University of
NOTRE DAME
The Graduate School

Professional Development Program
Catalog of Recurring Workshops

Graduate School Professional Development Activities Checklist

Stage	Department and Discipline	Research	Teaching	Career	Ethics
All Stages	☐ Read the key literature in your field ☐ Meet departmental milestones	☐ Apply for grants and fellowships ☐ Participate in academic writing workshops	☐ Attend Kaneb Center workshops ☐ Visit Kaneb Center web site for updates and announcements	☐ Identify transferable skills ☐ Attend job talks, lectures and seminars in your department ☐ Build your CV or Resumé	☐ Reflect on the ethical dimensions related to your research ☐ Attend ethics and compliance lectures ☐ Attend Ethics Cafés
Early Stage (coursework; pre-doctoral)	☐ Learn about programs and resources ☐ Synch to the professional development calendar ☐ Develop a strategic plan with your academic adviser ☐ Meet with your subject librarian ☐ Develop a network of faculty and advanced graduate students within your department	☐ Explore resources for internal and external grants and fellowships ☐ Sign up for PIVOT and register professional profile ☐ Create a research action plan to maximize opportunities ☐ Build international and interdisciplinary network ☐ Learn about engaged research and ways to apply to your scholarship	☐ Explore Kaneb Center programs and resources ☐ Attend TA Orientation ☐ Begin working toward teaching certificates ☐ Start building portfolio ☐ Consider teaching a Social Concerns seminar ☐ Consider attending the Community Engagement Teaching Institute at the Center for Social Concerns	☐ Explore Career Center programs and resources ☐ Acquire a professional outfit ☐ Complete a self-assessment ☐ Build your campus and professional network	☐ Explore Office of Research, Reilly Center, and Center for Ethics and Culture ☐ Complete Responsible Conduct of Research (RCR) training ☐ Complete the required ethics workshop ☐ Attend workshops on work/life balance, time management, and goal-setting
Mid Stage (master's research; candidacy exams)	☐ Assess your strategic plan ☐ Pursue leadership and service options (e.g., GSU) ☐ Join professional organizations and build your external network	☐ Attend and present at conferences ☐ Volunteer as a journal reviewer ☐ Present to public audiences and/or K-12 students	☐ Complete a mentored teaching experience ☐ Take a summer teaching course and join a summer reading group ☐ Arrange for teaching observation/consultation ☐ Draft a teaching philosophy statement	☐ Explore career opportunities for your field ☐ Draft application materials ☐ Determine use of Resumé or CV ☐ Seek internship opportunities	☐ Mentor junior students ☐ Explore resources of the Center for Social Concerns ☐ Complete a course or graduate student fellowship through the Center for Social Concerns
Late Stage (dissertation; job search)	☐ Request references and identify job opportunities ☐ Write and practice your job talk ☐ Attend a dissertation defense ☐ Report placement to Graduate School	☐ Form a dissertation reading/writing group ☐ Publish your research ☐ Devise a 5-year research plan ☐ Apply for dissertation fellowships ☐ Identify funding sources for continued research	☐ Apply for an advanced teaching certificate ☐ Pursue "Instructor of Record" opportunities ☐ Finalize portfolio ☐ Develop teaching demonstration for academic interview	☐ Finalize job application materials ☐ Tap into your professional network for job opportunities ☐ Network with Notre Dame alumni ☐ Participate in a mock interview ☐ Prepare to negotiate	☐ Participate in an ethics class ☐ Reflect on the ethical implications of your dissertation topic ☐ Acquaint yourself with the integrity and ethics statements of each of the professional societies you are a member of

UNIVERSITY OF NOTRE DAME
The Graduate School

PROFESSIONAL DEVELOPMENT

Table of Contents

Workshops are offered in the fall, spring, and summer semesters and are categorized in one of the Professional Development Spires: Career, Ethics, Research and Teaching. Workshops are also offered under a general professional development category.

Workshops offered here are those that recur on a regular basis, either every semester, every other semester or every other academic year – additional workshops and programs are scheduled frequently. For the most current workshops offerings, and to register for any Professional Development event, visit the Graduate School Professional Development calendar.

http://graduateschool.nd.edu/professional_development/pdcalendar/

University of Notre Dame
Graduate School Professional Development
Catalog of Recurring Workshops

-- Vision Statement --

Through our professional development program, graduate students and postdoctoral scholars gain the skills and insights to assume their careers with confidence.

-- Mission Statement --

The mission of the Professional Development Program is to enhance the academic training of graduate students and postdoctoral scholars within the areas of research, ethics, career and teaching. The Research Spire guides graduate students and postdocs in identifying resources to enrich their research experience and in gaining the skills to effectively communicate the relevance of their work across a range of venues and for a variety of audiences. The Ethics Spire engages students and postdocs in discussions of professional and societal ethics and prepares them for real-world problem-solving in their disciplines. The Career Spire prepares students and postdocs to obtain strong placement after their time Notre Dame. The Teaching Spire enables graduate students and postdocs to create the best possible learning experiences for their students — now and in the future. The integration of these spires under one framework reflects our belief that training is holistic, encompassing all aspects of one's formation as a scholar.

Our workshops, seminars, classes and events facilitate growth in these areas. We promote professional development so that when graduate students and postdoctoral scholars assume their careers — whether in academia, the private sector, government, or non-profit organizations — they do so fully prepared and with confidence.

