

Professional Development Opportunities for Graduate Students

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Participants will...

- Discuss what is professional development
- Describe why professional skills development is important
- Discuss resources and services supporting professional skills development



Small Group Discussion

In your department, what are the two professional skills that graduate students seek most to develop?

Where do your students go to receive support in developing these professional skills?



What is Professional Development (PD)?



- Training outside traditional, discipline-based graduate coursework.
- Helps bridge the gap between graduate education and the workforce.

What is PD?

Goals of participating in PD:

- Students learn skills that are transferable.
- Students gain greater awareness of different career paths (thus, increasing confidence and independence).



Why is PD important?

Today's Job Market

1. The tight job market in higher education is widespread.
2. Job mobility (multiple careers) is the new normal.
3. More people graduating with advanced degrees.

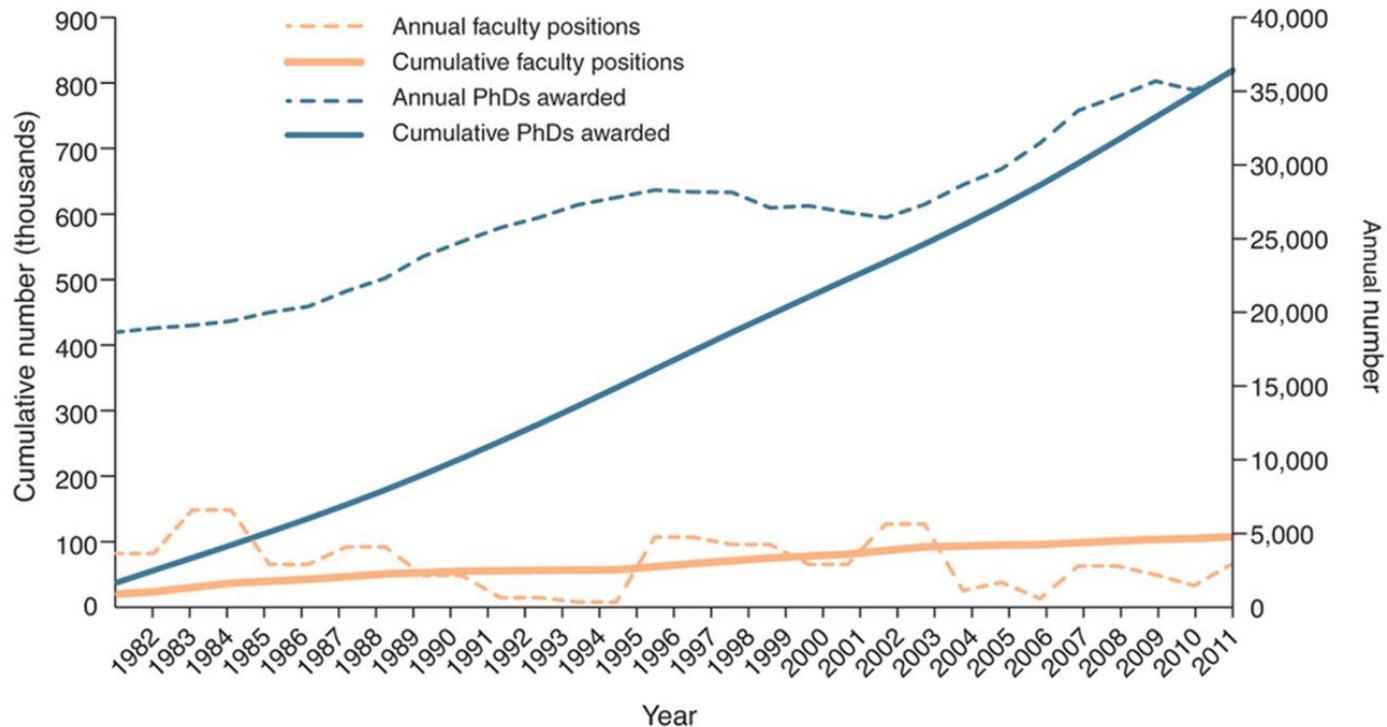
Measures for Success

- ✓ Students need information about alternative employment options.
- ✓ Students need to prepare for a larger array of employment opportunities.
- ✓ These activities will set our students apart from the average graduate student



Why is PD important?

