2018 GCC Annual Conference

Poster Abstracts

GRADUATE CAREER CONSORTIUM

GCC

MADISON, WI • JUNE 26-29, 2018

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Professional Development Options for Graduate Students

Heather M. Brandt, PhD, CHES, Graduate School, University of South Carolina

Emily Rendek, PhD, Graduate School, University of South Carolina

Cheryl L. Addy, PhD, Graduate School, University of South Carolina

The Graduate School at the University of South Carolina has expanded professional development offerings for graduate students. Offerings are not intended to compete with those by degree programs, which are best suited to tailor to discipline-specific needs of students, but are instead designed to complement those offerings with high-quality, innovative professional development programming and to prepare graduate students for a variety of meaningful career options after degree. Professional development programming is delivered in multiple formats to encourage participation. To achieve the overall goal, collaborative planning, collective implementation, and comprehensive evaluation activities are employed.

Collaborative Planning: Multiple sources of data and input from stakeholders, including graduate students, are used to inform programming, including an Advisory Committee co-led by a faculty member and graduate student, existing resources on campus, survey of current graduate students, and conceptual model to guide efforts.

Collective Implementation: Professional development programming is implemented using an array of existing and new resources to complement other offerings on campus and with other units, including offering programs using a variety of delivery formats in-person and online and engaging expertise of faculty, staff, graduate students, and graduate alumni.

Comprehensive Evaluation: Process (implementation) evaluation and impact evaluation strategies are used to assess outcomes of professional development programming, including implementation monitoring to track participation, social media reach, and post-test only assessment of impact.

Our expanded professional development options to create a learning environment for graduate students have been received favorably. Participants have rated offerings highly, and we have engaged new audiences through social media.

Keywords: professional development, social media

Developing Effective Research Communication Skills for Scientists of All Career Paths
Amy Clobes, University of Virginia

Now, more than ever, is a time when scientists must be able to create a factual and compelling account of their research. How can graduate students learn to communicate complex information to a variety of audiences in a concise way? At the University of Virginia, the UVA SciComm program allows participants to not only examine, but experience first-hand how to effectively present scientific research to the primary audiences they might encounter as a professional in sectors such as policy, business, education, and the public sphere. By studying these professional audiences and with the help of an alumni mentor, graduate students also learn about their own career opportunities and aspirations. During the interactive program, STEM PhD students spent 11 months combining knowledge-based learning activities, practice, and practical experience to build their confidence and competency in scientific communication. Participants who completed the program left with:

- a digital portfolio of their work
- a better understanding of the types of communication used by professional scientists and the landscape in which they are deployed
- a toolbox of research communication techniques
- a network of peers, alumni, and professionals

The UVA SciComm program is an NSF-funded effort that builds upon on a short workshop-based pilot that was presented at last year's GCC annual meeting. This poster will provide an overview on the structure and content of the program, as well as report on the student experience.

Keywords: professional skills program, communication

12 Tips for Winning Welcome Week

Alissa Ewer, Assistant Dean for Professional Development and Communications, University of Wisconsin-Madison Graduate School; Amy Fruchtman, Assistant Director of Professional Development, University of Wisconsin-Madison Graduate School; Eileen Callahan, Director of Professional Development, University of Wisconsin-Madison Graduate School

Learn how the University of Wisconsin-Madison Graduate School kicks off the year with career and professional development as a core component of Welcome Week. Not only does the Graduate School's Office of Professional Development host New Graduate Student Welcome, which orients new master's and doctoral students to campus, it also captures the attention of hundreds of continuing graduate students who attend skill-building, productivity, and career exploration events during the week before classes begin. Visit our poster for proven tips to attract attention and boost attendance at these essential opportunities, setting the stage for a semester of quality programming.

Keywords: orientation activities

Poster Session: Wednesday, June 27, 2018
Poster #: 4

Leadership in Professional Development for Graduate Students
David Blancha, PhD
Assistant Director, Graduate Career Services
UCLA Career Center

I piloted a 'Leadership in Professional Development' program in 2017-2018 to engage a highly motivated group of graduate students to explore specific career paths more deeply than our traditional delivery models can support. Each led a group of graduate students and postdocs with similar career interests in a structured process of gathering and sharing information by conducting informational interviews and synthesizing their findings about specific job types and organizations. I look forward to sharing the structure and results of the program (to be concluded in June, 2018)

Keywords: career exploration

A Graduate Internship Program to Prepare the Future Biomedical Workforce

Ashley Brady, Ph.D., Vanderbilt University School of Medicine
Kim Petrie, Ph.D., Vanderbilt University School of Medicine
Kathleen Gould, Ph.D., Vanderbilt University School of Medicine
Roger Chalkley, D.Phil., Vanderbilt University School of Medicine

The Vanderbilt ASPIRE Program was established in 2013 with a BEST Award from the NIH Common Fund. The purpose of ASPIRE is to empower and prepare Vanderbilt's approximately 800 biomedical sciences PhD students and 400 postdoctoral scholars to make well-informed decisions about their career options and transition efficiently to their next career stage. To meet these objectives, a variety of new resources and programs were developed. One of these is the ASPIRE Internship Program.

Since the ASPIRE Internship program launched in 2015, over 70 trainees have participated in internship positions offered in partnership with 20 companies or organizations in a variety of career areas including science policy and advocacy, nonprofit management, college teaching, biotechnology, and healthcare data analytics. Internships are part-time (8-10 hours per week) for 10-12 weeks at sites in the Nashville area or at national locations where the work is performed remotely. Feedback from both participants and hosts has been overwhelmingly positive.