-- Objectives --

Through participation in our Professional Development program, students and postdoctoral scholars will be able to:

- Identify grant and fellowship opportunities that are relevant for their research
- Craft a strong proposal for extramural funding to support their research
- Speak and write about their research in a wide range of venues, highlighting its importance and relevance, for both specialists and non-expert audiences
- Develop and refine the research skills needed to find, retrieve, analyze, evaluate, and use information in all formats
- Know their roles, rights, and responsibilities as authors in the issues and trends related to scholarly publishing
- Reflect on the ethical implications of their research
- Acquaint themselves with the integrity and ethics statements of their profession
- Explore opportunities to apply professional skills and interests to address community concerns worldwide
- Craft job application materials including a curriculum vitae, resume, cover letters, statement of intent, research and teaching statements
- Represent themselves professionally on the job market in interviews, job talks and networking opportunities
- Practice discernment in choosing which direction to take their career
- Explore job opportunities post graduate school through various mediums (i.e. online, social media, conference networks)
- Adopt a disposition towards teaching that is grounded in reflective practice
- Articulate their teaching philosophy orally and in writing
- Begin to document evidence of teaching excellence and/or effectiveness that includes teaching history, course materials, student evaluations, and/or observations from faculty mentors
- Prepare for professional interactions about teaching and a teaching demonstration for the academic interview

PROFESSIONAL
DEVELOPMENT

UNIVERSITY OF
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ALL STAGES

Coffee, Cupcakes, and TREC: Introduction to Professional Development [GSU TREC Committee]

Are you unsure about how to find on-campus resources to help you polish your curriculum vitae (C.V.), write more effective grants and fellowships, or put together a teaching portfolio? Do you have questions about how to plan for your post-graduate career? We can help! In this session you will learn about upcoming professional development opportunities at ND, meet the GSU professional development representatives, and find out how the ND Graduate Professional Development Team can help you reach your goals.
Fall Semester

How to Improve Your Academic English [English for Academic Purposes]

This workshop will present several techniques that non-native speakers can utilize to maximize their success when speaking and writing in English. Participants will learn how to identify and overcome the most common mistakes and problem areas encountered by international graduate students and postdocs.
Fall and Spring Semesters

Editing and Revising Academic Writing [English for Academic Purposes]

Revision is a necessary step in the academic writing process. This workshop will address techniques for revision at all levels with an emphasis on sentence structure, paragraph structure, precision of language, and proper tone.
Fall and Spring Semesters

Grad School Game Plan [Grad School Academic Student Life]

Successful scholars and elite athletes both share a common trait: having a game plan for how to achieve their goals. But game planning is not just about perfecting your jump shot or your research skills. It's about fostering the attitudes and mental skills associated with success. This workshop series is designed to help you "game plan" your grad student or postdoc experience by using the same mental skills that elite athletes use. In a series of workshops, the Game Plan will introduce such techniques as: 1) goal setting; 2) concentration and focusing skills; 3) imagery and relaxation techniques; 4) time and stress management; 5) communication skills; and 6) motivation. These workshops will assist grad students in developing consistency, minimizing distractions, and increasing confidence so that they can work more effectively towards their academic goals.
Fall and Spring Semesters

Paraphrasing, Using Sources Effectively & Avoiding Plagiarism [English for Academic Purposes]

This workshop will focus on using scholarly sources in an ethical and appropriate manner. Topics will include understanding and avoiding plagiarism, paraphrasing others' arguments correctly, and proper citation techniques.
Fall and Spring Semesters

Giving an Effective Academic Presentation [English for Academic Purposes]

From conference presentations to job talks, graduate students and postdocs give numerous presentations

throughout their academic careers. This workshop will focus on what an American academic audience expects. We will cover preparation strategies, body language, intonation, eye contact, and how to use presentation materials effectively.
Fall Semester

Listening and Note Taking [English for Academic Purposes]
For those whose first language is not English, listening and taking notes in class can be especially difficult. In this session you will learn strategies for improving listening skills and for taking effective notes.
Fall Semester

English Pronunciation Strategies and Techniques [English for Academic Purposes]
Even when you use a word correctly, your audience may not understand you if you mispronounce it. This workshop will provide international graduate students and postdocs with strategies and techniques for improving their English pronunciation.
Spring Semester

Enhancing Your Vocabulary [English for Academic Purposes]
In this workshop, international graduate students and postdocs will learn how to use moments of misunderstanding as opportunities to improve their academic language. The session will focus on how to determine meaning from context, keep track of new vocabulary, and incorporate new words into a working vocabulary.
Spring Semester

> *"The way the Checklist is presented gives students a basic idea of what topics would help prepare them along the way without overwhelming them. It's up to you what you want to take, and how much you want to take away from the professional development program."*

ALL STAGES

Elevator Pitch Essentials Part 1:
Preparing the Pitch [Writing Center & Grad School Grants and Fellowships]

An elevator pitch is a 30-second to two-minute, well-prepared description of your research. Learn how to create it, rehearse it, and tailor it for a specific audience. In this session you will learn the skills that you will need to craft your elevator pitch.
Fall and Spring Semesters

Elevator Pitch Essentials Part 2: Practicing at a Reception
[Writing Center & Grad School Grants and Fellowships]

Students will take the research spiel they developed on their own or in the Elevator Pitch Essentials Part 1 and will practice giving the pitch to other students, faculty, and administrators from a wide range of disciplines. The setting is a reception that the Graduate School hosts in support of this event. Business casual attire is requested.
Fall and Spring Semesters

Writing Successful Grants [Office of Research]

For those who are new to the art of grantwriting, this introductory workshop will cover basic principles of good grant writing, starting with the articulation of a compelling research theme and including the construction of the proposal itself. Major differences between traditional "academic prose" and persuasive grant writing will be highlighted. Common pitfalls that can lead to early rejection of good ideas will be reviewed, as well as practical strategies for better writing. Special attention will be paid to the perspectives of grant reviewers and how to write in ways that will meet their expectations.
Fall Semester

Graduate Student Boot Camps [Writing Center,
Hesburgh Libraries, Grad School Grants and Fellowships]

Graduate students can participate in boot camps focused both on the process of writing and on specific writing projects, such as fellowships, publications, dissertations, or theses. Participants will be able to take advantage of a dedicated space to work and refreshments, as well as participate in workshops that focus on goal setting, formatting, managing large writing projects, and completing literature reviews, among other topics. Writing consultations and reviews of drafts will be available during the camps.
Fall, Spring, and Summer semesters.

