influence over large groups of people. For instance, a professor's attitudes and behaviors are a role model" for students and colleagues. Be aware of how your behavior and choices might influence the practice of those around you.

Putting It to Work

Make sure you know the guidelines and standards for research and creative activities at MSU and in your field. Before you start your research, ask the following questions:

- Do disciplinary societies have guidelines for research, scholarship, and professional practice in your area? What are they?
- How will credit on a collaborative project be shared? How is authorship decided on joint publications?
- What federal, state, and university research regulations apply to your project? What kinds of approvals will you need before you collect data?
- What are the standards in your discipline for acknowledging the work of others? How would plagiarism be defined?
- Are there any potential conflicts of interest in the research you are doing? How do you know what counts as a conflict of interest?

You can find more about MSU guidelines by visiting:

- Guidelines for Integrity in Research and Creative Activities. <http://grad.msu.edu/publications/docs/integrity/research>
- Guidelines for Graduate Student Advising and Mentoring Relationships. <http://grad.msu.edu/publications/docs/graduateadvising.pdf>
- Data Management Plan. <http://grad.msu.edu/researchintegrity/docs/mtsp.pdf>
- Authorship Guidelines. <http://grad.msu.edu/researchintegrity/docs/mtsp.pdf>
- Conflict of Interest. <http://grad.msu.edu/researchintegrity/docs/mtsp.pdf>

PREP Spotlight

Responsible Conduct of Research Workshop Series

As a key component of MSU's plan to promote the responsible conduct of research, the Offices of the Provost, the Vice President for Research & Graduate Studies and the Dean of the Graduate School join together to offer a series of workshops to be presented throughout the academic year. This series is intended to provide specific information about the responsibilities of students, postdoctoral researchers, faculty, and staff in proposing, conducting, and reporting on research, scholarship, and creative activities. It is designed to stimulate discussions, complement department activities, reinforce issues highlighted in the *Research Integrity Newsletter*, and promote a common understanding of integrity and responsible conduct across disciplines while allowing for the application of differences in professional standards. Attendance at this full series will be recognized with a certificate of completion. Visit <http://grad.msu.edu/rcr/>

PREP Spotlights

-activities/programs at MSU to help participants build their transferable skills

leadership

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 and management skills. Leadership involves developing new ideas and directions and knowing how to bring together the people and resources needed to implement them. In a highly interdependent world, it also involves developing interpersonal skills that go beyond

- Foster collaboration by promoting cooperative goals and trust
- Motivate others to act by communicating your passion for a shared goal and actively incorporating their values and interests
- Purposefully build, maintain, and evaluate teams, research groups, and learning communities
- Lead teams that include diverse personalities
- Identify and diagnose problems, generate and



leadership
as service

Karen Klomparens (Ph.D. Plant Biology) has served as Dean of the Graduate School and Associate Provost for Graduate Education at MSU since 2011. She is a Professor of Plant Biology and is on leave as Director of MSU's Center for Advanced Microscopy. Prior to becoming Assistant Dean for Graduate Student Welfare in 2010, Dr. Klomparens was on a Fulbright-supported sabbatical at the University of Cambridge. She and her colleagues developed a program on "Setting Expectations and Resolving Conflicts in Graduate Education" that is the topic of a 2008 Council of Graduate Schools monograph; the program has been used in a variety of settings across the country.

ing awareness of how your actions
"Impact those around you. 'Essen-
sity' she says, "leadership means having
total discipline about getting things
e for others even the boring things
you do not like doing."
Leaders serve others by upholding
fame and principles and values:
ving principles and values," Dr. Klor-
ens explains, "means that when you
something that is not right, you call it
he card. Whatever it is, you do not
t happen on your watch." Ensuring
problems are addressed and fixed is
ader's responsibility. Leading through
ice often means "asking the hardest
stions when you would rather
d off the problem to someone else." In
fing this responsibility, you are also
ring the rights and welfare of others
ore vulnerable positions. "The bot-
line is that when you are in a position
over, you must speak up for all those
ple who cannot speak." Ultimately
not enough to simply know when
ething is wrong as a leader, "you
develop the courage to say it out-
and the persistence to ensure that it
rected."