Figure 2



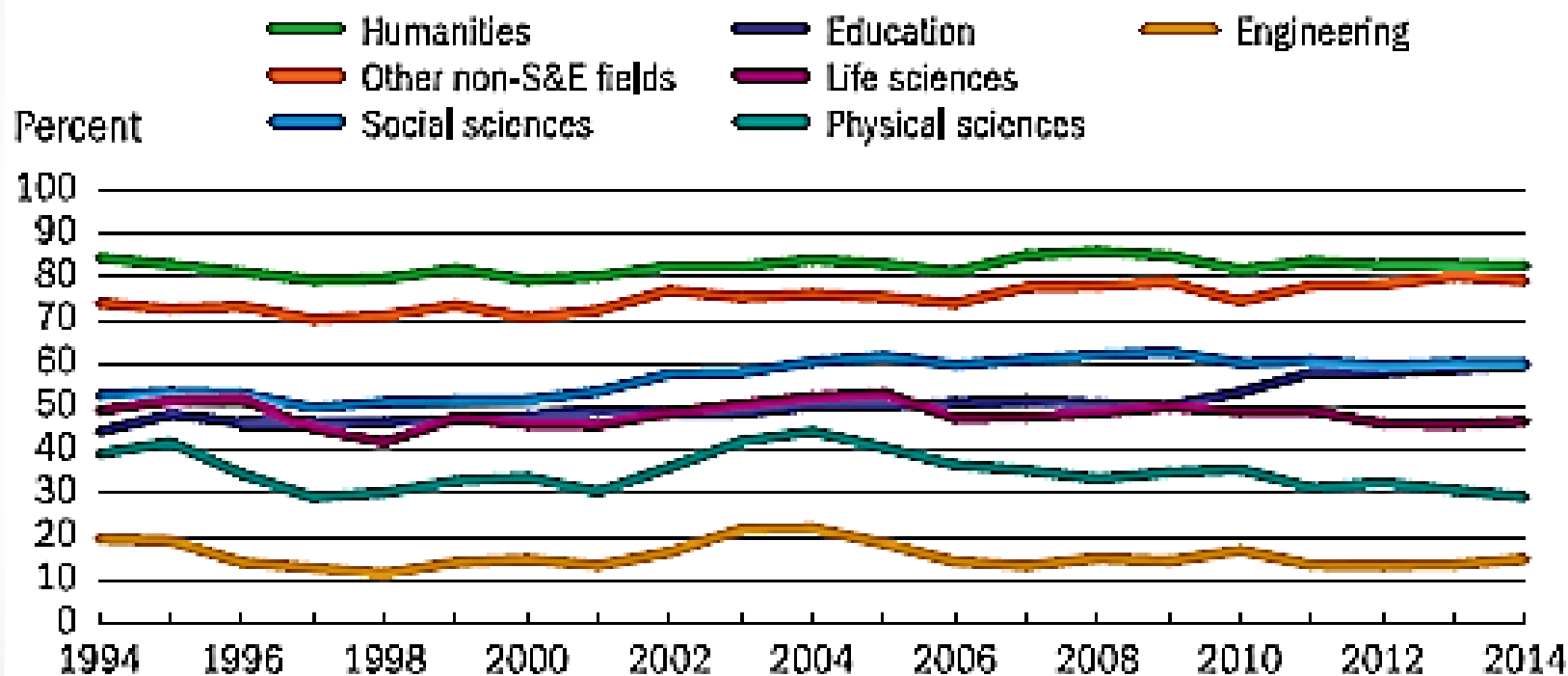
From

The missing piece to changing the university culture. Maximiliaan Schillebeeckx, Brett Maricque, and Cory Lewis. *Nature Biotechnology*. 31, 938–941 (2013) doi:10.1038/nbt.2706



Why is PD Important?

