THE GRADUATE SCHOOL
PROFESSIONAL DEVELOPMENT PROGRAM

ANNUAL REPORT

2011-2012

July 12, 2012

GRADUATE SCHOOL
Professional Development

UNIVERSITY OF
NOTRE DAME
The Graduate School
INTRODUCTION

Graduate training at the University of Notre Dame is holistic, encompassing research expertise, intellectual breadth, ethical training, and career preparedness. This model connects the training that students receive as experts in their chosen discipline with hands-on experience in broader skills so that students are fully prepared and confident in their future careers. The Professional Development program promotes such preparation through activities associated with its 4 spires: research, teaching, career, and ethics. Our program is driven by a cohesive and creative team that is comprised of members anchored in a diverse set of entities across campus. We have a distributed programming model, in which each entity offers workshops and events consistent with their own needs and responsibilities, with the set of offerings across entities embedded within a coherent framework that provides a central identity; a mechanism for coordination that eliminates duplication of effort; opportunities for collaboration; and support for new initiatives. This centralized system is not intended to replace the need for professional training within individual programs; rather, it is intended to supplement them by providing training in areas that are common. Our combination of a
centralized framework that unites local efforts makes our program unique relative to most other professional development programs where efforts are largely contained within a graduate school.

This Annual Report highlights our efforts for the academic year 2011-2012 and identifies our goals for 2012-2013. The report is divided into three parts, focusing on the centralized professional development program, the 4 spires of professional development, and our partnerships across the University. Within each section, we define the item, indicate the major accomplishments for the year, and then specify the goals for 2012-2013.

### I. PROFESSIONAL DEVELOPMENT

#### TEAM MEMBERS

**Current Professional Development Coordination Team Members**

Laura Carlson, Chairperson – *Associate Dean of Professional Development, Graduate School*

Mandy Albrecht – *Outgoing Chair, Professional Development student TREC team, GSU*

Judy Bemenderfer – *Associate Program Director, Policy, Training, and Communications, Office of Research*

Gretchen Busl – *Associate Director for Fellowships and Grants, Graduate School*

Matthew Capdevielle – *Director, Writing Center*

Erin Drew – *Incoming Chair, Professional Development student TREC team, GSU*

Melinda Gormley – *Assistant Director of Research, Reilly Center for Science, Technology, and Values*

John Lubker – *Associate Dean of Students, Graduate School*

Stew Markel – *Coordinator, English for Academic Purposes Program*

Amanda McKendree – *Assistant Director, Kaneb Center for Teaching and Learning*

Connie Mick – *Director, Center for Social Concerns*

Ann Amico Moran – *Program Director of the Graduate School Career Program, Career Center*

Kevin Mueller – *Vice President, Graduate Student Union*

Karen Putt – *Program Manager, Graduate School*

Bianca Schonberg – *Associate Director, International Student Services and Activities*

Cheri Smith – *Coordinator for Instructional Services, Hesburgh Library*

#### BENEFITS OF THE PROFESSIONAL DEVELOPMENT TEAM APPROACH

- **Forum for brainstorming and discussion**
  The team offers an environment in which to brainstorm ideas for marketing materials (such as the logo and the checklist), discuss the addition of new programming (such as the Etiquette Dinner and the Elevator Pitch Series), and provide feedback on ideas for revising existing events. It offers a forum for discussing the underlying principles of graduate training and for sharing best practices.

- **Strengthen outreach and visibility**
  Through its marketing support, the professional development program strengthens the outreach efforts and visibility of each of the contributing entities. The common event registration and feedback...
systems offer a means for tracking and assessment and for further outreach to departments. It also provides enhanced communication channels with broader University-level reach, and promoted events carry the endorsement of the Graduate School. These efforts have resulted in significant increases in attendance across all events and all spires, as shown in the attendance chart that appears later in this report. The event reports and tracking systems put in place allow a means for identifying which students are attending events and where to focus further recruitment efforts.

- **Opportunities for collaboration**
  The professional development team has a collaborative focus that includes activities such as co-hosting and co-sponsoring events (e.g., the Summer Professional Development Seminar; the TREC panel on managing one’s online presence; the dissertation and grant/fellowship writing bootcamps); serving as volunteers (such as the serving as conversational partners at the Elevator Pitch event); sharing best practices; keeping the team updated on their individual entities; and being invested in the team’s own professional development and the ways in which such skills may be translated for graduate students. The team also collaborates extensively with faculty, drawing on their expertise in discipline-specific issues, recruiting them to serve as panelists and discussants.