Preparing Material for Publication I: Author Panel [Writing Center]

This workshop features a panel discussion with four doctoral students from departments in the College of Arts and Letters. The panelists will share their experiences with the process of getting an article published in a refereed journal – covering topics that include how they found and developed their idea for an article, the submission and revision process, setbacks they encountered, and what they learned from the experience.
Spring Semester

Preparing Material for Publication II: Editor Panel [Writing Center]

This workshop features a panel discussion with four editors and editorial board members for major academic

journals in the College of Arts in Letters at Notre Dame. Panelists will share their experiences serving as reviewers and editors of article submissions for academic journals, discussing common pitfalls and sharing advice about what editors are seeking in article submissions.
Spring Semester

Using Word for Your Research Writing Projects [Grad School Academic Student Life]

Learn how to use Word more efficiently for your research writing. Using the Graduate School dissertation/thesis template as your practice file, you will learn techniques that apply not only to formatting a dissertation, but also to papers, reports, articles, and more. Examples include modifying, creating, and applying text/paragraph styles; using section breaks to control tricky headers and footers; altering page orientation, margins, and page numbers on landscape pages; cross-referencing figures and tables; and creating and updating an automatic table of contents or list of figures/tables.
Fall, Spring, and Summer Semesters

Improving your Fulbright Application [Grad School Grants and Fellowships]

This session is intended both for applicants to the current Fulbright cycle and graduate students who intend to make an application in the future. We will discuss ways to improve your application, including strategies for maximizing the impact of your personal and project statements within the page limits; obtaining the best possible letters from your referees; and utilizing feedback in the revision process. Students who have begun drafting an application for the on-campus deadline are encouraged to bring a draft of their materials.
Fall and Summer Semesters

Planning Ahead for Fall Fellowships [Grad School Grants and Fellowships]

These workshops will cover the major funding opportunities for graduate students, with a focus on looking ahead to fall deadlines. Topics include study abroad, international research, dissertation fellowships, and multi-year fellowships. There will be a particular focus on how to best use your summer to prepare for the fall application cycle.
Spring Semester

Planning your Summer Writing [Writing Center]

This workshop provides participants with tools for planning a productive summer of writing. Participants will work to define their writing goals and develop a realistic plan for accomplishing them over the summer months.
Spring Semester

How to be a Chipper: Strategies for
Setting Short-Term Writing Goals in Long-Term Writing [Writing Center]

In this workshop, we will discuss strategies for tackling large writing projects, including breaking down the project into its parts, setting short- and long-term goals, recording your progress, and making all parts of the revision process manageable. While this workshop is targeted to writers working on dissertations and theses, the strategies we discuss are also helpful for those working on articles, seminar papers, and other medium-length writing projects.
Spring Semester

Library Orientation Sessions [Hesburgh Libraries]

The Hesburgh Libraries system encompasses not only the iconic central building but also the numerous subject-based libraries that are housed in academic buildings. This orientation session will help you learn the basic information needed to use the libraries on campus, including review of available collections, introductions to circulation processes, the library website, subject librarians, and services. Learn how our interlibrary loan and document delivery services work, how to discover library workshops, and where to get help when your questions and needs for library services arise. General orientation sessions and sessions targeted to international students are offered.
Fall Semester

Who's Citing Whom? Scholary Impact [Hesburgh Libraries]

Scholarly impact is often measured through citation counts and journal impact factors. In this workshop you will learn how to use online databases and tools to search for high-impact journals and articles. In addition you can use these tools to determine who is citing whom using cited reference searching. Author-impact factors can

be measured by h-index or the impact of an author's publications over time. While this workshop may be most relevant for late-stage graduate students and postdocs, the information will help early-stage graduate students with developing literature review searches and publication monitoring strategies.
Fall and Spring Semesters

Your Rights as an Author [Hesburgh Libraries]

This presentation covers scholarly communication and author rights – addressing what you can and cannot do with your work under a traditional publishing model and considering alternatives for maintaining control of your research and creative work. This session will make you aware of your rights as an author and will describe tools and models in the current publishing environment to assist in the publication process.
Fall Semester

EARLY STAGE

National Science Foundation Graduate Research Fellowship
Fall Support Series [Grad School Grants and Fellowships]

The NSF GRFP Applicant Support Program has five sessions, all designed to help students through the application process for this prestigious award. Students are encouraged to attend as many sessions as possible, as our past winners have done. Session topics include: 1) a general information session; 2) proposed plan of research essay; 3) personal statement and previous research essays; 4) consultation and peer feedback; and 5) transforming your NSF GRFP application for other multi-year opportunities.
Fall Semester

National Science Foundation Graduate Research Fellowship
Summer Support Series [Grad School Grants and Fellowships]

Graduate students enrolled in this program will complete an application for the National Science Foundation Graduate Fellowship Program under the guidance of the Grants and Fellowships office. They will also identify and apply for other multi-year funding opportunities as appropriate. Students will meet six times during the summer for instruction and peer review sessions. By the end of the program, students will have completed a solid draft of the application materials required for their respective funding applications. These will include a project proposal, previous research statement, personal statement, and CV.
Summer Semester