To establish, maintain, and grow this program, we have participated in over 190 meetings with individuals from local and national organizations either in-person or via phone. We have drawn extensively on our alumni and advisory board to initiate internship opportunities, and efforts to cultivate existing relationships, as well as forge new ones, are ongoing. In the future, we plan to continue to increase the variety of internships offered by further expanding nationally and delving into career areas not currently represented.

Keywords: experiential learning, career exploration, internships

Crafting a Unique Professional Development Experience to Empower Future Faculty to Excel at Online Course Development

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Natalie Chernets, PhD, Office of Postdoctoral Affairs, Drexel University
Mary Gozza-Cohen, PhD, Jefferson Center for Teaching & Learning; Department of Occupational Therapy, Jefferson College of Health Professions, Thomas Jefferson University

While postsecondary online education continues to grow, future faculty in biomedical sciences rarely receive the training necessary to adequately prepare them to teach online. In designing our Online Teaching Immersion Experience program, our main goal was to grant our biomedical PhD students and postdocs (collectively referred to as trainees) a competitive advantage in their future job search. The program not only enhanced trainees' teaching skills, but it educated them about different learning environments (on campus, blended, and online). The program was made possible by a Burroughs Wellcome Fund Career Guidance for Trainees grant that was awarded to the Jefferson College of Biomedical Sciences (JCBS) in collaboration with the Jefferson Center for Teaching and Learning and Widener University. Our program immersed the trainees in two online courses on evidence-based practices for developing and teaching online courses while simultaneously observing a real-time online course taught by a faculty mentor. They were also engaged in on-campus pedagogy and science pedagogy courses. This immersive program has provided the trainees with a foundation and vocabulary to discuss their unique experience in future interviews regardless whether the position includes online teaching, on-campus teaching, or interactions with customers. This opportunity also allowed our trainees to be aware of additional career pathways, such as online teaching positions with for-profit corporations or as an instructional designer.

Keywords: online-teaching

Multifaceted Approach to Employer Engagement for Graduate Student and Postdoctoral Career Exploration and Development

Marjannie Akintunde, Senior Career Advisor for Internship and Career Center Program Coordinator for Leaders for the Future, UC Davis

Millie Copara, Partner Development Coordinator, FUTURE Program, UC Davis

Daniel Moglen, Career Exploration Instructor, FUTURE Program, Senior Career Advisor for Internship and Career Center, UC Davis

Rachel Reeves, Program Coordinator, FUTURE Program, UC Davis

Program Coordinator, Mellon Public Scholars Program, UC Davis

This poster outlines a collaborative approach to employer engagement supported across UC Davis programs to facilitate career exploration and development. To support diverse career outcomes for graduate students and postdoctoral scholars, UC Davis career center staff and experiential education program directors collaborate to actively engage employers. The primary goal is to expose students and scholars with a wide variety of workforce sectors including government, industry, non-profit and academics. The connections support career exploration, development, and decision making, as well as, experiential education and career employment.

UC Davis is home to successful career development and exploration programs for graduate students and postdoctoral scholars: Our Internship and Career Center Career Services for Master's and PhD students and postdoctoral scholars hosts "Treks" that allow participants to meet PhD professionals in their workplaces. GradPathways Professional Development Program (Graduate Division) hosts an extensive series of career panels. FUTURE Program (funded by the NIH) curates a Partner Network of Biomedical PhD mentors in a plethora of workforce sectors. Leaders for the Future (funded by the State of California) highlights the career paths of entrepreneurs. The Public Scholars Program (funded by the Mellon Foundation) collaborates with five state agencies and nonprofits to develop an intensive training program and embedded projects.

The employer engagement activities coordinated within these programs range in scope from individual conversations with employers to large networking dinners and career fairs. Our multifaceted approach offers a variety of engagement activities that appeal to a diverse campus population and array of employers.

Keywords: career exploration, employer engagement, experiential learning, internships, mentoring

Radical Collaboration: The STEM PhD to Industry Accelerator and Northeastern's PhD Network
Amanda Cornwall, Ph.D., Assistant Director, Northeastern University Career Development

In 2017, Northeastern University launched the PhD Network, designed to consolidate resources for PhD students into one accessible portal and create new programs for PhDs. This was an exciting challenge for our graduate services team. Our team wanted to build collaboration and synergy, so we met with the director of the PhD network to brainstorm. We suggested using a model from startup culture to design something new: the STEM PhD to Industry Accelerator. This became an all-day event that provided an array of resources, from workshops and breakout sessions to unprecedented access to PhD leaders and mentors with similar training and educational backgrounds working in industry. It was a great and highly visible success. Students grew their job search skills, improved their documents, and learned about their strengths through the Strengthsfinder assessment/workshop. They became more confident talking with recruiters and industry professionals, deepened their industry knowledge, and begin to build their network, while learning that we are assertively developing programs just for them. Fueled by this success, we have continued to grow Career Development's important relationship and collaboration with the PhD Network. The event created energy around the move to support PhD students in their career development. We look forward to repeating this program next year, and building out the constellation of programming that we provide for our PhD students. We would love to share this success with the GCC membership via the poster session.