<table>
<thead>
<tr>
<th>Select collaborative workshops and events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Job Search Series</td>
</tr>
<tr>
<td>Graduate School Orientation</td>
</tr>
<tr>
<td>Elevator Pitch Essentials Series</td>
</tr>
<tr>
<td>Presidential Management Fellowship Workshop</td>
</tr>
<tr>
<td>Ethics Workshop</td>
</tr>
<tr>
<td>Responsibilities and Resources for Helping Students in Distress</td>
</tr>
<tr>
<td>Coffee, Cupcakes, &amp; TREC</td>
</tr>
<tr>
<td>Company, Industry, and Market Data</td>
</tr>
<tr>
<td>Navigating Your Path to Professional Success</td>
</tr>
<tr>
<td>TREC: Establishing an Online Presence</td>
</tr>
<tr>
<td>Dissertation/Thesis Boot Camp</td>
</tr>
<tr>
<td>Fellowships Boot Camp</td>
</tr>
<tr>
<td>Grant Budgeting Presentation</td>
</tr>
<tr>
<td>Classroom Strategies for International Teaching Assistants</td>
</tr>
<tr>
<td>Meaningful Teaching Experiences: Partnering with the Community</td>
</tr>
<tr>
<td>Talking about Teaching During the Academic Interview</td>
</tr>
</tbody>
</table>

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**CENTRALIZED FRAMEWORK**

**Checklist**
Our Professional Development checklist provides students with a suggested set of professional development activities organized around their department and discipline, the four spires, and further broken down by training stage. All students receive this checklist at the Graduate School Orientation, and an online dynamic version is posted on the professional development web page. The checklist is also a helpful mentoring tool for students and their advisors.

**Highlights from 2011-2012:**
- It is becoming standard practice at each professional development event for presenters to show where the event falls within the checklist, enabling students to see how each event fits within a larger framework.
Goals for 2012-2013:
- Work with Chris Kolda and the Digication Project to develop an e-portfolio template of the checklist that students can customize and use to organize the materials associated with each activity and to track their progress. A draft template is currently being designed.

Calendar
We use an integrated calendar that enables unique programming across entities and the identification of events that are best served by collaboration, thereby avoiding duplication of effort. Each semester the team assembles to build the calendar, based on the programming that each entity wants to provide. Once the calendar is assembled, gaps in programming are identified that lead to new events. The calendar is posted on our professional development page, and students may synch it to their google calendars.

Highlights from 2011-2012:
- Calendar events are shared on calendar.nd.edu (the University’s online calendar) and in The Week @ ND (both in the version for students and in the version for faculty; this latter outlet is an important mechanism for informing faculty of the professional development program which allows them to promote events directly to their students).
- Events are listed in the GSU weekly newsletter.
- Each semester the calendar is sent to Directors of Graduate Studies so that they can see what is offered, and can encourage their students to attend events of interest.
Goals for 2012-2013:
- Move toward a permanent calendar with a core set of regularly occurring workshops offered each semester/each year that is augmented by unique workshops designed around new topics and gaps in programming.
- Produce a catalog that offers workshop titles, descriptions, targeted audience, and information about when it is offered (e.g., each fall, each year, every other year) to facilitate long-term planning.
- Market relevant events to Postdocs.

Logo
The professional development logo appears on the promotional materials for all of our events, acting as a signal to graduate students that this event is targeted for them. Each spire of the logo corresponds to one of the key areas of professional development: research, teaching, career, and ethics. There is a general professional development logo that is used for events that cut across the different areas of professional development. The logo has four variants, one for each spire, that are used for events that fall within one area. This logo also promotes awareness of our graduate student population on campus and contributes to a sense of community.

Highlights from 2011-2012:
- The variants were modified in order to further emphasize a particular spire by making it darker and the other spires lighter.

Goals for 2012-2013:
- Promote the professional development logo for postdoctoral researchers to signal events that are open and relevant for them, and actively encourage postdocs to participate in any and all events that fit within their mentoring plans and/or are applicable for their training.