Multi-year Funding Opportunities [Grad School Grants and Fellowships]

This session is an overview of the major multi-year funding opportunities available to Notre Dame graduate students. The workshop will include strategies for locating funding opportunities, creating a multi-year research plan, and articulating your experience and future goals in project and personal statements.
Fall Semester

Funding International Research and Study Abroad [Grad School Grants and Fellowships]

Participants will learn about opportunities to fund language study and research abroad, including short-term and year-long projects. Topics include resources for language courses, archival work, laboratory exchanges, fieldwork, and more.
Fall Semester

International Student Funding Opportunities [Grad School Grants and Fellowships]

This workshop will give an overview of the external funding opportunities available for non-U.S. citizen graduate students.
Fall Semester

Citation Management Workshops [Hesburgh Libraries]

With more information available with each passing day, scholars need tools to manage their bibliographic citations, documents, and collaborative work. The University provides access to the RefWorks software, and the Libraries provide instruction for RefWorks, Mendeley, and Zotero. The face of citation management changes rapidly, and offerings may change as software develops; however, the workshops offered will allow you to learn

the basics or ask questions about how to choose the right management tool for you. Your success as a scholar turns on your ability to manage your growing body of knowledge and resources.
Fall and Spring Semesters

EARLY STAGE/MID STAGE

Conference Preparation I: Writing an Abstract [Writing Center]
This workshop is the first of a two-part series on preparing to present papers at conferences. In this session, we will discuss strategies for composing an abstract for an academic conference. We will examine successful models and look at some templates for conference paper abstracts.
Spring Semester

Conference Preparation II: Abstract Accepted, Now What? [Writing Center]
This workshop is the second of a two-part series on preparing to present papers at conferences. In this session, we will discuss strategies for writing and delivering papers at conferences. We will discuss challenges unique to the genre, such as finding an appropriate focus and scope, adapting a written paper to an oral delivery, and integrating media such as handouts and PowerPoint presentations.
Spring Semester

MID STAGE

Dissertation Proposal Accepted: What Now? [Writing Center]
This workshop is for graduate students who have recently had their dissertation proposals approved and are looking to get the dissertation project off on the right foot. We'll discuss strategies for planning and managing a large-scale writing project and tips for staying enthusiastic and motivated as you kick off your dissertation.
Spring Semester

MID STAGE/LATE STAGE

Dissertation Completion Fellowship Workshop I [Grad School Grants and Fellowships]
This session will cover resources for locating funding for completing your dissertation and strategies for approaching interdisciplinary, field-specific, and teaching-based opportunities.
Fall Semester

Dissertation Completion Fellowship Workshop II [Grad School Grants and Fellowships]
This session will go into more depth on strategies for proposal writing, including reading and analyzing examples of successful applications. It will also include the opportunity for feedback from peers and the Associate Program Director of Grants and Fellowship. Students interested in having a draft reviewed should bring three copies to the workshop.
Fall Semester

Jumpstart Your Dissertation [Writing Center]
This discussion-based workshop is for dissertation writers looking to infuse their projects with fresh energy and optimism. We will discuss strategies to help you refocus and re-energize your writing to build a healthy momentum to see your project through its successful completion.
Spring Semester

Write First for Dissertation Writers [Writing Center]
This workshop grows out of a simple piece of advice that many writers, including Joan Bolker, author of *Writing Your Dissertation in Fifteen Minutes a Day,* have found so helpful: Write first. The workshop will include some suggestions and resources to help you write effectively, but the most important thing that it offers is time: a dedicated time and place to work on your dissertation daily, in the morning when you're fresh. The "Write First" Dissertation Writing Workshop meets every morning from 8:00 a.m. to 10:00 a.m for a full week in the Writing Center. We welcome dissertation writers from any discipline and at any stage in their dissertation process.
Fall and Spring Semesters

"I was really inspired by the Elevator Pitch Essentials workshop. The presentation, as well as my practice partner's feedback, reminded me that I don't have to wait until I am working on my dissertation or applying for teaching jobs to develop a clear sense of who I am as a scholar, and to craft an elevator pitch that reflects that clarity, confidence, focus, and strength of purpose. What a great discovery!"

ALL STAGES

Etiquette Dinner [Graduate Career Services]

The etiquette dinner will bring students, staff, faculty, and industry/community members together to learn about dining etiquette. Special emphasis is given to interviewing and dining etiquette, appropriate table conversation, and international dining customs.
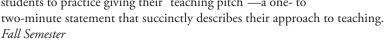*Spring Semester*

Preparing for the Academic Job Market I: Putting Together Application Materials [Graduate Career Services, Kaneb Center]

This workshop will cover what goes into an academic application and provide suggestions for keeping your information organized. We will focus on creating a CV and cover letter as well as discuss putting together a research statement and teaching philosophy. This workshop is appropriate for all disciplines.
Fall Semester

Preparing for the Academic Job Market II: Interviewing, the Job Talk, and the Teaching Pitch [Graduate Career Services, Kaneb Center]

This workshop will cover what students should expect during a campus interview, preparation for giving a job talk, and how to incorporate your teaching experiences into different aspects of the interview. In addition, we will have time for students to practice giving their "teaching pitch"—a one- to two-minute statement that succinctly describes their approach to teaching.
Fall Semester

Preparing for the Academic Job Market III: Faculty Panel to Discuss Working at Different Types of Institutions [Graduate Career Services, Kaneb Center]

Faculty from Research I, liberal arts, and community colleges will discuss what to expect when applying to, interviewing at, and working at different types of educational institutions.
Fall Semester

Faculty Panel on Successful Job Talk [Graduate Career Services]

What makes a job talk successful? Faculty members from a variety of disciplines will share their insights and experiences, both from the perspective of someone giving the talk and from the perspective of someone on a search committee listening to the talk. All disciplines will be represented.
Fall Semester

CV to Resume Workshop [Graduate Career Services]

In this workshop you will learn the difference between a curriculum vitae (CV) and a resume, and learn how to turn your CV into a resume. This workshop is offered either in a disicipline-specific format or a general

Are you interested in learning basic etiquette skills that will help you manage first impressions and land you that job you have been wanting?

