



GPDN 2019 Conference

Join us to learn about best practices, emerging ideas, and to exchange ideas over a day and a half of activities!

The Graduate and Postdoctoral Development Network (GPDN) is a network of professionals who are dedicated to supporting the development and success of graduate students and postdoctoral fellows. Our aim is to communicate best practices and share resources for professionals across Canada.

Conference Overview

On Wednesday November 6th (full day): Professionals who specialize in services for graduate students and postdoctoral fellows from across Canada will present in a series of Lightning Talks covering topics such as community engaged learning, IDP effectiveness, design thinking for graduate programming, and inclusiveness. To enhance interactivity, each round of Lightning Talks will be followed by breakout roundtable discussions, where participants can engage a deeper discussion with the presenters. We will wrap up the day with the AGM, including an update from the GPDN committees and plans for the upcoming year.

On Thursday November 7th (half day): We will join with the CAGS conference attendees for the breakfast and Mentorship Awards, the Keynote/Plenary Session, and a special panel on "Leveraging experiential learning to empower graduate students towards their future careers" (Concurrent Session from 10:45 to 12:00pm)

Agenda

Conference Location: Lord Nelson Hotel, Halifax, NS

Tuesday 5 Nov

1:30 PM – 3:00 PM **SPECIAL BONUS FOR EARLY ARRIVERS! “Working with a Diverse Postdoc Population: Ideas for Discussion”**

Imperial Ballroom

- The GPDN is hosting a joint session with CAPA (Canadian Association of Postdoctoral Administrators). The session is part of the CAPA Annual Conference, but open without additional fees to GPDN registrants arriving early.

5:00 PM **Meet in Lobby**

Lord Nelson Hotel

5:30PM – Onwards **Welcome Dinner for GPDN participants**

Ristorante aMano (at own expense)

Wednesday 6 Nov

7:30 AM – 8:30 AM **Registration & Breakfast**

Regency Ballroom

8:45 AM – 9:15 AM **Welcome Remarks & Reflections on 2019**

Admiral Ballroom

- Lorna MacEachern, GPDN President

9:15 AM – 10:30 AM **Round #1 Lightning Talks**

Admiral Ballroom

- Lightning talks are short presentations (10 minutes) that communicate exciting ideas and programs in graduate and postdoctoral professional development. Each talk may present a Tried & True approach (programs or services that have demonstrated success), or New Initiatives or Ideas for discussion (a new project or ideas). The list of talks for this round are (see below for descriptions):
 - Academic Integrity as Professional Development for Graduate Students**
Alexander Liepins, Academic Associate, McGill University.
 - Dollars and Sense: Funding Graduate Students to Engage in Career Development Activities**
Danielle Barkley, Educator, Career and Professional Development, University of British Columbia.
 - Graduate Students' Perceptions of IDP Effectiveness in a Course-Based Masters Program**
Sarah Cahill, Manager, Graduate Programs, University of Guelph.
 - Managing Emergent Knowledge: Addressing Competency Expectations of Biomedical Employers**

Derrick Rancourt, Professor, University of Calgary.

E. Models for Linking Graduate Professional Development to Academic Programs

Racha Cheikh-Ibrahim, Coordinator, Academic Programs and Development, Concordia University.

F. U of A Job Shadow Week Program - Success So Far!

Dinuka Gunaratne, Career Education Coordinator (Graduate Students), University of Alberta.

G. An Innovation Journey: Developing an Online Career Pathing Tool

Deanna Davis, Professional Development Instructional Design Specialist, University of Alberta.

10:30 AM – 10:45AM **Break**

Georgian Lounge

10:45 AM – 11:45 AM **Round Table Discussions**

Admiral Ballroom

- Attendees will have the chance to participate to two round table discussions (30 min at each table). Speakers from the previous lightning talk session will each host a round table where they will further discuss and exchange with attendees on the topics presented. Some of the ways that the round table discussions may be used are to give further details on program, share information on related initiatives, brainstorm ideas, gain different perspectives, or to provide feedback on new initiative or ideas.