REGISTRATION/ATTENDANCE

We use a common registration and evaluation system for our events that enables us to track attendance. We create an event report for each workshop that we provide to the presenters that summarizes attendance and feedback (both quantitative and qualitative), which serve as the basis for making adjustments as necessary to content, scheduling, and targeted audience. We also analyze the attendance information for events at different levels, such as broken down by spires, by year, by discipline and by department.

Highlights from 2011-2012:
- We standardly send a department-specific summary and list of events to each Director of Graduate Studies that details the events that their students have been attending (e.g. titles and number of students).
- The department attendance report is accompanied by the calendar for the next semester so that DGSs can promote specific events to students to address any areas that are being overlooked.
Goals for 2012-2013:
- Determine the number of students (out of all students) who attend at least one event and the average number of events attended per student, and set goals to increase each of these numbers.
- Initiate efforts to reduce the no-show rate (students who register for an event but then don’t attend).

<table>
<thead>
<tr>
<th>Professional Development Events</th>
<th>Total # of Events</th>
<th>Total # of Attendees</th>
<th>% Increase in Attendees 2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-11</td>
<td>2011-12</td>
<td>2010-11</td>
</tr>
<tr>
<td>Career</td>
<td>10</td>
<td>30</td>
<td>174</td>
</tr>
<tr>
<td>Ethics</td>
<td>1</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>ProfDev</td>
<td>9</td>
<td>14</td>
<td>288</td>
</tr>
<tr>
<td>Research</td>
<td>13</td>
<td>38</td>
<td>183</td>
</tr>
<tr>
<td>Teaching</td>
<td>23</td>
<td>25</td>
<td>479</td>
</tr>
<tr>
<td>Totals</td>
<td>56</td>
<td>109</td>
<td>1142</td>
</tr>
</tbody>
</table>

OUTREACH TO COLLEGES AND DEPARTMENTS

The professional development program is predicated on the principle of offering services and support that augment the graduate training and professional development activities that are occurring within each student’s specific program, department, discipline and college. To that end, our team reaches out to faculty and Directors of Graduate Studies within the colleges and departments with offers of assistance across the areas of research, teaching, career and ethics.

Highlights from 2011-2012:
- Members of the Professional Development Team met with Directors of Graduate Study in a number of departments (e.g., Aerospace and Mechanical Engineering, Chemistry, English) to assess the unique professional development needs of these disciplines, and to examine how the Professional Development program could complement departmental resources.
- Team members created department-specific programming for a number of units, augmenting existing courses or creating stand-alone sessions for Chemistry, Mathematics, Physics, Psychology, and English, among others.
- Assistance was also given in the form of data-gathering and drafting for federally funded training grant proposals, including two multi-department IGERTS and a U.S. Department of Education GAANN for Chemistry.
We provide reports for each department that list the numbers of students and event titles.

Goals for 2012-2013:

- Partner even more closely with departments and colleges to offer customized programming and services to meet their specific needs and learning goals. On the basis of their submitted learning goals, a majority of departments now require or intend to require that students attend a certain number of professional development events during their training.

PUBLICITY

Under the guidance of Graduate School staff members Kevin Zeise, Marketing and Communications Specialist, and Shari Hill, Editor, Webmaster, and Publications Manager, the professional development program has developed a uniform look and feel and has become a University-level entity with ever-increasing visibility and support from all quarters in the University.

Highlights from 2011-2012:

- An article highlighting the accomplishments of the professional development program appeared in NDWorks, an internal publication from the Office of University Relations, outlining the growth of the program over its first three years and highlighting the cooperative and integrative nature of the program among the many contributing entities across campus.
- The webpage for the professional development program has a tab on the Graduate School main page (graduateschool.nd.edu/professional_development) and an informational page on the Graduate School’s Facebook page. A Professional Development blog was created, and each team member has the ability to post to the blog, allowing for promotion of upcoming events,
advertisement of services provided by individual team member departments, or tips and hints for graduate students (http://blogs.nd.edu/graduate-school-professional-development/).

- A communication resource page was created for internal use that fosters a uniform look and feel to the materials used by Professional Development Team members by hosting templates for posters, presentations, table tents, etc. and includes links to the checklist, and the logos with guides for use.

**Goals for 2012-2013:**

- Increase awareness of the professional development program among graduate students, postdocs, and faculty through additional marketing efforts, increased exposure, and giveaways. We are now in year 4 of our program, and have introduced the professional development program at orientation to the incoming graduate students for the past two years. In 3 more years, all classes will have been introduced to this program at the beginning of their training. In the interim, we will actively pursue increasing awareness among more senior students who were already in the middle of their training when the professional development program was put in place.