You are cordially invited to the

Graduate Career Etiquette Dinner

Tuesday, April 17
5:30 pm
Notre Dame Room
Morris Inn

RSVP to amoran2@nd.edu by April 6, 2012

Business Attire Required

Let us help, visit us today:
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format that covers all disciplines.
Fall, Spring, and Summer Semesters

Discipline-Specific Professional Development Workshops [Graduate Career Services, Departments]

Discipline-specific CV writing workshops are offered by Graduate Career Services Program Director in conjunction with individual department professional development seminars. See departmental listings for details.
Fall, Spring, and Summer Semesters

Virtual Career Fair [Graduate Career Services]

A virtual career fair designed specifically for graduate students and postdocs. Employers seeking Ph.D.s, masters students, or post docs register, and students are invited to attend by electronically submitting their resumes and participating in live chat sessions.
Spring Semester

Career Fair -- Full Time Employment [Graduate Career Services]

Employers come to campus for a career fair. All disciplines are welcome to attend.
Fall and Spring Semesters

> *"We covered the general idea of what a job search will be like. It was nice to hear everything from the faculty side and get an overall feel for what the academic search process is."*

Graduate Networking Hour [Graduate Career Services]

A Graduate Networking Hour occurs on the same day as the Career Fair. Employers who specifically recruit Ph.D.- or master's-level students are invited to attend. All disciplines are welcome.
Fall and Spring Semesters

Industry Nights [Graduate Career Services]

Employers from various industries share insights into their industry as well as their talent needs. Students have the opportunity to network in a career fair-style event.
Fall Semester

External Career-Related Speakers [Graduate Career Services]

Experts in career-related topics will come to campus to share tips and insight for Ph.D.- and master's-level students. Students will have the opportunity to ask questions at the conclusion of the talk as well as to network with each other. Past speakers include Peter Fiske, Richard Keithley, and Rob Jenkins. Appropriate for all disciplines.
Fall Semester

MID STAGE/LATE STAGE

Exploring Career Options [Graduate Career Services]

This is a 5-week workshop series for anyone who isn't sure what career path to take either in or out of academia. Throughout the series we will conduct self-assessments, brainstorm potential jobs, discuss resources for finding jobs, and put together application materials so that when the time comes to apply, you will be ready! Appropriate for all disciplines.
Fall and Summer Semesters

Utilizing Online Resources in the Job Search [Graduate Career Services]

Learn how to use LinkedIn, Go Irish, and other online resources in your job search.
Summer Semester

Cover Letters for Academic Jobs [English for Academic Purposes, Graduate Career Services]

Crafting the perfect cover letter for a variety of academic jobs can be a challenge. This workshop, directed at international students, will introduce the basics of writing a cover letter: what information should be included,

how to organize it, and how to present yourself in the best possible light.
Fall Semester

Interviewing and Networking Strategies for
International Students [English for Academic Purposes, Graduate Career Services]

Finding a job or internship can be a confusing and challenging process. While employers may be looking for applicants with diverse experience and the ability to speak more than one language, searching for a position as an international student can involve additional challenges. For networking and interviewing purposes, you must be able to describe your research in a succinct, clear, and interesting way. Follow-up: Mock interviews with English for Academic Purposes Fellows and representatives from Graduate Career Services. Appropriate for all disciplines.
Spring Semester

Presidential Management Fellowship (PMF) Workshop [Graduate Career Services]

Learn the latest information to prepare your application materials for this prestigious, two-year paid internship in a United States government agency. Appropriate for all disciplines.
Fall Semester

LATE STAGE

Interview Dos and Don'ts [Graduate Career Services, GSU]

Got an interview coming up? Looking ahead to interviewing post-graduation? At this interactive presentation, Graduate Career Services and the GSU will offer interviewing tips, answer frequently-asked questions, and give advice on what to wear, say, and do (and what not to wear, say, and do) on interview day.
Spring Semester

Mock Interview Day [Graduate Career Services, TREC]

In this day-long event, faculty members, administrators, and professionals from around the South Bend community conduct brief mock job interviews with graduate students. Graduate students gain practice talking about their research and interests; receive feedback from real-world professionals about their interviewing skills, CVs, and resumes; and learn about professional opportunities both in and outside of academia. Participants must sign up in advance and submit a resume/CV no less than one week in advance.
Spring Semester

> *"Thanks for all of your help as I prepared my application and practiced for my interview; your advice and support has been invaluable!"*

Developing Your Teaching Portfolio [Kaneb Center]

Teaching portfolios are a means of productively preparing for the job market and a successful academic career. Students who create a teaching portfolio develop a scholarly approach to teaching, foster habits of reflection and ongoing improvement, and provide rich, contextualized evidence of teaching and learning.
Spring Semester

Using Grading Rubrics [Kaneb Center]

A rubric is a set of guidelines that helps instructors assess student work more objectively and consistently. A rubric also lets students know what the instructor is looking for. This session will present techniques for developing a rubric, provide examples, and share practical resources.
Spring Semester

Communicating in the Classroom: Tips for TAs [Kaneb Center]