Keywords: PhD network, collaboration, STEM, industry

Career Pathways Communities: Connecting Trainees and Professionals for Deeper Career Exploration

Spencer L. Fenn, PhD (1), Sonia Hall, PhD (1,2), Morgan N. Thompson, PhD (1,3),
Heather M. Yonutas, PhD (1,4), Cynthia N. Fuhrmann, PhD (1)
1 - Center for Biomedical Career Development, Graduate School of Biomedical Sciences, University of Massachusetts Medical School
2 - Currently at Genetics Society of America
3 - Currently at Harvard Medical School
4 - Department of Neurology, University of Massachusetts Medical School

Trainees often struggle with career exploration, feeling overwhelmed by the vast number of opportunities, hesitant to network with professionals employed in careers of interest, and difficulty in identifying peers with similar career interests. We have developed Career Pathways Communities (CPC) to address these challenges. CPC provide a framework for career exploration in a peer learning community by connecting trainees with shared career interests with alumni and other Ph.D.-trained professionals employed within that field. Each community is themed around one of eight career categories, includes 5-15 students and two guest professionals, and meets 2-3 times per semester. The meetings are discussion-based, with pathway-specific exercises including informational interviews, analysis of job descriptions, telling career stories, and performing job simulation activities. The goals are to facilitate each students' career exploration, build their professional networks, refine their ability to articulate their own fit with their career of interest, and promote action toward goals in their Individual Development Plans. CPC provide an environment in which participants can meet peers with similar career interests and try on a career identity to facilitate career decision-making. CPC also offer the potential of continued peer mentorship as participants progress through their education and transition into their careers.
Here we present an overview of the program structure and exercises, describe variations we have tried and what we have learned based on three semesters of implementation, explain our long-term evaluation approach, and summarize data collected on students' and professionals' perceptions of the experience.

Keywords: career exploration

Validation and Inter-rater Reliability of a New 3-Tier Career Taxonomy

Patrick Brandt - UNC Chapel Hill (main presenter)
Abby Brown - Vanderbilt University
Abby Stayart - University of Chicago
Beka Layton - UNC Chapel Hill
Gabi Monsalve - UC San Fransisco
Kim Petrie - Vanderbilt University
Emma Flores - UC Irvine
Tami Hutto - Emory University
Spencer Fenn - U Mass Medical Center

All universities face the challenge of tracking and reporting the career outcomes of their alumni. In recognition of this challenge, several academic institutions and national organizations collaboratively generated and agreed to adopt a common three-tiered taxonomy of career outcomes. In light of the fact that institutions across the nation are adopting the taxonomy and in recognition of an urgent need for recommendations to standardize implementation, a working group within the BEST consortium designed an experiment to identify types of career outcomes that are particularly difficult to classify. Using a sample set of 600 alumni records, six career development professionals from six BEST institutions coded the set according to the common taxonomy. Standard inter-rater reliability analyses identified specific categories of jobs that resulted in low concordance within the group of experienced and native coders. After minor revisions of coding recommendations, the group of coders approached a second set of alumni records and saw improved concordance in application of the taxonomy. To further validate the taxonomy, the 800 binned alumni were also sent a survey and asked to self-bin their own career paths. Concordance levels are discussed and best practices are outlined for programs who are new to coding alumni outcomes. A discussion of staff time and other resources is included.

Keywords: career outcomes

Facilitating PhD Student Career and Identity Development Through Counseling and Career Services

Clarence Anthony Jr., Ph.D.

Career and identity exploration are key part of emerging adulthood and adulthood, and the academic experience. The University Career Center, Rackham Graduate School, and Counseling & Psychological Services at the University of Michigan have collaborated on the PhD Exploration Groups to guide students through the career exploration process. Guided by the theory of self-authorship, this presentation will focus how practitioners can use the Career Sailboat as exemplary tool to help student facilitate the beginning stages of their career development. The Career sailboat is metaphor to help advise students in exploring identity and the contexts that affect their decision-making.

Keywords: mental health, identity development, and phd student career development

The OPTIONS Program - Supporting Engineering PhDs and Post-docs

Teresa Didiano, Institute for Leadership Education in Engineering, University of Toronto

The OPTIONS Program (OPTIONS = Opportunities for PhDs: Transitions, Industry Options, Networking, and Skills) is a twelve-week, non-credit, cohort-based course for engineering PhDs and post-doctoral fellows to explore career options. The program covers the following themes: 1) reflect on your value (using a skill inventory, leadership style inventory, and goal setting); 2) communicate your value (using presentations, resumes, cover letters, and interviews); and 3) explore your OPTIONS (using labour market data, informational interviews, online tools, and a panel with PhD alumni). Through workshops, 1-on-1 meetings with a career professional and engineering professor, and working with a peer success group, participants will develop their capability and discover meaningful career pathways.

Keywords: course

Doctoral Student Career Planning: A Guide for Faculty Members and Programs in English and Other Modern Languages

Stacy Hartman, Project Manager of Connected Academics, Modern Language Association

The MLA's Connected Academics project has developed a tool kit for faculty members and programs who are interested in better supporting their graduate students in exploring a range of careers. The tool kit is built around five modules: 1) Mapping Your Resources, 2) Engaging Your Most Valuable Resource: Alumni, 3) Starting the Conversation with Students, 4) Starting the Conversation with Faculty Members and Administration, and 5) Changing Departmental Culture through Curriculum. This poster will showcase suggestions for how a career center might use the tool kit to engage faculty members and departments in a deeper conversation about graduate student careers, as well as consider specific ways to overcome faculty resistance. Although the tool kit is intended for use specifically with humanities departments, many of its suggestions are applicable to a broad array of disciplines.

Keywords: faculty engagement

Regulatory Affairs Fellowship : Collaboration Training Program between Academia and a Professional Society

Patricia Phelps, PhD, Director Professional Development and Career Office, Johns Hopkins University

The Clinical and Regulatory Affairs Fellowship Training (CRAFT) aims to develop a training program that successfully supports the transition of STEM PhD students and postdoctoral fellows into regulatory careers. The program models the partnership of an academic PhD career services office (the Johns Hopkins Professional Development and Careers Office) and a professional society (The Regulatory Affairs Professionals Society or RAPS). The training program will complement RAPS Regulatory Affairs Certificate Program with mentorship, instructor-led discussions of real-world scenarios and, when possible, experiential opportunities.

Six fellows have completed the fellowship. Feedback from focus group interviews highlighted the importance of the instructor led discussions and the mentorship program with real world professionals. Learning outcomes and impact on career goals and employment will be detailed.