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**PROFESSIONAL DEVELOPMENT OF THE TEAM**

The Professional Development Team meets weekly for an hour or more to review events from the past week, work through any last minute details for events coming up in the next week, discuss processes, share data, and brainstorm new events. Each meeting includes a key agenda item, and agenda items are solicited from the team at large. The vibrancy and commitment of the team is most evident at these meetings, where attendance averages over 90% despite its voluntary status. This is also evidenced by the fact that team meets weekly in the summer, at the team’s request.

**Highlights from 2011-2012:**

- The team read and discussed three books that tackled issues of interest with respect to professional development, with an eye toward designing workshops for graduate students on these issues. For example, *Escape from the Ivory Tower* formed the basis of the 2012 GRED Summer Course entitled “Multi-modal Communication” that covered how to present your research across various oral and written formats for both expert and lay audiences.

- Several team members from entities not currently represented were added this year as a result of them reaching out and asking to be part of the program. This attests to a growing visibility and recognition of our program across campus.

**Goals for 2012-2013:**

- Add two postdoctoral researchers from different disciplines to the team to ensure that their interests are included.
II. SPIRES OF PROFESSIONAL DEVELOPMENT

RESEARCH

The research spire is anchored by the efforts of the Associate Program Director for Grants and Fellowships, Dr. Gretchen Busl. The activities under this spire include working with students to find appropriate grant and fellowship opportunities, write and submit proposals, and to develop a customized 5-year research action plan that identifies relevant funding opportunities at each stage in training. These activities are also supported by Dianne Phillips in the Institute for Scholarship in the Liberal Arts whose efforts are coordinated with the Graduate School’s grants and fellowships program.

Highlights from 2011-2012:

- A systematic program of information sessions and workshops was developed that targeted multi-year fellowship opportunities, international research and study abroad, and the opportunities for international students.
- The existing five-part support series for the National Science Foundation Graduate Research Fellowship was re-organized, and this year’s spring Fulbright information session included a Program Officer from the Chicago IIE office.
- Department-specific workshops were held that resulted in an increased number of funding applications from departments of focus such as Chemistry and Psychology.
- “Celebrations in Pursuit of Success” receptions were held at the end of each semester to recognize students who have submitted proposals for external funding and to honor those who have been named winners, finalists, and honorable mentions. In the fall, the Directors of Graduate Studies with the highest number of student applications and the best percentage of improvement were recognized for their efforts. In the spring, the faculty with the highest number of students making applications were recognized for their support. Data on student submissions and awards appear in the accompanying tables.
- The online form for reporting student submissions and awards has been improved, and a database is being developed to better track these data in relation to students’ overall Professional Development participation.
- Select Major Awards submitted in 2011-2012 and awarded for 2012-2013

<table>
<thead>
<tr>
<th>Award Type</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 NSF Graduate Research Fellowship (+8 honorable mentions, 3 incoming winners)</td>
<td>4 NSF Doctoral Dissertation Research Improvement Grants</td>
</tr>
<tr>
<td>1 EPA Science to Achieve Results (STAR) Fellowship</td>
<td>1 Social Science and Humanities Research Council Fellowship (+1 incoming winner)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Funding Submissions</th>
<th>2009-2010*</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>% Increase 2010-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>139</td>
<td>246</td>
<td>441</td>
<td>79%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Submitting Applications</th>
<th>2009-2010*</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>% Increase 2010-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>107</td>
<td>155</td>
<td>252</td>
<td>63%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Ph.D. Student Submitting Applications 2009-2012</th>
<th>Engineering</th>
<th>Sciences</th>
<th>Humanities</th>
<th>Social Sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>63</td>
<td>107</td>
<td>110</td>
<td>110</td>
<td>390</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Awards</th>
<th>2009-2010*</th>
<th>2010-2011</th>
<th>2011-2012 (as of 6/29/2012)</th>
<th>Reporting year ends June 30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>49</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$1,524,090</td>
<td>$1,536,343</td>
<td>$2,415,461</td>
<td></td>
</tr>
</tbody>
</table>
Goals for 2012-2013:
- Increase submissions to targeted awards such as the Fulbright Fellowship, the ACLS/Mellon Dissertation Fellowship, the National Science Foundation Graduate Research Fellowship, and other federally funded multi-year fellowships. To that effect, two six-week long support series will take place in the summer: one for 4th year Arts and Letters students, and one for incoming students in the STEM and social science disciplines.
- Partner with the Center for Social Concerns to help students improve their broader impact for applications to the National Science Foundation.
- Collaborate with the International Student Services and Activities office to better inform international students about their funding options.
- Partner with the Center for Social Concerns to create a Public Humanities series to demonstrate the wide variety of applications of research outside the university, and bring to campus a nationally recognized speaker in scholarly communications.