Putting It to Work

Leadership means doing more than the minimum. Seek out opportunities to build your skill base and contribute to your department, institution, discipline, and community. To find leadership opportunities, look inside and outside your program. You can be a leader without a title!

- Are there opportunities to serve on committees in your department, college, or university? Which ones does your advisor value?
- If you are working as part of a research team, are there parts of the project that you can take ownership of?
- Can you serve as a mentor for undergraduates within your program or elsewhere in the university?
- Are there ways you can be involved in national or international disciplinary societies?

PREP Spotlight

You can become a leader in your field in ways that build on and extend your disciplinary expertise. Consider applying for one of MSU's programs for graduate students across campus:

- **Residential College in Arts and Humanities Leadership Program** integrates graduate and undergraduate education in the arts and humanities around the dual focal points of enhancing the scholarship of teaching and learning, and the scholarship of engagement. <http://grad.msu.edu/lead/>
- **FAST (Future Academic Scholars in Teaching) Fellowship Program** engages doctoral students in natural sciences, engineering, math, and veterinary medicine in a year-long mentored teaching experience. <http://grad.msu.edu/fast/>
- **University Graduate Certificate in College Teaching** helps graduate students organize and develop their teaching experience in a systematic and thoughtful way. It includes a mentored teaching project and culminates in a teaching portfolio. Students who complete the program will receive a notation on their transcript. <http://grad.msu.edu/collegiateaching/>
- **Interdisciplinary Inquiry and Teaching Fellowship Program** helps graduate students integrate new methods of pedagogy to improve teaching and learning in interdisciplinary studies. Linked to James Madison College, the focus is on teaching in the social sciences for undergraduates. <http://grad.msu.edu/iv/>
- **Graduate Certificate in Community Engagement** prepares students for academic careers that integrate scholarship with community engagement. It is tailored in cooperation with the student's graduate adviser and University Outreach and Engagement, and includes instruction and a mentored experience in community engagement. <http://enreach.msu.edu/gradcert/>

University Graduate Certification in College Teaching

Future Academic Scholars in Teaching (FAST) Fellowship Program

Partnerships – Developing Themes & a Common “Curriculum”



2010-11 PREP Workshop Series Teaching as Leadership

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

Designed for graduate students and post-docs, these workshops develop leadership skills that can be developed and employed in the classroom and the institution. For full descriptions and registration information, visit <http://grad.msu.edu/prep/workshops.aspx>. All workshops require registration.

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

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

Learn effective negotiation and communication strategies to prevent them from occurring. Presenters: Dr. Tony Nunez, Lillie, Department of Communication

Developing Your Leadership Potential for the Future

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

In the face of rapidly changing structures in higher education and other professional organizations, employers are actively seeking graduates with strong, demonstrable leadership skills. This workshop will provide a variety of leadership models and present to attendees the importance of leadership. Participants will discover how they can act as leaders (their departments, on campus, in their communities, and beyond) and being in traditional leadership positions of power and authority. Graduate students will begin developing their own unique leadership style and begin identifying opportunities for enhancing and building their leadership skills. Dr. Matt Helm, Director, Ph.D. Career Services

Persons with disabilities should contact the Graduate School at 517.353.4730 to request accommodations no later than two weeks prior to the session date. Requests received after this date will be met when possible.

Teaching as Leadership

Monday, Jan. 10, 2011
5:30-7:00 p.m.