Definite commitments for academic employment in the United States, by field of study: 1994–2014



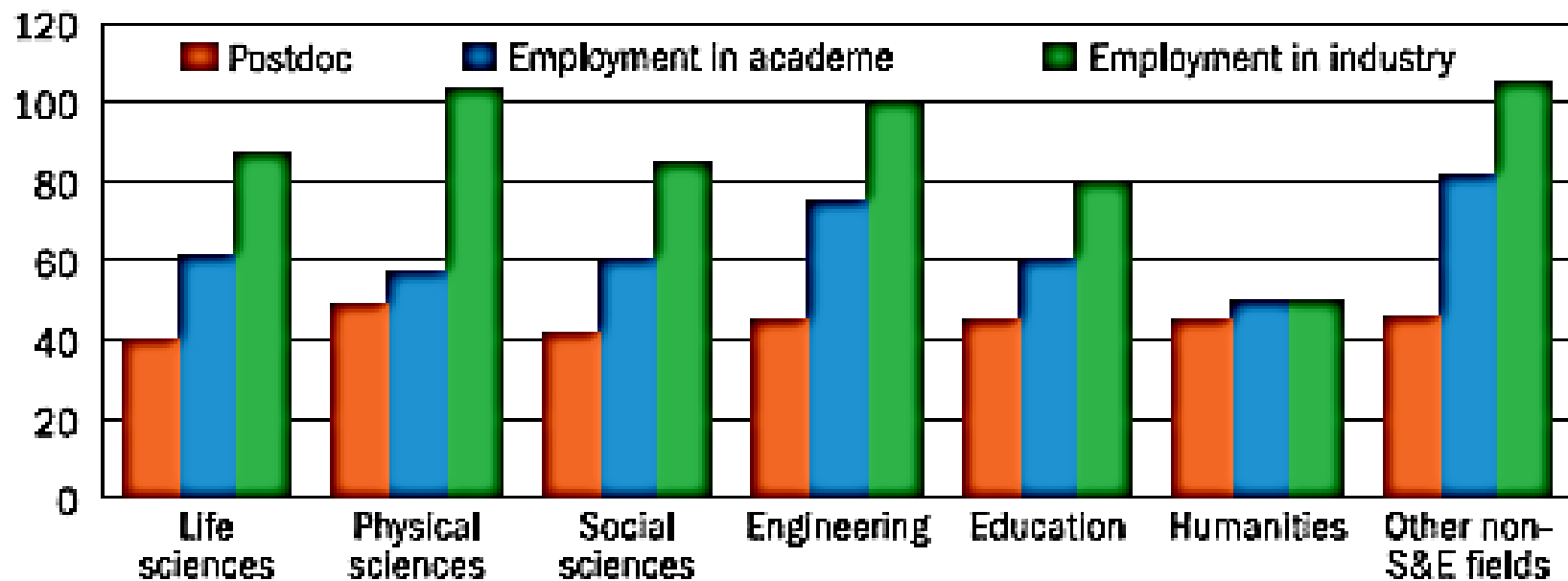
NOTE: Percentages are based on those with both definite commitments for employment in the coming year (including those missing employer type) and plans to stay in the United States.

SOURCE: *Doctorate Recipients from U.S. Universities 2014*. Related detailed data: tables 44, 51, 52.

Why is PD Important?

Median basic salary of doctorate recipients with definite commitments in the United States, by position type and field of study: 2014

Dollars (thousands)



NOTES: Other non-S&E fields includes business management and administration.

Employment in industry includes doctorate recipients who indicated self-employment.

SOURCE: *Doctorate Recipients from U.S. Universities 2014*. Related detailed data: tables 48, 49.

Advising Students

4 Questions to Ask Your Students:

- What are YOUR career goals? (Not your parents' goals, PI's goals, etc.)
- Does your primary career goal fit the realities of the job market in your discipline?
- What are your professional or transferable skills?
- What is your back-up plan?