CAREER

The career spire is anchored by the efforts of Program Director of the Graduate Career Program, Ann Amico Moran. The key duties of Graduate Career Services are to provide career guidance for all Ph.D. and Master level students at the University and to connect employers from the academy, industry, nonprofit and government arenas with our students. The Graduate Career Program collaborates actively with the departments and colleges, and serves as a member of Corporate Governance Committee, The Mendoza Corporate Relations Team and The Graduate Career Consortium Membership Committee.

Highlights from 2011-2012:
- Employer Relations
The Career Center and Graduate School hosted several key networking events with various employers interested in hiring graduate students. The Graduate Career Roundtable Event hosted representatives from The Smithsonian, Press Ganey, Lewin Consulting and The Trinity School. General Electric and Tesla Motors attended The Graduate Networking Hour in conjunction with the Career Fair. General Electric also held a targeted information session and one-on-one meetings for
Chinese students interested in working in China for GE. In an effort to connect graduate students to industry, visits were made to PARC, HP Labs, Facebook, Zimmer, ExxonMobil, Nalco and EPIC to learn more about how they recruit Ph.D. and Masters Students.

- **Career Counseling**
  306 students were assisted in one-on-one advising sessions; 1274 students were counseled via email or telephone and 546 attended graduate career specific workshops.

- **Graduate Career Consortium**
The professional development program has been shared with the national Graduate Career Consortium. Discussions with members from other institutions indicate that Notre Dame’s professional development program is significantly more advanced and may serve as a role model for these other institutions. There was keen interest in the checklist, and in our team approach that includes such a broad spectrum of entities.

- **Placement**
  Seventy-eight percent of our doctoral graduate (i.e. August 2011, January 2011 and May 2012) have secured employment in academia, industry, government or the non-profit sector. Students are employed, for example, at the University of Notre Dame, Villanova, Universidad de Pontificia, Miami University of Ohio, University of Rochester, Intel, General Electric, Zimmer and the Department of Energy.

“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.”
Goals for 2012-2013:

- Co-host the Annual Graduate Career Consortium Conference in Chicago, June 2013, along with Northwestern University, the University of Chicago, and The University of Illinois.
- Host the Regional Graduate Career Consortium Meeting at Notre Dame in March.
- Collaborate with the Library once again to encourage graduate students to utilize their resources when researching potential places of employment and with English for Academic Purposes and the International Student Services Office to deliver workshops specifically for International Students.
- Bring a speaker to campus who will discuss the different types of institutions (e.g. community colleges, liberal arts colleges, research I) as potential places of employment.
- Invite the Graduate School Advisory Committee Members to serve on the regularly occurring “Career Explorations” series, a tradition now in its third year.

TEACHING

The teaching spire is anchored by the efforts of Assistant Director of the Kaneb Center for Teaching and Learning, Dr. Amanda McKendree. The Kaneb Center offers one-on-one consultations, workshops, and other services to help graduate students pursue excellence in their teaching. Notable programs include New TA Orientation, Teaching Certificates, Graduate Student Teaching Apprenticeships, Reading Groups, and Summer Graduate Courses on University Teaching and
Learning (GRED). During the 2011-2012 academic year, the Kaneb Center recorded 856 interactions with graduate students.