CRAFT also aims to pilot a sustainability model for PhD career training. CRAFT's first goal is to develop a reputation for excellence in preparation of PhD students and postdoctoral fellows for internships, fellowships and jobs in regulatory affairs. Once a demand for CRAFT Fellows is established, we will leverage this demand and develop a fee-based program. Ideally, the training fee would be paid by the employer, but fellows may also be asked to share the training cost after a position is secured.

Keywords: career, regulatory affairs, training

A Nontraditional Approach to Supporting the Development Of Postdoctoral Fellows' Teaching Skills

Erica A. Siebrasse, Ph.D., Postdoctoral Affairs Specialist, Van Andel Research Institute

Van Andel Institute (VAI) is an independent biomedical research and science education organization established in 1996. While VAI has a graduate training program, it does not offer undergraduate degrees or coursework. This environment presents a challenge to postdoctoral fellows training at VAI who would like to gain undergraduate teaching experience. While some postdocs seek adjunct teaching positions, many commonly used visa categories prevent foreign nationals from employment at external organizations. In addition, full-time teaching experiences may be too time consuming for many postdocs focused on research.

The VAI Office of Postdoctoral Affairs worked with Van Andel Education Institute (VAEI) to create a non-traditional training opportunity for postdocs that we piloted in fall 2017 and winter 2018. Through the VAEI High School Journal Club, we paired interested postdocs with groups of advanced high school students. The postdocs assisted students in selecting, understanding and presenting scientific research articles to their peers. The time commitment for postdocs was around five hours. The experience was designed to give postdocs: (1) an understanding of how to select an appropriate journal article for a particular audience; (2) training on how to communicate complex concepts; (3) experience guiding students in inquiry-based learning methods; and (4) relevant teaching experience to detail on their resume or curriculum vitae. Seven postdocs participated in the pilot project, which students, teachers and postdocs reviewed well in subsequent evaluations. We describe how we developed the program, what we learned from the pilot and our plans for future iterations.

Keywords: teaching skills

Successful Training for Graduate Student and Postdoc Careers in the Biotechnology and Pharmaceutical Industry

Julie E. Tetzlaff, PhD, Association Dean for Postdoctoral Affairs and Graduate Career Development, Assistant Professor of Pediatric Pathology, PICO Faculty Advisor
Nai-Fen Su, PhD, Career Counselor, The Graduate School of Biomedical Sciences, Medical College of Wisconsin

Acquiring a doctorate level job in the pharmaceutical, biotechnology or medical device industry requires industry-based experience, knowledge and networking. The conundrum is how to facilitate such an experience during graduate school or postdoctoral training.

With support from the Burroughs Wellcome Fund, MCW initiated an industry consulting group (PICO-Postdoc Industry COnsultants) focused on consulting experiences with science-related companies to prepare postdoctoral fellows and graduate students at MCW for careers in industry. In this group, PICO consultants volunteer with biotech, pharma, or medical device companies for 5 hours/week for 2-3 months to complete business-related projects such as market analysis, company valuation, formulating a business plan, and FDA regulatory assessments.

Overall, this has been a resounding success. PICO has completed about 50 projects for approximately 31 different clients. 22 of 38 alumni consultants have found permanent industry employment and they attribute their successful transitions to PICO. A recent survey of PICO alumni (n=29) reveals that 100% feel that PICO made a positive contribution to their professional development, and 100% would encourage other MCW trainees to join PICO. The survey data further suggest that participation did not impair their laboratory productivity. Our six years of experience suggests that this model for industry training provides academic scientists with an intuitive understanding of the biotech industry, gives them valuable real-world experience, and helps them transition to permanent positions.

Keywords: postdoctoral/graduate student experiential learning, industry consulting, soft skill development

Communication Labs to Build Specific Networking and Interviewing Skills

David A. McDonald, PhD, Associate Director, Duke University Career Center

Jennifer M. Levy, MEd, Assistant Director, Duke University Career Center

In a survey of Duke Master's students, nearly half of respondents reported that their biggest challenges in searching for internships are around communication. The vast majority (87%) of these students are from outside the U.S., but in addition to issues with English, they most often reported needing help with networking and interviewing. In the past, we have offered broad workshops on networking and interviewing, but the results of the survey indicated that we had an opportunity to do better in teaching these topics. We developed a series of seven communication labs for Master's students, PhD students, and postdocs in which we emphasize tangible outcomes: practicing conversations, polishing interview questions, and reaching out to professionals and alums. Topics include talking with recruiters, making small talk, conducting informational interviews, building professional relationships, attending a networking event, in-person interviewing, and phone/virtual interviewing. By the end of these labs, we have observed students identifying networking contacts, sending cold emails, intentionally planning how they develop professional relationships, and building confidence in communicating in a variety of settings. After two semesters with these labs, we will change some of the topics and activities to better meet the needs that students bring up at the labs.

Keywords: communication, international students, networking, interviewing

Analysis of Leadership Development Opportunities for Graduate Students

Brian J. Rybarczyk, Ph.D. The Graduate School, UNC Chapel Hill
Nae Won, The Graduate School, UNC Chapel Hill
Jennifer Gerz-Escandón, Ph.D., The Graduate School, UNC Chapel Hill

Professional development programs provide important opportunities for graduate students to build skills beyond their academic courses of study and often focus on research skills, job searching and career transition, self-assessment, and effective communication. One area that receives less attention is leadership development. Leadership is an important attribute future employers seek. Extensive programs and numerous opportunities exist at the undergraduate level for leadership development with significant programming and dedicated offices/support staff in student affairs. However, at the graduate level, less attention and resources are typically provided for development of leadership skills. The goal of this project was to assess the existence and formats of leadership development opportunities offered for Master's and doctoral students. Association of American Universities member institutions and additional GCC member institutions (n=75) were selected for analysis. Information about professional development initiatives presented on websites was analyzed to determine if leadership was a component of defined core competencies and in what format these opportunities were offered. Results indicated that 32 of the 75 institutions (43%) included leadership as a core competency and the top three most frequent formats of delivery were workshops (78%), cohort-based programs (40%) and courses (28%). Only one instance of a formal, credit-bearing Certificate in Leadership was identified that was designed and targeted for Master's and doctoral students. Outcomes from leadership development opportunities from our institution will be shared including courses, workshops, and a cohort-based program along with ideas and best practices for intra-institutional connections to better support graduate students' development of leadership skills.