International Center, Room 115

Do you consider your teaching a Democratic Act? Are you motivated to teach by social justice? Can teachers be Leaders? How can the choices we make in our classrooms demonstrate leadership? Based on Stephen Presskill's outstanding work on making classrooms democratic spaces and the growing scholarship on Social Justice Education, this workshop seeks to provide participants with a means for identifying their own teaching goals, biases, and objectives, and introduces them to ideas connecting education and leadership. Fulfills the MSU CCTP Competency: *Adult Students as Learners/Creating Learning environments or Professional Development/Understanding the Academy*. Presenter: Kevin Johnston, Director, Teaching Assistant Programs

From Graduate Student to Professor: How to Be Effective in the Academy

Saturday, Jan. 29, 2011
9:00 a.m.-3:30 p.m.

The Kellogg Center, Lincoln Room

Graduate education is the first step in a long professional career; preparing for that career requires not just disciplinary training, but the development of a range of skills necessary for the various roles that faculty play. The workshop will help you to identify those skills and to learn how and where to acquire them, from the beginning of your graduate experience, through a post doc, and beyond. What types of "insider knowledge" do Ph.D.s need to know about their future professional opportunities? As you transition from being a graduate student or a postdoc to a working professional at an academic institution what do you need to know to be successful? Presenters at this workshop will discuss and answer questions on what research reveals about the match between graduate school training and life as a faculty member, as well as on survival skills students should cultivate now to better prepare them for future academic positions. This workshop is aimed at students and postdocs at all levels.

For more on PREP programs and career and professional development resources, visit

<http://careersuccess.msu.edu>

**MICHIGAN STATE
UNIVERSITY**

Persons with disabilities should contact the Graduate School at 517.353.4730 to request accommodations no later than two weeks prior to the session date. Requests received after this date will be met when possible.

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**A
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*Designed for gr
across a range
registration inf
free, but pre-reg*

Monday, Sept. 1
5:30-7:00 p.m.

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Friday, Feb. 18
9 a.m.-2:30 p.m.

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Planning, Managing, and Funding the Research Project

Saturday, Mar. 26, 2011
8:30 a.m.-3:30 p.m.

The Kellogg Center, Big Ten A

Planning, writing, and getting funding for a research idea as a doctoral student, new postdoc or new faculty member can be a daunting task. How do you manage a research project from proposal to completion, and how does the process vary by discipline? This workshop will focus on how to break down the various components and tasks of a research project, identify strategies for organization and project management, and understand the process of identifying and securing funding. Participants will develop their own project plan throughout the course of the workshop, assisted by presentations and working sessions with faculty familiar with the process as both researchers and agency grant reviewers, as well as with experts on grants databases. Information will be applicable to a range of research projects (a specific grant, a publication, a thesis or dissertation). Participants should bring either an idea of a project they would like to do or the outline of a project already in progress.

Time Management for Graduate Students, Postdocs, and Faculty

Friday, April 1, 2011
8:30 a.m.-noon

International Center, Room 115

The workshop will evaluate some of the most typical issues affecting productivity, including procrastination, motivation and perfectionism. It will also examine the way that academic workplaces are structured and how this frequently contributes to productivity-related problems. The hands-on workshop will offer several exercises related to goal-setting, time management and accountability to assist participants in developing practical strategies for meeting their goals. Presenter: Dr. Greg Lambeth, University of Illinois.

For more on PREP programs and career and professional development resources, visit

<http://careersuccess.grd.msu.edu>

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Persons with disabilities should contact the Graduate School at 517.353.4730 to request accommodations no later than two weeks prior to the session date. Requests received after this date will be met when possible.

8/27/10

Transferable Skills

What about other resources available to help guide students in various career trajectories?

Resources for graduate students and post-docs off-campus?

“Career Success”

- The Graduate School’s *NEW* interactive career and professional development website

Through "Career Success"

dev.grad.vumat.msu.edu - Windows Internet Explorer

http://dev.grad.vumat.msu.edu/

File Edit View Favorites Tools Help

Windows Live Bing What's New Profile Mail Photos Calendar MSN Share Sign in

Favorites Michigan State University Suggested Sites Free Hotmail Web Slice Gallery

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Career Success



programmed by S. Kim et al.

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