**Highlights from 2011-2012:**
- The Kaneb Center launched 4 new initiatives: Learning from Conflict in the Classroom, Fundamentals of Course Design Series (led by Carrie Rodak, Kaneb Center Graduate Associate), Fall/Spring Breakfast Clubs, and monthly drop-in office hours.
- At the fall 2011 New TA Orientation, 81 TAs attended the Thursday sessions and 23 attended the Friday Arts & Letters sessions.
- Teaching Certificates/Awards Earned

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Striving for Excellence in Teaching Certificate</td>
<td>33</td>
</tr>
<tr>
<td>Advanced Teaching Scholar Certificate</td>
<td>4</td>
</tr>
<tr>
<td>Biological Sciences/Kaneb Center Teaching Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Well Using Technology Certificate</td>
<td>3</td>
</tr>
<tr>
<td>Certificate in the Practice and Philosophy of Teaching Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Graduate School/Kaneb Center Outstanding Graduate Student Teacher Awards</td>
<td>50</td>
</tr>
</tbody>
</table>

- The professional development program was presented by Assistant Director for the Kaneb Center, Dr. Amanda McKendree in a paper at the National Communication Association Conference, and in a panel presentation at the Eastern Communication Association Annual Conference. Again, there was keen interest by other institutions in the Notre Dame program and its distributed programming model.

**Goals for 2012-2013:**
- Develop and implement a “Teaching Portfolio” series and a “Communication in the Classroom” workshop.
- Strengthen our integrated marketing communication efforts with the Graduate School, and work to coordinate department or program specific efforts with our centralized efforts.

**ETHICS**

The ethics spire is anchored in partnerships with multiple entities, including the Associate Dean for Students in the Graduate School, Dr. John Lubker, the Assistant Director of Research at the Reilly Center for Science, Technology and Values, Dr. Melinda Gormley, and the Director for the Center for Social Concerns, Connie Mick. We construe ethics broadly to include ethical formation, quality of life, and work/life balance.

**Highlights from 2011-2012:**
- **Ethics Workshop**
  The Graduate School presented an ethics workshop as a means for fulfilling a 3-hour ethics training degree requirement for all Ph.D. students (entering in 2011 and beyond). The workshop was a partnership among the Graduate School, the Reilly Center, the Career Center, and the Kaneb Center.
and involved a three hour discussion with role plays of the types of ethical dilemmas that may arise within the domains of teaching, career, and research, and a presentation of the resources available at Notre Dame to help navigate ethical situations. The workshop was attended by 240 first-year Ph.D. students, and was followed by a keynote talk by Professor Alasdair MacIntyre entitled “Everyday ethics, ethics of crisis.”

- **Academic Goal Setting**
  Associate Dean of Students John Lubker piloted a goal setting for success workshop as part of the dissertation bootcamp.

- **Work/life balance**
  Associate Dean of Students John Lubker presented a workshop on Helping Students in Distress.

- **Schmitt lectures**
  We annually fund the Schmitt lecture series which brings in distinguished speakers from around the world, and provides events for the Schmitt Fellows, graduate students in the Colleges of Science and Engineering, to join with other members of the Notre Dame community to reflect on the ethical, political and religious dimensions of the studies in which they are engaged.

**Goals for 2012-2013:**

- Revise the Ethics Workshop to focus more narrowly on practical ethics with a continued emphasis on the dilemmas that students may encounter, accompanied by a faculty panel and/or breakout sessions for discipline-specific engagement.

- Implement additional programming related to academic goal setting, including a workshop entitled “Nerd-Skills: Maximizing Your Success in Graduate School” which focuses on applying performance enhancement skills to the academic realm, covering topics such as motivation, stress management, communication, imagery, relaxation, self-confidence, goal setting, and concentration.

- Strengthen the ties between Professional Development and Student Affairs through the hiring of Mimi Beck into the position of Program Manager of Graduate Student Life. A particular focus will be on events promoting work/life balance.

- Invite a representative from the Center for Ethics and Culture to sit on the Professional Development Team.

- Set up a process to facilitate the advertising of ethics events on our calendar that are hosted on campus and relevant to graduate students and postdocs.

- Develop a formal ethics training program through a campus consortium consisting of the Graduate School, Office of Research, the Reilly Center, and other relevant entities on campus. We have begun benchmarking efforts at other institutions, have studied the funded efforts at other institutions through the Council of Graduate School's Project on Scholarly Integrity, and have visited and hosted representatives from peer institutions with ethics training programs (e.g., Duke, Georgia Tech), with plans for additional visits (e.g., host a representative from the Penn State ethics training program).
III. PARTNERSHIPS

TREC/GSU

GSU representatives have been members of the Professional Development Team since its inception. In 2010-2011 the GSU created an ad hoc committee devoted to professional development, called TREC (Teaching, Research, Ethics, Career). In 2011-2012 the Graduate Student Union (GSU) fully established a committee focused on the professional development of graduate students. As such the duties of the professional development committee (TREC) were written into the GSU constitution. The TREC committee chair, Erin Drew, is a member of the professional development team, replacing Mandy Albrecht, who served as the TREC chair in 2011-2012. GSU Vice-President Kevin Mueller also sits on the Professional Development Team.