Strengthening interpersonal communication is an effective way to increase student comprehension and improve classroom management. This session will provide participants an introduction to public speaking and outline teaching techniques to enhance classroom communication.
Fall Semester (every other year)

Helping Students in Distress: Tips for Faculty and TAs [Kaneb Center, University Counseling Center]

This interactive workshop with University Counseling Center staff will help participants recognize signs of serious emotional distress, gain more confidence in interacting with a distressed student, and learn how to make a referral to the appropriate resource. In your conversations with students, some will naturally share their successes and academic pressures, and a few will disclose their own personal stories. Other students won't intentionally share their problems with you, but you may notice indirectly expressed signs of personal problems. Even if you are uncomfortable with this role, you become a potential resource in times of trouble.
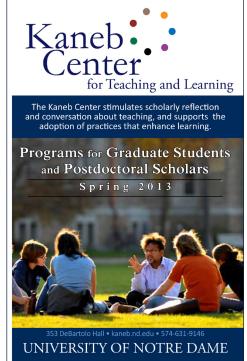*Fall Semester*

US Academic Culture: What to Expect as a Student and as a TA [English for Academic Purposes, Kaneb Center]

The standards of behavior for both teachers and students are likely different in the US than in your home country. Attendees will learn about the role of discussion, when it is and is not appropriate to ask the instructor a question, working with others in the class, how to receive feedback, and more.
Fall Semester

Getting Involved: Teaching through Community-Based Learning [Center for Social Concerns, Kaneb Center]

Teaching a community-based course can enhance student learning and retention, invigorate instruction, and create positive impact in the community. This session will lead participants through the principles of good community-based teaching – from design to engagement to assessment – and will address the interests of

Kaneb Center for Teaching and Learning

The Kaneb Center stimulates scholarly reflection and conversation about teaching, and supports the adoption of practices that enhance learning.

Programs for Graduate Students and Postdoctoral Scholars
Spring 2013

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instructor, student, and community partner stakeholders.
Spring Semester

Learning from Conflict in the Classroom [Kaneb Center]

This workshop focuses on the central question of "What are we to learn from conflict in the classroom?" To explore this question, attendees will participate in a role-play scenario of a conflict as it unfolds in the classroom. Participants will have the opportunity to discuss specific examples of conflict in the classroom and generate helpful proactive and reactive strategies for learning from these situations.
Spring Semester

Mentoring Undergraduate Research in STEM Disciplines [Kaneb Center]

Undergraduate research can be a meaningful component of a student's development at Notre Dame. The panel will discuss effective methods for mentoring undergraduate researchers. Good mentors are good teachers. They focus on the student's intellectual and professional development over time and adapt to individual needs. The same principles used in teaching, such as clear communication, active learning, prompt feedback, and high expectations, all apply to mentoring.
Spring Semester

Navigating Power Dynamics in the Classroom [Kaneb Center]

Classroom power dynamics between and among faculty, teaching assistants, and students greatly influence the teaching and learning process. This workshop, designed as a panel discussion, will feature experienced faculty members and teaching assistants who will identify the various ways that perceptions of power manifest themselves in the classroom and offer insights on the following questions: (a) What are examples of proactive and reactive strategies for approaching different classroom situations? (b) What strategies are helpful for establishing and maintaining authority in the classroom? (c) In what ways do you successfully navigate the difference between private and public discourse both inside and outside of the classroom? (d) What resources are available to faculty and teaching assistants when addressing power dynamics in the classroom?
Spring Semester (every other year)

Providing Reasonable Accommodations to
Students with Disabilities in the Classroom [Kaneb Center, Sara Bea Learning Center]

This interactive workshop features the University's Coordinator of Disability Services, who will share current practices and policies for reasonably accommodating students with disabilities.
Spring Semester (every other year)

Technology Tools for Learning and Teaching [Kaneb Center]

Many free web-based tools can potentially be incorporated into a course. This session includes demonstrations of several tools, familiarizes participants with ways the tools can be used to help students learn, and provides resources for learning more. The specific list of tools changes each time the session is offered.
Fall, Spring, and Summer Semesters

EARLY STAGE/MID STAGE

New TA Orientation [Kaneb Center]

Offered prior to the beginning of each fall semester, this orientation is designed for graduate student teaching assistants and graduate student instructors of record who are interested in learning more about how to be successful in their first encounters in the Notre Dame classroom. Session topics include: (a) approaching the first day of class and setting the tone for the semester; (b) navigating difficult classroom situations; (c) leading effective discussions; (d) succeeding in lab and tutorial settings; and (e) grading student work. TA Orientation is an ideal opportunity to gain teaching skills, make connections with other teaching assistants, and identify resources to assist you in your teaching responsibilities.
Fall Semester

Breakfast Club for TAs and Instructors [Kaneb Center]

This informal gathering that occurs during fall/spring break will bring together new and experienced TAs and graduate student instructors, as well as the resources of the Kaneb Center to address questions, issues, and

observations about your experiences in the Notre Dame classroom. Come prepared to share your pedagogical knowledge as we reflect on our teaching philosophies and practices. Continental breakfast will be provided.
Fall and Spring Semester

MID STAGE/LATE STAGE

Gathering Early-Semester Student Feedback [Kaneb Center]

Research indicates that ongoing formative feedback from students and colleagues is the best way to improve teaching (National Research Council, 2003). Early-semester feedback offers an opportunity to collect detailed information from students about how well your course is working. During this workshop, participants will discuss the value of early-semester feedback and review sample feedback forms. Participants will have the opportunity to brainstorm possible questions and begin crafting their own feedback forms.
Fall and Spring Semesters