Skills Sought by Employers

Skill/Attribute	% Respondents
Leadership	80.1
Ability to work in a team	78.9
Communication skills (written)	70.2
Problem-solving skills	70.2
Communication skills (verbal)	68.9
Strong work ethic	68.9

Source: Job Outlook 2016, National Association of Colleges and Employers



Skills Emphasized

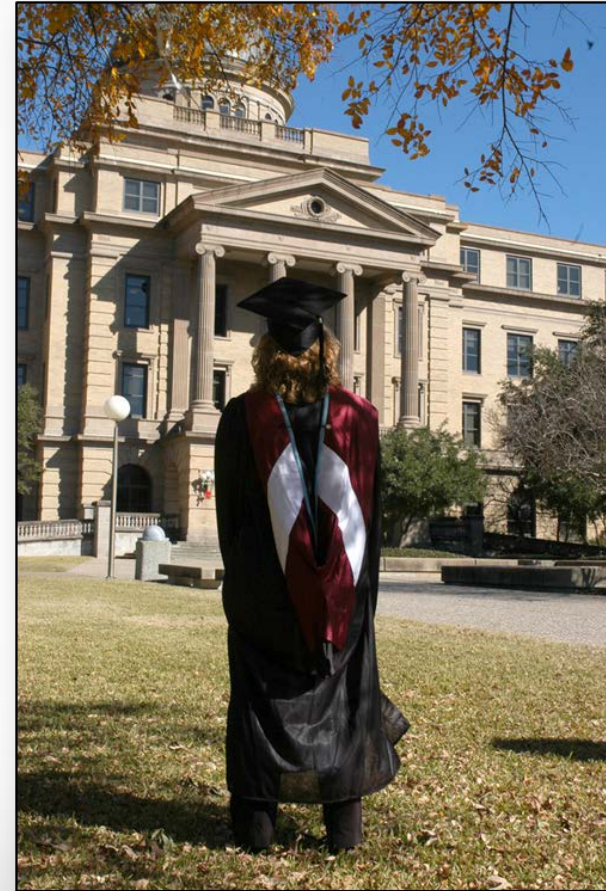
- Communication and presentation
- Writing
- Professional networking
- Research development
- Job search
- Mentoring
- Leadership
- Entrepreneurship
- Teaching

Source: Council of Graduate Schools, 2017



OGAPS Objective

To promote and expand opportunities for graduate students to engage in professional development activities that will prepare them for their future careers- whether in academia, industry, government, non-profit organizations or elsewhere.



OGAPS PD Portal

A search engine for students to identify PD opportunities across campus

*ogaps.tamu.edu/profdev-portal

You are here: [Home](#) / Graduate Student Professional Development Portal

Graduate Student Professional Development Portal

Category:

College/Unit:
Include results that are open to students in all colleges? Yes No

Department:

Target Audience:
Results should have: at least one selected audience all selected audiences

2 results found. 6 results open to students in all colleges were added. Results open to students in all colleges are shown in blue.

Show entries

Program Name	Description	Category	College/Unit
COMM 681 (View Details)	These are 1-hour seminars—one on teaching and one on academic jobs.	Career Development: Instruction and Assessment	College of Liberal Arts: Communications (COMM)
First Fridays (View Details)	This program is a 50 minute panel/lecture on professional topics.	Career Development	College of Liberal Arts: Communications (COMM)
Graduate Walk-In Advising (View Details)	Graduate students can have their documents reviewed (resume, CV, cover letter, etc.).	Career Development	Other Academic Offices: Career Center
Graduate Workshop Series (View Details)	This is a series of various career-related workshops.	Career Development	Other Academic Offices: Career Center
H-1B Seminar (View Details)	This is a seminar provided by Swaim, Tidwell, & Associates in conjunction with ISS to discuss processes associated with H1-B. [...]	Career Development	Other Academic Offices: International Student Services
Immigration/Employment Workshops (View Details)	This program includes workshops regarding CPT, OPT, Academic Training, in conjunction with the Career Center.	Career Development	Other Academic Offices: International Student Services





G.R.A.D. AGGIES

Graduate Resources and Development

Collaboration of 8 campus units to provide professional development opportunities for graduate students to better prepare them for professional life after graduate school.