11:45 AM – 1:15 PM **Lunch & Introduction of new GPDN Executive**

Regency Ballroom

1:15 PM – 2:30 PM **Round #2 Lightning Talks**

Admiral Ballroom

- Lightning talks are short presentations (10 minutes) that communicate exciting ideas and programs in graduate and postdoctoral professional development. Each talk may present a Tried & True approach (programs or services that have demonstrated success), or New Initiatives or Ideas for discussion (a new project or ideas). The list of talks for this round are (see below for descriptions):
 - Assessing Inclusiveness in Concordia's GradProSkills workshops**
Cristina Barbu, Admin Assistant, GradProSkills, Concordia University.
 - Building capacity in online graduate skills development: digital literacy & ePortfolio**
Corinne Bossé, Learning Designer, Athabasca University . Dr. Shauna Reckseidler-Zenteno, Vice Dean, Operations, Faculty of Graduate Studies, Athabasca University.
 - Priming Graduate Students for Community Engaged Learning**
Anna Jubilo, Officer, Community Engaged Learning, UBC.
 - The Grad Hive: Design Thinking, Community Building, and Career Exploration**
Erin Corber & Susan Molnar, Graduate Career Advisor, McGill University.
 - What do Postdocs Need in Regards to Professional Development?**
Renee Polziehn, Dr/Director, University of Alberta.
 - Empowering Doctoral Students to Take Charge of their Future**
Lorraine Davies, Associate Vice-Provost, Western University.

2:30 PM – 3:30 PM **Round Table Discussions**

Admiral Ballroom

- Attendees will have the chance to participate to two round table discussions (30 min at each table). Speakers from the previous lightning talk session will each host a round table where they will further discuss and exchange with attendees on the topics presented. Some of the ways that the round table discussions may be used are to give further details on program, share information on related initiatives, brainstorm ideas, gain different perspectives, or to provide feedback on new initiative or ideas.

3:30 PM – 3:45 PM **Break**

Georgian Lounge

3:45 PM – 5:30 PM **GPDN Annual General Meeting (All attendees are welcome)**

Admiral Ballroom

- Unveiling of new logo –Tara Christie
- Research & Partnerships –Jonathan Turner
- Member Engagement – Danielle Barkley, Julie Bowering, and Rebecca Dirnfeld
- Communications –Dinuka Gunaratne
- Discussion of plans for 2019-2020 –Dinuka Gunaratne

5:30 PM – Onward **Dinner**: 2 options:

1. CAGS Opening Reception & Welcome Dinner
Regency Ballroom
 - \$90 additional fees for those not registered for CAGS / Included in CAGS registration fees
2. Casual dinner
Stubborn Goat
 - At own expense -Alternative option for those not signed up for the CAGS dinner

Thursday 7 Nov

8:00 AM – 9:00 AM **CAGS Breakfast**

Imperial Ballroom

9:00 AM – 10:15 AM CAGS Plenary “**The Skill of Self-Confidence in Graduate Studies**”

Imperial Ballroom

- Dr. Ivan Joseph – Dalhousie University

10:15 AM – 10:45 AM Break

Georgian Lounge

10:45 AM – 12:00 PM CAGS Concurrent Session “**Leveraging experiential learning to empower graduate students towards their future careers**”

Regency Ballroom

- Panelists: Tara Christie (University of Calgary), Lorna MacEachern (McGill University), Anna Jubilo (University of British Columbia)

Descriptions of Lightning Talks

Round A

Academic Integrity as Professional Development for Graduate Students

Academic integrity in graduate students is essential to ensure adherence to university policies, and know about one's rights and responsibilities as a researcher, instructor, teaching assistant, or author. At McGill, SKILLSETS has continually offered workshops to help avoid the common pitfalls and issues that graduate students face related to academic integrity. In addition to ongoing individual workshops, SKILLSETS has offered an annual one-day event dedicated to examining issues of academic integrity in graduate studies at McGill and in the broader academic context. Using high-profile case studies from other universities, students, professors, and deans, Academic Integrity Day has been a space for discussion on the ethics of plagiarism, negotiating authorship, and data falsification and fabrication, including how the rules and culture around each differs between fields. However, after several years of running this event and seeing dwindling participation, the decision was made to pause and review the effectiveness of a one-day, annual event and to explore other, new modalities for education and student development on this important topic.

This Lightning Talk will present the model for academic integrity training that SKILLSETS has deployed to date, including its strengths and weaknesses, and consider how we as professionals help graduate students grapple with questions like: Who determines authorship and authorship order on a publication? What are the rules about data collection and analysis? When is it okay to omit some data results from my analysis? What are the ramifications of research integrity issues on academic research and/or post-academic careers?

Alexander Liepins, Academic Associate, McGill University.