Highlights from 2011-2012:
• TREC, a committee of graduate students with broad representation across departments and disciplines, was created to discuss professional development needs and resources for graduate students and to organize/host one event per semester.
• TREC held Coffee, Cupcakes & TREC which focused on helping graduate students think about and talk about professional development, and promoting the checklist/road map to more senior graduate students.
• TREC organized a panel on Establishing an Online Presence with Representatives from the Career Center, AgencyND, General Counsel and Marketing/Communications who discussed the pros, cons and concerns of online media with graduate students.
• TREC hosted Graduate Student Picture Day which provided students with an opportunity to receive professional headshots. This was a huge success with all of the time slots filled before the bulk of advertisements were distributed. Total attendance across events was 220 students.

Goals for 2012-2013:
• Host a minimum of one event per semester as well as hold monthly meetings of the graduate student committee, with repeated offerings of Coffee, Cupcakes & TREC and Picture Day expected.

WRITING CENTER

The Director of the Writing Center, Matthew Capdevielle, is a member of the Professional Development Team. The Writing Center is committed to offering its writing services to graduate students and has a set of dedicated graduate tutors for hands-on consultation.

Highlights from 2011-2012:
• The Writing Center offered 11 workshops for graduate students and conducted over 120 one-on-one writing consultations with graduate students.
In partnership with the Hesburgh Libraries, the Writing Center hosted the annual Dissertation Camp over spring break, a hugely successful event, which will be expanded next year.

The Writing Center also partnered with the Office of Grants and Fellowships to offer the first Fellowships Bootcamp over fall break.

The Writing Center was also a key partner for the Elevator Pitch Essentials series, which gives students the opportunity to craft and practice a research spiel appropriate for networking and job interviews.

**Goals for 2012-2013:**

- Track a cohort of incoming graduate students to determine their needs with more precision.
- Offer workshops targeted at specific writing support needs for graduate students and expand, if possible, the availability of graduate writing consultants for one-on-one consultations with working on dissertations and theses.
- Expand the popular Dissertation Camp program to offer a second (and possibly a third) week-long camp, and also develop a similar writing immersion experience within a shorter timeframe, possibly a weekend or day-long writing retreat for students writing dissertations.

**LIBRARY**

The Coordinator for Instructional Services at Hesburgh Libraries, Cheri Smith, is a member of the Professional Development team. The library is committed to offering events for graduate students to promote their scholarship.

**Highlights from 2011-2012:**

- The Libraries hosted 12 events for graduate students with topics ranging from practical hands-on workshops, including library orientation sessions and workshops on bibliographic citation management systems, to programs designed to introduce graduate students to concepts that will have an impact on their careers, such as learning about open access publishing, or how to determine their publishing impact through citation searching and determining one’s h-index.
- The most heavily attended events were the library orientation sessions at the beginning of the school year. RefWorks workshops, and the Dissertation/Thesis Bootcamp – a weeklong event held during spring break and co-hosted by the Writing Center – were also very well attended and very well received with multiple students requesting that it be held more than once per year.

**Goals for 2012-2013:**

- Continue popular events, and increase the number of Dissertation/Thesis Bootcamps from one to two, or even three.
- Increase graduate student awareness of library services, and in particular, subject liaisons and the assistance they can provide.

**ENGLISH FOR ACADEMIC PURPOSES AND INTERNATIONAL STUDENT DEVELOPMENT**

The Associate Director for International Students Services and Activities (ISSA), Bianca Schonberg, and the Coordinator for the English for Academic Purposes Program in the Center for Languages
and Cultures, Stew Merkel, are members of the Professional Development Team. These entities develop and support programming which serves the needs of international graduate students.

**Highlights from 2011-2012:**

- In a satisfaction survey conducted May 2012, ISSA’s programs and services overall were deemed adequate or above by 97% of the participants.
- Efforts were made to develop and integrate technology services to enhance student experiences. This has allowed for increased efficiency and support of student services.
- EAP offered workshop sessions with topics such as, “Interviewing and Networking Strategies for International Students” and “How to Request, Write & Use Letters of Recommendation,” and has provided individual tutoring and consultation services to international students who are struggling with particular areas or applications of academic English.