G.R.A.D. Aggies Collaborators:

- Career Center
- CTE
- GSC
- ISS
- OGAPS
- SCS
- Scholarships & Financial Aid
- University Libraries
- UWC

G.R.A.D. Aggies Programs:

- Certificate program
- Workshops
- Seminars
- One-to-one consultations
- Online Resources
- For more information visit <http://gradaggies.tamu.edu>



Worried about
your future?

Thinking about
non-academic careers?

There is a resource
for YOU!

Founded and staffed by PhDs, VPhD helps you become *versatile*: ready, willing, and able to steer your career in many directions!



Serving *Humanities, Social Science, and STEM* fields



START HERE!

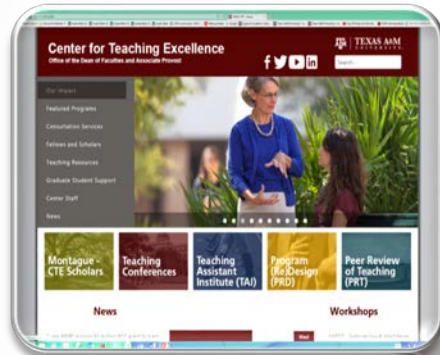
- Go to vphd.info/TAMU_go
- Enter your NetId and password
- Create a VPhD account
- Sign in!

Career Center (HireAggies.com)

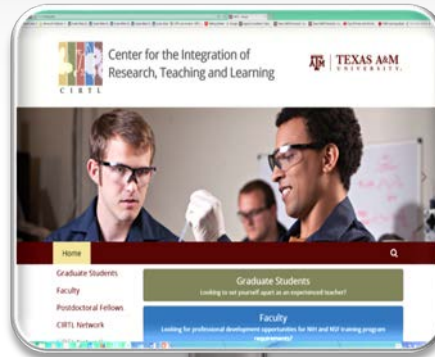
- Goal - To ensure all Aggies find professional success and fulfillment by:
 - Encouraging students to explore ALL career options.
 - Helping students determine which path is the best fit for their interests and skills & develop a plan of action.
 - Assisting students in each step of the job search and application process.
 - Reaffirming students' autonomy & self-efficacy during this stressful phase in their lives.
- Services & Programs: AggieExternship, Workshops; Walk-in hours; 1:1 advising; Company info sessions
- Contact: Katie Stober kstober@tamu.edu



Professional Development in Teaching Sources



1 - CTE



2 - CIRT
@TAMU (LCs)



3 - CIRT.NET
(online)



CTE: Academy For Future Faculty (AFF) Certificate

Week	Date Time	Location	Topic	Speaker
1	Mon 9/7 5:30 PM	MSC 1400	AFF Orientation	AFF Executive Committee
2	Mon 9/14 5:00 PM	MSC 1400	Course Development Cycle	Center for Teaching Excellence
3	Thu 9/24 5:30 PM	MSC 1400	Elective: Diversity University	Dr. Judith Linneman
4	Thu, 10/1 5:30 PM	MSC 1400	Successful Management of a Research Lab	Dr. Chris Quick
5	Mon, 10/5 5:00 PM	MSC 1400	Philosophy of Teaching Statement	Center for Teaching Excellence
6	Mon, 10/12 5:30 PM	MSC 1400	Using Technology to Engage and Interest Students	Dr. Nate Poling, Center for Teaching Excellence
7	Mon, 10/19 5:00 PM	MSC 1400	Syllabus Design	Center for Teaching Excellence
8	Thu, 10/29 5:30 PM	MSC 1400	Teaching for Diverse Audiences	Dr. Marisa Suhm
9	Mon, 11/2 5:00 PM	MSC 1400	Curriculum Vitae	Dr. Katharyn Stober
10	Mon, 11/9 5:30 PM	MSC 1400	Elective: Multicultural Issues in Teaching	Dr. Dianne Kraft
11	Thu, 11/19 5:30 PM	MSC 1400	Elective: Surviving Your First Year of Teaching	Dr. Meagan Shipley

Registration is on-site for all AFF workshops!