Alexander Liepins is an Academic Associate in Teaching and Learning Services at McGill University where he oversees the SKILLSETS program for graduate student professional development, as well as SKILLS21, McGill's undergraduate skills development program. He received his BA from Wisconsin Lutheran College in 2009, MA from Memorial University of Newfoundland in 2011, and PhD from the University of Ottawa in 2017. Currently, he is working on several projects related to learning strategy capacity-building and teaching assistant training.

An Innovation Journey: Developing an Online Career Pathing Tool

There has been broad recognition that the job market—both inside and outside the academia—is uncertain, competitive and constantly changing. This has placed tremendous stress and pressure on graduate students who are expected to communicate, collaborate, innovate and problem solve at an advanced level while also taking ownership of their own career pathing. In Fall 2016, the Faculty of Graduate Studies and Research (FGSR) of the University of Alberta boldly addressed this issue with the introduction of the Professional Development (PD) Requirement. UAlberta's PD Requirement is the first of its kind and Canada and is comprised of two key elements: the completion of an Individual Development Plan (IDP) and eight hours of PD activity.

By design, the IDP is student-driven and is a self-directed process where graduate students examine their skills and competencies, explore career options, and develop a comprehensive timeline that considers academic milestones, career development goals, and personal commitments.

Dedicated to evolving our approach to the PD Requirement, in November 2019, FGSR will launch a stand alone online IDP platform. Supported by a Government of Alberta grant—"A Vision for Innovation in Alberta: Excellence and Transformative Talent"—the platform will complement the Second Edition of

the IDP Workbook and will offer graduate students a more interactive “gamified” experience. The development of the platform will likewise provide FGSR with previously inaccessible and invaluable metrics regarding how graduate students approach the process of self-assessment, career pathing, and goal setting.

This session will lay out the how, what and whys of this innovation journey.

Deanna Davis , Professional Development Instructional Design Specialist , University of Alberta .

Deanna Davis, PhD is the Professional Development Instructional Design Specialist for the Faculty of Graduate Studies and Research where she oversees the design and delivery of three significant areas of graduate student training, including the Individual Development Plan (IDP), Graduate Teaching and Learning (GTL) Program, Academic Integrity and Ethics Training.

With more than fifteen years of classroom teaching experience in the post-secondary environment, Dr. Davis designs and facilitates career exploration and supports graduate students in finding meaning, joy, and purpose in their professional lives in ways that not only allow them to be more effective in their roles, but also positions them to have an impact on their community, Alberta and beyond.

In addition to her role with IDP programming, Dr. Davis leads the Graduate Teaching and Learning program, where creates and supports the design of impactful programming and courses related to instructional design, classroom communication, management and leadership, and ethical practices in teaching.

Dollars and Sense: Funding Graduate Students to Engage in Career Development Activities

In 2018, the UBC Centre for Student Involvement and Careers launched an initiative for graduate students to apply for funding to support career development activities. 7 individuals from a range of programs received financial support to engage in actions they believe will help them to advance their career aspirations. This presentation will outline the process, outcomes, and lessons learned from this inaugural project.

Danielle Barkley, Educator, Career and Professional Development, University of British Columbia.

Danielle Barkley works as an educator focused on supporting career and professional development for Masters and PhD students. She is part of the team working out of the Centre for Student Involvement and Careers at the University of British Columbia. Danielle holds a PhD from McGill University, and has been a member of the GPDN Executive team since 2017.

Graduate Students' Perceptions of IDP Effectiveness in a Course-Based Masters Program

The Individual Development Plan (IDP) is an effective tool that encourages and facilitates early and shared goal setting. It can help students to self-assess/self-reflect and, in turn, be able to more effectively identify, communicate, and translate transferable skills, including those developed through academic programming. Here, we present a pilot study of the effectiveness of an IDP in a course-based master's program. Through focus groups and exit surveys, students reflected on the usefulness of IDP components, their barriers to completion, and the effectiveness of the tool in improving career planning, goal setting, skills translation, and self-reflection. The presentation will highlight key findings from our analyses and outline next steps for improving the IDP and our research on the IDP at the University of Guelph.

Sarah Cahill, Manager, Graduate Programs, University of Guelph.