Keywords: leadership development, graduate student, transferable skills

Poster Session: Thursday, June 28, 2018
Poster #: 6

Graduate STEM Education for the 21st Century: Findings and Recommendations
Layne Scherer, Study Director, the National Academies of Sciences, Engineering, and Medicine

In this interactive poster session, staff from the National Academies of Sciences, Engineering, and Medicine will share the findings and recommendations from the recently released Graduate STEM Education for the 21st Century, which identifies policies, programs and practices that could better meet the diverse education and career needs of STEM graduate students in coming years, both masters and PhD. Staff will also share results from other projects related to the graduate education from the NASEM Board of Higher Education and Workforce (BHEW) and the Committee on Women in Science, Engineering, and Medicine (CWSEM): next generation of biomedical researchers, sexual harassment, and the integration of the arts and humanities with STEM. These reports address a range of key issues in STEM graduate education and represent an investment on the part of the National Academies in supporting the training and education of the next generation of graduate students in the United States.

Keywords: STEM graduate education

On Demand Professional Development: Outcomes from the Online Course "Planning Your Scientific Journey"

Alexandra Schnoes, iBiology & UCSF
Shannon Behrman, iBiology & UCSF
Nina Griffin, iBiology
Daniel McQuillen, McQuillen Interactive
Noah Green, Green Educational & Scientific Consulting
Elliot Kirschner, iBiology
Elizabeth Cohon, iBiology
Sarah Goodwin, iBiology
Ron Vale, iBiology & UCSF

In 2017 iBiology launched the free online course "Planning Your Scientific Journey" (PYSJ, http://bit.ly/BCLS-self-paced) as part of a completely new career and professional development initiative for the organization. PYSJ addresses the challenge of developing an answerable scientific question, a process that is not often formally taught in graduate school. The goals of the course are to have students (1) evaluate potential research questions and experimental approaches with a set of criteria, (2) develop a plan for their research, and (3) prepare for a meeting to discuss their research plan with their mentor. The free course is 6 weeks in length, requiring 1-3 hours of work per week. For the course we interviewed a variety of scientists with a diversity of backgrounds, career stages and scientific approaches on these topics. We edited the interviews into short documentary-style videos that each focus on one key learning objective with multiple perspectives represented. We ran PYSJ twice in 2017 in a synchronous format and had a combined student enrollment of over 2000, and now PYSJ is available as a self-paced, always-available course. Here we will present the evaluation and outcomes of these two course runs using the analysis of (1) pre and post-course surveys, (2) discussion forum posts, and (3) quantitative data regarding student enrollment, completion rates, and video analytics. We will discuss preliminary data on the self-paced version of PYSJ. And we will highlight ways in which educators can use all or part of PYSJ for their own trainees.

Keywords: Online Professional Development

"The Art of Science Communication"- a Novel Approach to Science Communication Training

Danielle R. Snowflack, Ph.D., The American Society for Biochemistry and Molecular Biology

It is imperative for scientists to communicate effectively among themselves and with the public. However, colleges and universities often fail to provide their scientific trainees with the necessary resources to improve their communication skills. To address this problem, the American Society for Biochemistry and Molecular Biology (ASBMB) developed The Art of Science Communication course (ASC). This eight-week online course provides in-depth, fundamental training on effective oral science communication. Instructors teach real-life approaches to communication, oversee activities for practice and provide constructive feedback. By the end of the course, each student develops a short, informal presentation for the lay public, other academics, government officials, and potential employers. Graduates report that the training improved their ability to communicate about their research, which benefited them in many aspects of their careers. Several graduates used the training to improve their professional performance, such as departmental seminars and teaching. Others have participated in public-facing outreach and engagement events such as science café. Furthermore, several returned to serve as instructors for course, bringing our efforts full circle.

We now are expanding the reach of our communication training by partnering with colleges and universities to offer on-site versions of the course. On campus, students review the online content before meeting for in-person discussions facilitated by an ASBMB-trained instructor. The growth of this program will help us share this important resource with scientists at all stages of their careers.

Keywords: skills development

Prototypes from the "Life Design Studio for University Educators"

Susanne Killian (Princeton)

Jake Livengood (MIT)

Jennifer MacDonald (New School)

Beth Olson (Harvard Kennedy School),

Laura Schram (Michigan)

Laura Stark (Harvard).

Design Thinking is an action-oriented, creative, non-judgmental approach to addressing problems through "building your way forward" — or prototyping. Many GCCers use creative approaches to address the career/professional needs of our students, and design thinking is a terrific innovative tool to add to one's repertoire.

During the past year, six GCC members participated in the "Life Design Studio for University Educators" and have been developing and running Designing Your Life prototypes on their campuses. We want to share our experiences. Prototypes ranged from 2-hour workshops to a 14-week course. We've found that design thinking's creative ideas and mindsets enable students to empower themselves to discover and develop career options. In program evaluations, practitioners found substantive and statistically significant increases among the participants in their hopefulness about their career potential, faith in their ability to build a successful career, and confidence to ask others about career paths. Participants also reported a significant decrease in feelings of stress brought on by uncertainty about their future careers. The six presenters have developed 28 prototypes, which have served more than 500 students and more than 70 staff, over a cumulative total of more than 120 hours of workshop time.