For more information about the AFF (formerly GTA) certificate program, please go to the AFF website at <http://cte.tamu.edu/Graduate-Student-Support/Academy-of-Future-Faculty>.

To register for any CTE workshop, visit: ERS.TAMU.EDU
These events are supported in part by a generous gift from The Association of Former Students of Texas A&M University (<http://www.ogfnetwork.com/default.aspx>).

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much greater understanding of the processes involved by experiencing them first hand. In

Teaching Philosophy: Rachael Adams

The main purpose of education is to learn, but one must realize not all students learn in the same manner. My teaching philosophy centers on providing the best possible environment, multiple ways of learning the material, and all of the additional tools necessary for my students to learn. To fully implement this style of teaching requires great expectations from both my students and me. As an undergraduate I felt there were many Professors and Graduate Student Instructors (GSIs) who approached teaching as a requirement, rather than doing everything possible to help their students learn the material. Therefore as a teacher it is my mission to dedicate myself to my students and their learning of the material for the entire duration of the course and beyond. I feel I would be failing myself and my students if I did not give every task, from teaching a key concept to generating meaningful assignments, my absolute best effort. Students in science classes need to learn not only the facts, but to learn to apply those facts to hypothesize, test theories, interpret data, and formulate conclusions. As I go further into my scientific career I continue my belief that a teacher of science should devote herself to helping her students learn the principle concepts and how to apply them to scientific problem.

Each and every one of us experiences the science of life everyday and in teaching the course "Biology for non-scientists" I strove to make my students aware of this fact. Many of the students were taking this course to fulfill their natural science requirement, not due to their interest in biology. This meant that I had to work very hard to pique and maintain their interest in the material. I found that a good way to accomplish this was to reference current events, news articles and personal experiences and then relate them to the principles of biology. This strategy was effective since it took a concept that seemed abstract for the students and made it into something very real and one they could easily understand. I plan to continue this strategy in my future courses by first reviewing background material, then introducing the basic concepts, and finally building on these basics with current examples to reach the desired level of complexity on the topic. By following this I will also be able to help my students learn to interpret data, question current ideas, formulate their own theories, and describe how to test those theories. Whether the students realize it or not, they will be building skills that are required of not only scientists but also of consumers in society.

It is my belief that teachers should present class materials in a variety of formats to help ensure the entire class learns the material. For this reason in my classes I use lectures, visual learning aids, computer exercises, organized notes, diagrams and current events to present course material. Since not everyone can learn all of the material during class time, voluntary attendance at my office hours, exam reviews, and extra appointments is always encouraged. In my previous experience many of my students took advantage of this not only to discuss course material, but also to get advice on attending graduate school in the future, or a biology related personal problem they were having. This course consisted of lecture and discussion sections: there were no "hands on" lab experiences to demonstrate what science research is all about. Since I felt this was important not only for the students' learning but also to pique their interest in science, I invited my students to come into the laboratory to see what I do everyday. A large number of students took me up on this offer and subsequently came in small groups, during their free time I might add, and learned about cell culture, restriction enzyme mapping, and agarose gel electrophoresis. These were all topics we had discussed in class and I think they left with a

