



**October 18, 2018**

**3:30 to 5 pm**

**Theme: Designing Professional Development for Graduate Students**

**Attendance: 21**

Welcome: Ana Casado (Educational Programming Chair, from Department of Engineering Education)

Brief Remarks from Dean Alicia Bertone of the Graduate School (5 to 10 min)

- Dean Bertone introduced Associate Dean Shari Speer.
- Professional development was one of the big three gaps that the Graduate School saw, and they are currently looking for another Associate/Assistant Dean to focus on outreach, including engagement with industry, scholarships, creating a development plan.
- They have engaged with UCAT and the Office of Postdoctoral Affairs.

Presentation from Dr. Jessica Riviere, Coordinator for Graduate Teaching Assistant Programs and instructional consultant, University Center for the Advancement of Teaching (UCAT).

- Jessica leads an activity in which members fill out sticky notes with their departments' existing professional development opportunities.
- Her goals for the sessions are for participants to be able to identify stakeholders, needs for professional development, list areas of professional development/recommended offerings, and to draft a workshop based on experiential learning seminar.
- Jessica: Series of questions about graduate student experience and professional development
  - Group responses: Everyone needs more professional development opportunities in their departments.
- Jessica: questions about graduate students/staff/faculty role in professional development for graduate students.
- Jessica: Questions about how staff feels about providing professional development, student attendance at offerings, and knowledge about professional development opportunities and feelings about those opportunities.
- She shares a flow chart about graduate teaching associates and professional development (GTAs are learning from experience, learning from university training, learning from department TA training, and all should lead to "enhanced teaching performance").
- Sharing ideas generated by audience of professional development offered in their respective departments
  - OUAB job market activities, Open Doors training, BuckeyeLearn, UCAT teaching orientation, conference presentations, mock job talks.
- Group Activity: Review Needs Assessment:
  - What skills are graduate students coming into the university with? i.e. online coursework and familiarity with online classroom.





- What do they need to be successful?
  - Faculty, Non-faculty career, in life
- Professional development for what profession?
- How to leave graduate school as confident individuals
  - Distributed chart: Question: Who can answer question, method of gathering data
  - Group discussion of topics: What graduate student skills are needed, who can answer the question, method of gathering data.
  - For different issues, there are different groups/methods. I.e. research can provide insight, faculty and advisors can provide some, students and their peer groups can also provide some insight.
- Ways to gather data: survey instrument (allows anonymity, organized results, but can have low participation, unclear items and low investment in process.
- Ways to gather data: focus group: robust data, chance to clarify/expand answers, promotes community among participants, but isn't anonymous, requires time, may generate answers that aren't useful, and perceived as agreement/promise.
  - Data exists from professional organizations like NACE and others, as an alternative to local research.
- Shares handout of competencies (foundational, postsecondary, pedagogical)
  - Foundational: what they need to know as teacher-scholars
  - Postsecondary: what they need to know as teachers
  - Pedagogical: what they need to know by the end of graduate school as teachers
    - This is one model of competencies for graduate students, there are many available.
- Group activity: Workshop planning for a professional development workshop
  - Looking at where university can offer development before graduate students present at a national conference, etc.
  - Group discussion of workshop possibilities
    - Different professional development skills
    - Idea generation about how to encourage participation, create buy-in

### **2018-19 AGPA CALENDAR**

November 15, 10:30 to 12,

Dreese Lab 260, Q&A with Graduate School

Dean Alicia Bertone.

- *All meetings are the second Thursday of every month.*
- *For more information and resources from the Association of Graduate & Professional Administrators, visit <http://u.osu.edu/agpa/>*
- *To join the email listserv, visit [www.go.osu.edu/joinagpa](http://www.go.osu.edu/joinagpa)*