Keywords: Career Exploration, Design Thinking

Strategic Deep Dives: Topic-Driven Bootcamps and How Best to Run Them

Briana Konnick, PhD, Assistant Director, Graduate Career Development, University of Chicago

At the University of Chicago, we have found success in offering both strategically timed and strategically coordinated bootcamps which allow for a deeper dive into specific topics for our entire graduate student and postdoc population. Annual topics have covered careers in consulting, academic job market preparation, getting ready for a job search, among others. These bootcamps have been continually optimized and developed over several years. The poster will detail the specific components of the bootcamps, including: organization of content applicable to multiple disciplines, timing of offerings, utilization of both internal and external speakers, communication strategies, and more. Also included will be details regarding two pilot bootcamps, which were offered in the last year, on careers in public service and professional skill development. Our intention is that the information presented will be useful to both newer members of the community looking to develop similar programming, as well as offer some additional perspective and potential new ideas to more seasoned career professionals.

Keywords: bootcamps

Career Planning for STEM Graduate Students: Web Tools, Workshops and Feedback, What is Working, What is Not and What is New

Corrie Y. Kuniyoshi, American Chemical Society (Presenter)
Joerg C. Schlatterer, American Chemical Society
Jodi L. Wesemann, American Chemical Society

A range of surveys, studies and reports have highlighted the need to integrate career planning and preparation into graduate programs. In a changing job landscape, many STEM graduate students and postdocs are considering careers often called "non-traditional" or "alternative". Science organizations such as the American Chemical Society (ACS) have developed career workshops and webtools to help their graduate student and postdoc members bridge from their studies to careers in a wide range of fields, in and out of the lab. This poster will share the tools and workshops developed by ACS in response to this need. This poster also shows results from aggregated data analysis of over 3000 individuals that have used a career planning web tool. Results suggest career and professional development areas in which users feel they need still need the most support.

Keywords: STEM, individual development plan, IDP, career planning

Poster Session: Thursday, June 28, 2018
Poster #:13

DiscoverPD: University of Wisconsin-Madison Professional Development Framework

Alissa Ewer, Assistant Dean for Professional Development and Communications, University of Wisconsin-Madison Graduate School

Amy Fruchtman, Assistant Director of Professional Development, University of Wisconsin-Madison Graduate School

Eileen Callahan, Director of Professional Development, University of Wisconsin-Madison Graduate School

DiscoverPD was developed by the Graduate School Office of Professional Development for UW-Madison for graduate students to advance their academic and professional goals. It encourages graduate students to review the framework and then engage in a self-assessment, gauging their confidence against each of the subareas of the framework. DiscoverPD generates a custom report based on these responses, which includes recommendations for how to improve in each subarea. Students are encouraged to consider building on areas of strength as well as weakness, by favoriting specific opportunities and to use these activities within Individual Development Plans (IDPs). The multitude of opportunities in the DiscoverPD database are searchable by keyword, modality (online, in-person, etc.), type (event, webpage/reading, course, applied experience, etc.), and level of time commitment.

Keywords: online framework

Annual Conference Planning Committee

Natalie Lundsteen, The University of Texas Southwestern Medical Center

Committee Members:
Briana Shay Mohan, Tulane University

Annual GCC meetings have come a long way from initial simple gatherings of twenty people sharing ideas around a table! Our community of practice continues to grow and expand, and now our annual meeting attendance is approaching 300 people. We are creating a committee of volunteers from across all regions to help make the annual meeting a success, and to ensure continuity in planning the conference each year. Please join us to put together program content and logistics, and support the continued growth of the GCC.

Keywords: annual conference

Launching ImaginePhD - An Online Career Exploration and Planning Tool for the Humanities and Social Sciences

Teresa Dillinger, University of California, Davis

Annie Maxfield, University of California, Los Angeles

Sarah Peterson, Freelance

2017-18 Leadership and GCC Executive Council Project Liaisons

Teresa Dillinger, IMAGINEPhD PROJECT LEAD, University of California, Davis

Annie Maxfield, PRODUCT DESIGN & DEVELOPMENT LEAD, UCLA

Sarah Peterson, CONTENT DEVELOPMENT LEAD, Independent Career Consultant

Michael Matrone, GCC ImaginePhD LIAISON, Oregon Health & Science University

Jami Armbrester, GCC Communications Liaison, University of Alabama at Birmingham

Subcommittees and Members

Content and Resource Development - Sarah Peterson(CHAIR), Independent Career Consultant - Members: Christine Kelly, Claremont Graduate University; Jennifer Levy, Duke University; Jennifer MacDonald, The New School for Social Research; Claire Salinas, Humanities Council; Valerie Shepard, UCLA; Lana Smith-Hale, University of California, Santa Barbara

Curriculum Development - Robert Pearson, (CHAIR), University of Texas – Dallas - Members: Kelly Ahn, Columbia University; Clarence Anthony Jr., University of Michigan; David Blancha, UCLA; Bernadette So, New York University; Johanna Yunker, University of Massachusetts Amherst

Marketing and Social Media - Jen Teitle, (CHAIR), University of Iowa - Members: Clarence Anthony Jr., University of Michigan; Derek Attig, University of Illinois at Urbana-Champaign; Erik Oswald, University of Notre Dame; Helen Pho, University of Pennsylvania

Research - Giulia Hoffmann (CO-CHAIR), UC San Diego and Nai-Fen Su (CO-CHAIR), Medical College of Wisconsin, Members: Julie Fabsik-Swarts, National Postdoctoral Association; Gaeun Seo, Cornell University; Brian Rybarczk, UNC - Chapel Hill; Valerie Shepard, UCLA