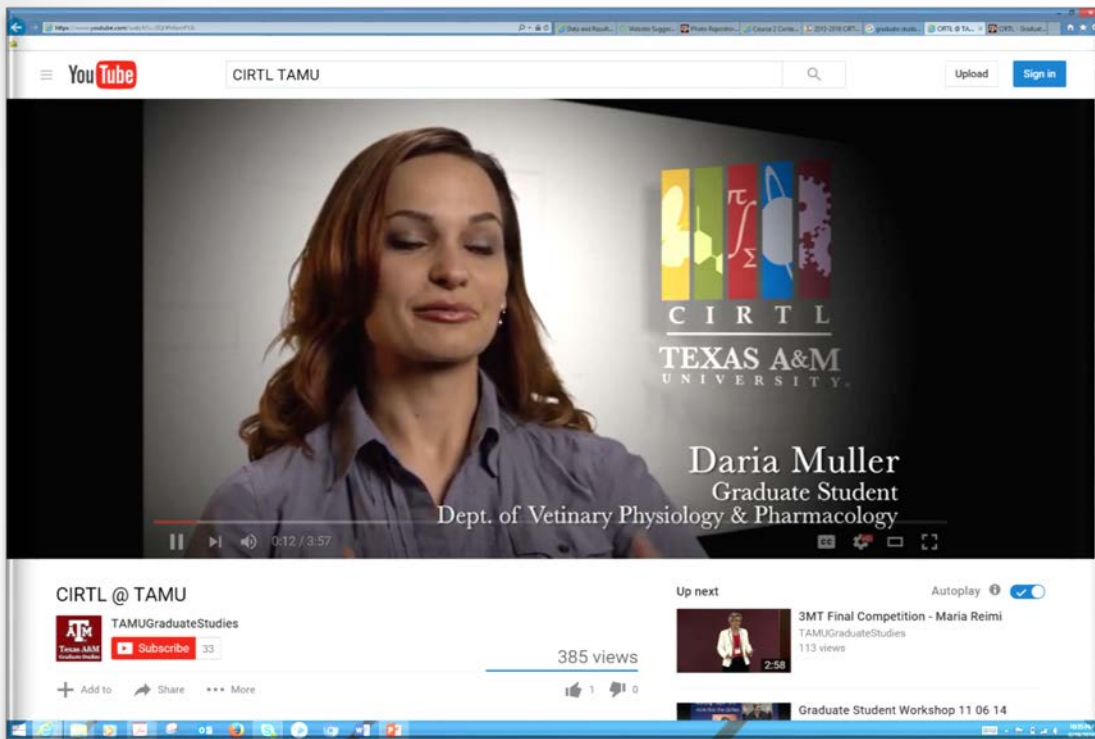
Required workshops (4)
Elective workshops (4)

- Faculty Mentor
- Classroom Observations (2)

- CV
- Teaching Statement
- Syllabus



CIRTL.net: CIRTLCast & Workshops



<https://www.youtube.com/watch?v=0QHfhfemPYA>

Weekly drop-in interactive sessions

Monthly themes in teaching and learning

Speakers from network

Workshops:

- Creating Video Snip Modules for Active Teaching and Learning
- How to Breakthrough Student's Misconceptions of Science



University Writing Center

Programs and Services

- Dissertation Retreat
- Dissertation/Thesis Writing Groups
- Individual Consultation



Financial Resources



- Funding Opportunities (OGAPS):
- Funding for Research or Conference Travel:
 - OGAPS Research and Presentation Grant
 - Graduate Student Council Travel Award
- Scholarships & Financial Aid:
 - Money Wise Aggie
 - Workshops (online videos & face-to-face seminars)
 - Scholarships & Grants just for Graduate students!!

Other Resources

- POWER Writing Support Services (College of EHD)

<http://power.tamu.edu/>

- Workshops, Credit Bearing Courses, Consultations

- Student Counseling Services <https://scs.tamu.edu/>

- Grad Student support groups
- Career Interest testing
- 1:1 counseling <http://scs.tamu.edu/personal>



We Need Your Help!

Almost 40% of students said the best way to be notified of PD events was through their graduate advisor

- ✓ Join the Grad Advisor listserv
- ✓ Push events & resources to students



OGAPS PD contact:

Dr. Leonard Bright

Assistant Provost, Professional Development

979-845-3631

lbright@tamu.edu



Questions?
Comments?