Teaching Well Using Technology [Kaneb Center]

This fast-paced workshop features hands-on learning with a variety of tools. It presents a practical integration model that starts with identifying learning goals and ends with technology selection. You will complete a series of activities in a computer lab and leave with an activity plan that includes technology tools thoughtfully selected to help students reach your specified goals.
Spring Semester

Writing a Teaching Philosophy Statement [Kaneb Center]

Each person's statement or philosophy is unique, and there are various reasons for writing one. Resources will be provided in this workshop, along with hands-on activities to help you begin to collect your thoughts and decide what should go into your particular statement.
Fall Semester

Promoting Critical Thinking in the Classroom [Kaneb Center]

This panel-based presentation will focus on promoting critical thinking in the classroom. Topics to discuss include challenging students to think logically and independently, identifying effective ways of holding a review session or moderating a classroom discussion to promote critical thinking, and evaluating whether you are achieving your goal of promoting critical thought.
Fall Semester (every other year)

Teaching and Evaluating Oral Communication [Kaneb Center]

Participants in this workshop will explore the opportunities and challenges that emerge in courses with an oral-communication focus (individual/group presentations, discussion leading, etc.). We will highlight strategies for designing oral assignments and tools for assessing oral communication skills. Instructors who are currently teaching or considering teaching a College Seminar (CSEM) course are especially encouraged to attend.
Fall Semester (every other year)

Providing Feedback on Student Writing [Kaneb Center, Writing Center]

In this workshop, we will discuss how to effectively comment on student work. We will talk about the goals we seek to achieve by commenting and the strategies we use to achieve these goals. We will also briefly touch on how to structure courses and assignments to make the process of commenting on student work more streamlined and effective.
Spring Semester

US Classroom Culture: Dealing with
Difficult Situations as a TA [English for Academic Purposes, Kaneb Center]

As a teaching assistant or instructor, you might find yourself in challenging situations which may be made more difficult if you are not familiar with cultural norms in US universities. In this workshop, we will discuss common challenges you may have with your students, how to handle them, and how to potentially avoid them in the future.
Spring Semester

Articulating Learning Objectives [Kaneb Center]

Clearly defined learning objectives are the first step toward ensuring that the efforts of both teachers and stu-

dents are connected to the desired outcomes of a course. Articulating learning objectives results in a student's clear understanding of what is expected, which leads to higher achievement and helps provide a guideline for assessment. This workshop will introduce concepts to help define your learning objectives and provide an opportunity to begin specifying the learning objectives for your course.
Spring Semester

Spring Syllabuster [Kaneb Center]

Designing a syllabus involves coordinating readings, assignments, the course calendar, policies, and procedures. As we work to think through the particulars of our courses and fix them on paper for our students, it's easy to get bogged down in details and lose sight of the arc and argument of the course as a whole. Workshop presenters will briefly provide tips for using your syllabus as an effective tool for communicating with your students. The bulk of the workshop will be spent in paired conversation as participants talk through their syllabi and offer one another feedback according to guidelines provided. Participants will leave with a clearer view of the big picture of their upcoming courses and a cleaner document for expressing the key ideas in their courses.
Spring Semester (every other year)

Presentation Zen [Kaneb Center]

Classroom presentations by faculty or students are often limited to bulleted text. In the book *Presentation Zen*, Garr Reynolds encourages greater use of images and stories and emphasizes restrained preparation, simple design, and natural delivery. This session mixes an overview of the book with hands-on activities.
Fall Semester

Designing Media-Rich Assignments [Kaneb Center]

Messages are increasingly presented through images and sound. Some instructors want students to create media-rich work but don't know how to get started. This hands-on session shows how to design, deliver, and assess assignments in which students incorporate images, video, or sound.
Fall and Spring Semesters

Teaching Problem-Solving Strategies in Science and Engineering [Kaneb Center]

We will discuss methods that instructors can use to help teach problem-solving skills. The focus will be on problem-solving most likely to occur in engineering or science courses, but the methods are generally applicable to other fields as well.
Spring Semester

Teaching with SAKAI [Kaneb Center]

Sakai is Notre Dame's Collaboration and Learning Environment (CLE), a set of tools to create a website for a class. The instructor or teaching assistant provides the content and Sakai supplies structure, interactivity, and management. This session will present a variety of ways in which Sakai can be used to enhance student learning. This is not a hands-on workshop. Visit Sakai.ND.edu for information on training classes.
Fall Semester

Ethics Café [Graduate School, Reilly Center, Office of Research]

The Ethics Café meets six times per academic year to encourage conversation, debate, and interaction about ethical issues pertaining to responsible conduct of research, professional conduct, engagement with the public, and other worldly matters.
Fall, Spring and Summer Semesters

Responsibilities and Ethics in the Conduct of Research [Graduate School, Office of Research]

This workshop fulfills the Graduate School's three-hour ethics workshop requirement for graduation as well as the eight-hour Responsible Conduct of Research requirement. Sessions focus on different aspects of the responsibilities and ethics in the conduct of research, such as recognizing and approaching ethical problems, mentoring, conflicts of interest and commitment, avoiding plagiarism, intellectual property, research misconduct, human subject research, and animal research and lab safety.
Spring Semester

Science and Values in Policymaking [Reilly Center]

This workshop will tease apart the various roles that scientists adopt in the political arena by exploring the interplay and competition between scientific information and personal values in the policy-making process.
Fall Semester

Scientists, Engineers, and Social Responsibility [Reilly Center]