User Experience -Annie Maxfield (CHAIR), UCLA, Members: –Melissa Bostrom, Duke University; Jenny Furlong, City University of New York (CUNY); Natalia Martin, Michigan State University; Nicole Reiz, University of Kansas; Chris Rios, Baylor; Elizabeth Salisbury, University of Delaware; Susan Martin, University of Maryland; Deborah Willis, University of Michigan

Sponsorship - Dinuka Gunaratne(CHAIR), University of Alberta -   Members: Susanne Killian, Princeton; Dewis Shallcross, The Citadel; Colleen Smith, Rensselaer Polytechnic Institute, Erik Oswald, University of Notre Dame

Sustainability - Amy Yandell, (CHAIR), American Academy of Religion –Members: Teresa Dillinger, UC Davis; Amy Pszczolkowski, Princeton

Four years in the making, ImaginePhD, a free online career exploration and planning tool for the Humanities and Social Sciences was launched in October 2017. This massive project was made possible through the generous volunteer efforts of over 80 Graduate Career Consortium members from more than 55 institutions. To date, over 9,500 users have engaged with the tool to take self-reflective assessments, explore career resources, and to create individual development plans. In this poster, we provide deidentified data on the characteristics of ImaginePhD users to better understand how the tool enhances career exploration and planning and how we might further improve our efforts. Highlights of the work of ImaginePhD's seven subcommittees: Content and Resource Development, User Experience, Sustainability, Research, Curriculum Development, Sponsorship, and Marketing and Social Media are also presented. Finally, we discuss future plans for the "2.0" version of ImaginePhD.

Keywords: career exploration, IDP

Graduate Career Consortium Diversity Committee

D'Anne Duncan, University of California, San Francisco, Co-Chair

Mearah Quinn-Brauner, Northwestern University, Co-Chair

Kellie Butler, University of California, Davis

Paige Cooper, Duke University

Alfreda James, Stony Brook University

Steve Lee, University of California, Davis

Sonya Newlyn, University of California, Santa Cruz

Sina Safayi, MD Anderson Cancer Center, UT Health Graduate School

Lynn Talton, University of California, Los Angeles

This poster will provide an overview of the GCC's Diversity committee's activities over the past months and the committee's future goals.

The poster will inform viewers of the committee make-up (members), our mission, and goals. It will provide an overview of the data we collected from the GCC survey and discuss how we hope to use that data to form diversity tools for the GCC constituency.

Along with providing information on what the Committee hopes to accomplish and provide, it will also address a question to GCC members' asking career/professional development specialists across our membership how they work with and support diversity initiatives or offices at their institutions and what tools or information the Diversity Committee can provide to make that work more efficient.

Keywords: diversity, inclusion, and professional development

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PhD Outcomes Tracking and Career Taxonomies

Tammy Collins, National Institute of Environmental Health Sciences
Ryan Wheeler, The Scripps Research Institute
Adriana Bankston, Future of Research, Co-Chair PhD Career Outcomes Committee
Melanie Sinche, The Jackson Laboratory for Genomic Medicine, Co-Chair PhD Career Outcomes Committee

Committee Members:
There are 36 members of the committee. We thank them for their service to the GCC PhD Career Outcomes Committee.

This poster aims to summarize recent national trends in career outcomes tracking and taxonomies from various groups. Our committee collated information on STEM and humanities career taxonomies from 22 groups (universities, consortia, research institutions and professional societies) out of which 8 clear employment sectors emerged. A key challenge in unifying taxonomies occurs due to the different nature of employment sectors between countries. We plan to summarize these data into a comprehensive report at a later date. In addition, recognizing the need to make data on trainee outcomes in the life sciences publicly available, 9 research universities and a major cancer institute formed the Coalition for Next Generation Life Science (CNGLS) in 2017. Here, we describe the data that will be collected by CNGLS members, as well as list multiple groups in the career outcomes space. We also show the latest visualizations of biomedical research employment trends from two independent sources, including an interactive platform (NIEHS) and outcomes data using the Rescuing Biomedical Research (RBR) taxonomy (Wayne State University of the NIH BEST Consortium). Finally, GCC member institutions participated in the 2017 GCC Annual Benchmarking Survey. We present responses from selected survey questions pertaining to the collection of career outcomes data. We hope the information presented in this poster will be of value to GCC member institutions and other groups involved in collecting career outcomes and taxonomy data to benefit the community.

Keywords: career outcomes, career taxonomies

Poster Session: Wednesday, June 27 to Thursday, June 28, 2018
Poster #: 18 & 19

Telling the GCC Member Story...
Kay Kimball Gruder, Assistant Director for Graduate Student and Postdoc Career Programs & Services, University of Connecticut- Center for Career Development (Benchmarking Committee Chair)
Jennifer MacDonald, Director of the Center for Graduate Career and Professional Development, The New School.
Thi Nguyen, Associate Dean for Graduate Career and Professional Development, Washington University in St. Louis
Nai-Fen Su , Career Counselor in the Graduate School of Biomedical Sciences and the Medical School, Medical College of Wisconsin.
Eric Vaughn, Career Coach, University of Rochester Medical Center, School of Medicine & Dentistry

Curious about your GCC colleagues and their work? Looking to review data to help you establish goals and gain an understanding about trends and patterns occurring within our field? The GCC Benchmarking Committee will present selected data points from the 2018 GCC Member Survey and will also showcase the 2017 poster. Gain insight into how graduate students and postdoc services are organized and supported at institutions across the U.S. and Canada.
The poster session presentation will show participants how the data can be utilized in our everyday work and to advocate for and strengthen the services and support provided to graduate students and postdocs. GCC members interested in talking about program topics, where and how we work, and challenges faced by fellow members are invited to check out the poster and ask questions.