Sarah Cahill - Manager, Graduate Programs

Dr. Emmanuelle Arnaud - Associate Professor (non-presenting)

Nadia Timperio - Manager, Graduate Curriculum (non-presenting)

Dr. Kim Bolton - Adjunct Faculty and Graduate Program Advisor (non-presenting)

Managing Emergent Knowledge: Addressing Competency Expectations of Biomedical Employers

Graduate students face an uncertain job market, a significant number of them being sub- or

unemployed. A skills awareness gap is preventing employers from understanding student's full value in part because students do not articulate the professional skills they gain in graduate school. We recently surveyed and interviewed a number of biomedical employers in Alberta, in response to governments communicating expectations that university education and training be tied to labor market. When asked what skill(s) they felt graduate degree holders typically are missing, an overwhelming number of hiring managers indicated project management and/or customer relations. Canada is expected to grow 90,000 new project management jobs by 2027. By teaching graduate students project management skills early in their program, we will better prepare them for success outside academia, and make them more productive and disciplined scientists in-program. Government is also calling for greater research impact by developing knowledge into products and promoting market pull instead of push. This requires the early integration of knowledge consumers (i.e. customers) into the research co-production process. By engaging potential project stakeholders (i.e. customers) early in the research process, students become known to potential mentors and employers earlier.

We propose to develop Managing Emergent Knowledge, a new course designed to teach students the project management and knowledge translation skills they currently lack. With the health care sector's adoption of project management, significant employment opportunities are available for students. By giving graduate students opportunities to develop skills for customer interaction, we can help them become more flexible to employer needs, while they also deliver their technical specialization. Using design thinking, students will learn to engage a diversity of potential stakeholders and knowledge consumers during multiple stages of their work. Students will thereby cultivate: 1) a mission-critical focus on product development, 2) tacit knowledge to work within and outside academia, 3) different paths of inquiry for broader impact for their work, and 4) a network of champions who can enable their research and career development.

Derrick Rancourt, Professor, University of Calgary.

Derrick Rancourt is a stem cell biologist and a professor in the University of Calgary's Cumming School of Medicine and Faculty of Veterinary Medicine. He received his BSc and PhD in Biochemistry from the University of Guelph and Queens University respectively and postdoc'd in the laboratory of Nobel Laureate Dr. Mario Capecchi. An entrepreneurial scientist, Derrick is the inaugural director of Alberta's Genome Engineering Facility, which specializes in the generation of transgenic and knockout mice. His research program revolves around the derivation, expansion, differentiation and genetic manipulation of mouse and human pluripotent stem cells, including embryonic stem cells and induced pluripotent stem cells.

Derrick developed a passion for professional development education, when he directed Master of Biomedical Technology (MBT) Program (2003-2009), a one year course-based-masters that merges business and life science. At the time, the MBT program was not delivering on its promise to transition life science students to industry. Together with Career Services, Derrick developed the University of Calgary's first embedded professional development course. Under Derrick's direction, the MBT program then successfully transitioned over 100 students into the life science industry. Since stepping down from that role, Derrick has been teaching biotechnology business and professional development at the graduate and graduate level. Several of his students have gone on to form successful companies including Surface Medical, which won the 2015 Manning Prize.

Models for Linking Graduate Professional Development to Academic Programs

Concordia's GradProSkills aims to complement academic programs' offerings by providing additional professional training for graduate students. However, like many non-academic services, we face the challenge of communicating the breadth of our services to academic departments. In 2019, we conducted a benchmark study of Canadian graduate professional development (GPD) programs to identify the degree in which they are linked to academic programs. Specifically, our goals were to:

- *Provide new professional development models that can be adapted at Concordia University;*
- *Offer recommendations to diversify professional development offerings by engaging academic*

and professional partners in innovative collaborations; and,

- Explore new ways to increase outreach to academic departments.

Information about the various professional development practices was gathered from universities that have a high or considerable level of professional development programs based on CAGS' first phase of the graduate professional development offerings survey in 2015-2016. The information was collected through online research, and Zoom interviews with the graduate development program personnel at various universities.

In this talk, we will present our benchmark study findings and the models we are adapting to effectively engage with the faculty members and graduate students at Concordia University.

Racha Cheikh-Ibrahim, Coordinator, Academic Programs and Development , Concordia University .

Racha Cheikh-Ibrahim is the Academic Programs and Development Coordinator at Concordia University. In her current role, Racha liaises with academic departments and graduate students to identify and develop field-specific graduate professional skills activities. Racha holds a Master degree in Chemistry and a Bachelor degree in Biochemistry. Racha has over ten years of combined research, teaching, and training in higher education, and she is interested in experiential learning and building supportive communities in graduate school.

U of A Job Shadow Week Program - Success So Far!