Each attendee will explore personal goals and consider how these aims fit into one's professional obligations.
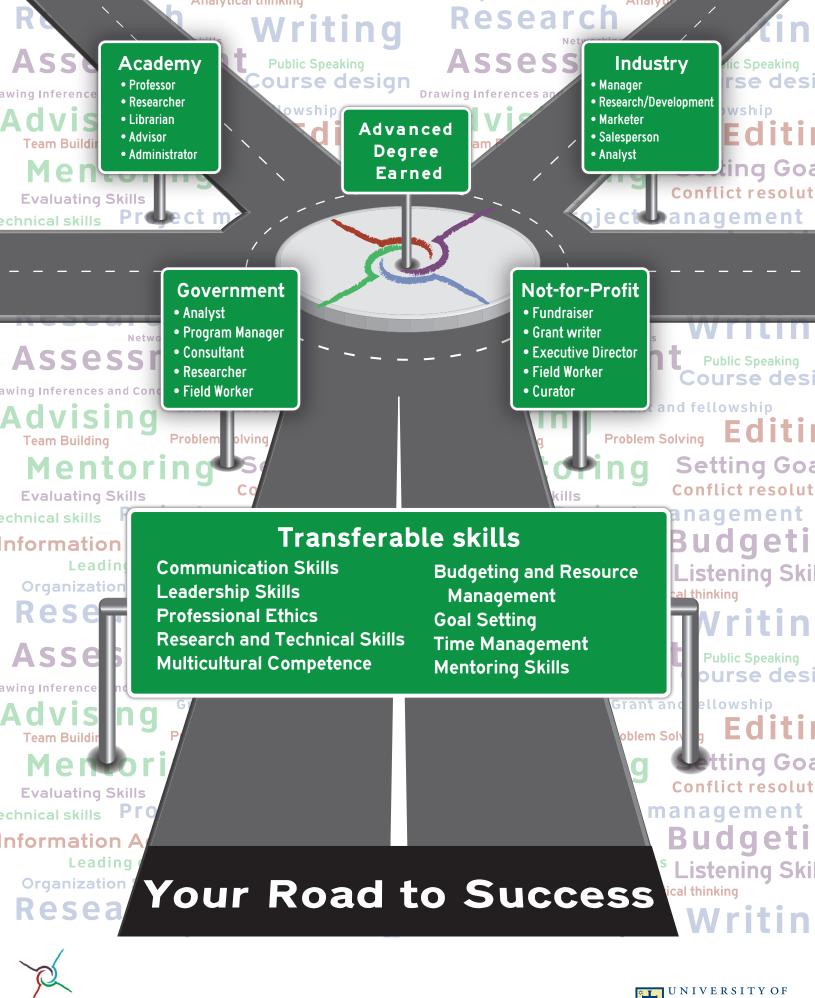*Fall Semester*

> *I really enjoyed the discussion of mentoring, of how it's important to establish communication with your mentor about important topics like work expectations. The discussion encouraged me to discuss with my mentor some of those important things, and I hope to further engage my mentor in discussions about what kind of feedback I need, and where I hope to go in my career.*

Ethics Café
Campus conversations about professional and societal ethics

SPRING 2013 EVENTS
HOW ARE UNMANNED WEAPONS CHANGING THE ETHICS OF WAGING WAR?
Monday, February 4
Maj. Gen. Robert Latiff (USAF, Ret.) and Charles Pence explore the ways in which the rapidly evolving technologies of unmanned and robotic weapons are changing our moral obligations in war.

HOW TO HAVE DIFFICULT CONVERSATIONS: STRATEGIES AND TIPS
Monday, March 4
Presenters Tammy Freeman and Amanda McKendree will help you gain insights into your conflict style and learn strategies to effectively manage difficult situations encountered when working with peers or interacting with a mentor/advisor.

CLIMATE CHANGE AND ASSISTED MIGRATION: WHAT OBLIGATIONS DO HUMANS HAVE TO SPECIES?
Thursday, April 4
What obligations do humans have to species since we have contributed to climate change? Should we interfere with nature by moving species? What do we do if relocated species become invasive in the new habitat? Conservation ecologist Maria Hällfors of the Finnish Museum of Natural History and a collaborator with ND's Environmental Change Initiative will host a discussion on the ethical issues raised by assisted migration, which is the human-managed translocation of species threatened by climate change to more suitable habitats.
All events held from 3:00 p.m. to 4:00 pm at the Geddes Coffeehouse

Events sponsored by the Graduate School and John J. Reilly Center

ALPHABETICAL INDEX OF PROFESSIONAL DEVELOPMENT EVENTS

Academy
- Professor
- Researcher
- Librarian
- Advisor
- Administrator

Advanced Degree Earned

Industry
- Manager
- Research/Development
- Marketer
- Salesperson
- Analyst

Government
- Analyst
- Program Manager
- Consultant
- Researcher
- Field Worker

Not-for-Profit
- Fundraiser
- Grant writer
- Executive Director
- Field Worker
- Curator

Transferable skills

Communication Skills
Leadership Skills
Professional Ethics
Research and Technical Skills
Multicultural Competence

Budgeting and Resource Management
Goal Setting
Time Management
Mentoring Skills

Your Road to Success

PROFESSIONAL DEVELOPMENT

graduateschool.nd.edu/professional_development

UNIVERSITY OF NOTRE DAME
The Graduate School

CONTRIBUTING PROFESSIONAL DEVELOPMENT DEPARTMENTS AND CENTERS

The Graduate School
Center for Social Concerns
English for Academic Purposes Program
Graduate Career Services
Graduate Student Union
Hesburgh Library
Institute for Scholarship in the Liberal Arts
International Student Services and Activities
Kaneb Center for Teaching and Learning
Notre Dame Alumni Association
Office of Research
Reilly Center for Science, Technology and Values
Writing Center

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