Keywords: benchmarking, data, membership, demographics

The 'Harry Potter' of PhD-focused Career Blogs!

Joseph Barber, University of Pennsylvania

Committee Members:

Magaldi, Thomas; Mahak, Francine: PEER EDITOR; Matrone, Michael; Maxfield, Annie; McDonald, David; McGovern, Victoria; Moayedi, Neda; Mohan, Briana; Olson-Bang, Daniel: PEER EDITOR; Pearson, Robert; Peterson, Sarah; Porter, Ben: PEER EDITOR; Repice, Michelle;

Roca, Alberto; Rodems, Michelle; Safayi, Sina; Schram, Laura; Seo, Gaeun; Sherrer, Kristy; Simpson, Patricia; Sinche, Melanie; Sleeth, Kate; Steele, Carolyn; Stober, Katie; Stone, Jana: PEER EDITOR; Stuart, Kate; Subramanian, Shoba; Talton, Lynn; Van Wyck, James; Willis, Deborah

The goal of the Carpe Careers blog is to write optimistic, actionable posts that are rich with career advice, and that speak directly to the populations of PhD students, postdocs, and recent PhD graduates that GCC members serve. The members of the Carpe Careers writing group are directly responsible for creating new, relevant content for the weekly posts on the Inside Higher Ed website, and help to spread the word about this resource at their institutions and beyond through different social media channels. The blog serves as one way to help brand the GCC, and its members, as a trusted source of graduate career advice. If you are interested in sharing your advice as a writer, or want to lend your expertise for some of the other roles we are developing (e.g., logo designer, peer reviewer, official @CarpeCareers tweeter), then now is your chance to join us on this magical adventure!

Keywords: Carpe Careers blog, Inside Higher Ed

Enhancing Mentorship within the GCC Community: the Launch of the GCC Mentoring Program

Rory Flinn, Director of Graduate Student Professional Development, Worcester Polytechnic Institute

Cynthia Fuhrmann, Assistant Dean, Career and Professional Development, University of Massachusetts Medical School

Christine Holmes, Director of Postdoctoral Studies, Cornell University

Steve Lee, Assistant Dean of Diversity and Inclusion, Stanford University

Jake Livengood, Senior Assistant Director, Graduate Student Career Services at MIT Global Education & Career Development

Kim Petrie, Assistant Dean for Biomedical Career Development, Vanderbilt University School of Medicine

Suprawee Tepsuporn, Assistant Director for Career Advancement, Office for Alumni Affairs and Career Advancement Harvard T.H. Chan School of Public Health

Kerry Landers, Assistant Dean of the Guarini School of Graduate and Advanced Studies at Dartmouth (Chair)

The GCC has grown tremendously over the past several years, with more than half of our members having less than four years of experience serving graduate students and/or postdocs in a career and professional development role. In an effort to strengthen connections among members and expand opportunities for professional development and leadership, we are launching a pilot GCC Mentoring Program. Mentoring conversations can be tailored to the interests of each mentor-mentee pair and may include topics such as: navigating the higher education landscape, enhancing coaching or career counseling skills, the use of self-assessment tools, managing a career development or postdoc office, teaching, program management, or other topics as interests arise. We are launching this pilot program with 12 mentee-mentor pairs at the annual GCC meeting held in June 2018. Mentor-mentee pairs will connect at least 3 times during the year by phone or video-conference to discuss challenges, successes, and questions. As part of this pilot, mentors and mentees will also meet quarterly with the organizing committee as separate groups to share experiences in order to strengthen the program and support them in their roles. In this poster, we will present how the program has been organized and our plans for the program going forward.

Keywords: mentoring, mentee

Where the VCF is Headed to Deliver Meaningful Career Connections: A Six-Year Analysis and Suggestions for Future Direction

Gaeun Seo, Career Development Specialist: Graduate and International Advisor, Cornell University
Cristina Otegui
Lead Career Counselor, University of California, Riverside
Jeddie Maxwell, Administrative Coordinator, University of Tennessee Health Science Center

Despite a growing number of graduate students and postdocs pursuing career beyond academia, they often have limited access to on-campus recruitment opportunities at their own institutions. The reasons may vary with institutions or disciplines, but usually involves persistent doctoral career culture focusing on faculty career development, lack of institutional support to connect graduate students with potential employers beyond academia, and the cost-inefficiency of employers visiting many campuses to meet graduate candidates for a relatively small number of positions for advanced degrees. In order to bring graduate students and employers together, GCC formed the Virtual Career Fair (VCF) Committee and hosted the very first PhD & Master's Virtual Career Fair in February of 2013. Since then, the VCF has been a virtual space where graduate students and postdocs from all disciplines can interact with potential employers.

Due to the lack of clarity about impact of the VCF on participants' career outcomes, the VCF Committee conducted its own program assessment survey in 2017. Although the number of VCF employers and candidate participants have increased since 2013, the assessment findings demonstrate areas for improvement. For example, 52% of the VCF candidate participants reported to attend the fair for immediate job search while 71% of them did not receive any career-related offers. As the 2017 assessment data provided insights to help the 2018 VCF committee reflect on the effectiveness of the fair as a recruitment opportunity, the 2018 committee decided to conduct another VCF assessment. In this year, the committee gathered input from VCF participants to examine their experience associated with the fair. In addition, the committee conducted a brief VCF institutional survey by participating institutions and employers to share their VCF experience to examine 1) whether the current VCF model is meeting the goals of the VCF and 2) whether there are other alternative models that might better serve these populations.

Keywords: GCC virtual career fair, six-year participation trend and outcome analysis