**Goals for 2012-2013:**

- Infuse international student needs more broadly into professional development opportunities and collaborate with other professional development team members to create events specifically geared toward international graduate students.
- Reinforce collaboration and programming between ISSA, Graduate School, and Student Affairs.
- Conduct a focused assessment to further determine the professional development and resources needed for international graduate students.
- Collaborate with ISSA, EAP, and the Career Center to support international students understanding and navigating the U.S. job market.
- Launch a pilot Pre-Academic Summer Program for graduate students enrolled in the College of Science and Engineering. This program will provide participating students an opportunity to learn and practice academic English – including presentation and teaching skills relevant to teaching/lab assistant roles – from specialized EAP faculty and within a targeted curriculum before the start of the fall semester.

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**OFFICE OF RESEARCH**

Associate Program Director, Policy, Training, and Communications in the Office of Research, Judy Bemenderfer is a member of the Professional Development Team.

**Highlights from 2011-2012:**

- The Office of Research held a number of events that were cross-promoted through Professional Development channels and attended by graduate students, including Robert Porter’s Career Development Grants for Graduate Students and an NSF information session with Dr. Kathie L. Olsen, Former NSF Deputy Director.
- Assistant Director of Pre-Awards, Ed Ackerley, collaborated with the Associate Program Director of Grants and Fellowships to present a Grant Budgeting Workshop geared toward graduate students and postdocs. This workshop helped strengthen students’ applications for grants, such as the National Science Foundation Doctoral Dissertation Research Improvement Grant.

**Goals for 2012-2013:**

- Strengthen the ties between the Office of Research and the Graduate School, with an emphasis on policy and training with respect to grants and fellowships, and the dissemination of information about research compliance to graduate students and postdocs.
• Develop a proposal in conjunction with Liz Rulli in the Office of Research for an Office of Postdocs, and implement Phase I activities for fall 2012 that include orientation, information and networking sessions, production of a survival guide, and a post-doc specific logo.

REILLY CENTER FOR SCIENCE, TECHNOLOGY AND VALUES

Assistant Director of Research, Reilly Center for Science, Technology and Values, Melinda Gormley, is a member of the Professional Development Team.

Highlights from 2011-2012:
• The Reilly Center was a critical partner in developing, sponsoring, and implementing the ethics workshop.

Goals for 2012-2013:
• Offer an Ethics Café six times per academic year, in conjunction with the Graduate School, which will offer faculty and students a space to discuss ethical issues pertaining to responsible conduct of research, professional conduct, engagement with the public, and other worldly matters and current events.
• Implement programming related to performing public service with integrity through two workshops. “Science and Values in Policymaking” will tease apart various roles scientists adopt in the political arena by exploring the interplay and competition between scientific information and personal values in the policymaking process. In “Scientists, Engineers, and Social Responsibility” each attendee will explore personal goals and consider how these aims fit into one’s professional obligations.

CENTER FOR SOCIAL CONCERNS

The Director of Community-Based Learning at the Center for Social Concerns, Connie Snyder Mick, is a member of the Professional Development Team. The Center for Social Concerns supports graduate students in developing robust portfolios of academic community engagement by offering them competitive opportunities to teach community-based courses, to win grants for community-based research and new course development, and to become Center Fellows leading distinct engagement projects.

Highlights from 2011-2012:
• Five graduate students participated in a pilot version of the Community Engagement Teaching Institute. This institute offers participants the knowledge, mechanisms and contacts necessary to embed community-based outreach into the design of a course and to consider community engagement in their research and scholarship.

Goals for 2012-2013:
• Offer the “Community Engagement Teaching Institute” for graduate students and postdocs, in conjunction with the Graduate School. Initial expectations for this institute are that students would identify a community partner and develop a syllabus for a course in their discipline that connects with the services of this partner, with these efforts ideally leading to the writing of a course development grant and the opportunity for students to offer the courses and serve as instructors of record.

“This first-ever ethics workshop at Notre Dame was very well done. I was impressed with the organization and focus of the whole event.”

“This institute drove home the challenges and rewards of a CBL [community-based learning] course and gave me tons of resources, not to mention inspiration, to begin working on my syllabus. I also reconsidered the theme of my course.”