The University of Alberta Career Centre's expansive job shadow program involves community partners and is open to all undergraduate and graduate students, postdoctoral fellows and alumni. Over the past ten years, the program has evolved into a valuable recruitment tool for participating employers and strengthened ties with local industries. From 33 matches in its inception to over 400 in 2019, this program has scalability and longevity. The goal of the program is for participants at all career stages to experience new career possibilities.

Dinuka Gunaratne, Career Education Coordinator (Graduate Students), University of Alberta .

Amy Roy Gratton, Nathan Booth, Dinuka Gunaratne are Career Education Coordinators of the U of A. The three of them together oversee Career Education and Experiential Learning Programs for Undergraduate Students, Graduate Students, and Post Doctoral Fellows at the U of A. Beside Job Shadow Week, they oversee the U of A Career Mentoring Program, Speaker Series, Summer Career Camp and much more!

Round B

Assessing Inclusiveness in Concordia's GradProSkills workshops

GradProSkills, Concordia's Graduate Professional Development Training program, has a very diverse graduate population. We believe that students, in training sessions and in general, should be treated with equal respect, and that the training content should reflect their ethnic and cultural diversity. Past reviews of feedback revealed that there are ways we might be able to improve in these areas. As a result, we wanted to explore the issue more fully to ensure we are achieving these goals. We began by designing a questionnaire aimed at assessing inclusion based on gender and cultural diversity. After consultation with members from the Concordia community, we expanded the scope to include some elements of universal design for learning. We met and received feedback from eleven members from the community, including GradProSkills staff, graduate students, the Multifaith and Spirituality Centre, the Access Center for Students with Disabilities, the Center for Teaching and Learning, as well as professors.

The goal of this presentation is to share the design and implementation process, provide examples of the questions used, explain findings and recommendations, as well as reflect on lessons learned. This presentation will conclude with the current and future steps of this project.

Cristina Barbu, Admin Assistant, GradProSkills, Concordia University.

Cristina Barbu is currently pursuing an MA in Education Studies at Concordia University, Montreal and has been an administrative assistant for GradProSkills, a professional development program, since 2012.

She holds a BA with a Major in Human Relations and a Minor in Diversity in the Contemporary World from the same university, and previously worked as the Assistant to the Principal for Loyola College for Diversity and Sustainability. Her interests include professional development, education born out of struggle, as well as diversity and inclusion.

Building capacity in online graduate skills development: digital literacy & ePortfolio

Professional skills development for graduate students has been an important topic of discussion among academic and professional staff in the Canadian higher education landscape. As an open and online post-secondary institution, Athabasca University's mandate to 'remove barriers' along its Learning Framework focus on 'transforming lives and transforming communities' has been the internal impetus to reflect on ways to enable graduate learners to bridge gaps in their academic and professional skillsets. The purpose of this session is to present an overview of Athabasca University Faculty of Graduate Studies recent inter-departmental initiatives to build capacity in online graduate skills development. Following a series of needs assessment and consultation activities, the Faculty of Graduate Studies has formed the eportfolio and digital literacy Working Groups, which are comprised of graduate faculty members, student representatives and professionals in online education and digital learning resources. This session aims to discuss the process of collaborating, creating and sustaining institutional synergies with an eye on scaling up emerging projects across all disciplines and graduate programs for AU learners. The main intended outcome is to exchange ideas with participants for developing, implementing and assessing these skills development projects in the context of online graduate education. This session will be an opportunity to provide feedback on ways to build on our experience to propose future professional development opportunities connecting the community of learners and practitioners within and beyond our institution.

Corinne Bossé, Learning Designer , Athabasca University . Dr. Shauna Reckseidler-Zenteno, Vice Dean, Operations, Faculty of Graduate Studies, Athabasca University

Corinne Bossé has over 20 years experience in designing, developing and assessing teaching and learning projects. Her current portfolio includes educational development, curriculum assessment and professional development in online graduate education.

In addition to her role as Vice Dean, Operations, Faculty of Graduate Studies at Athabasca University, Dr. Zenteno is also an Associate Professor, Biology in the Faculty of Science and Technology. She is the former Program Director for the BSc Human Science program and the former Chair, Centre for Science. In her 13 years at Athabasca University she has participated on a number of university and faculty committees and been involved in many initiatives across the institution, including her recent contributions to Imagine, the AU Strategic Plan.

Empowering Doctoral Students to Take Charge of their Future

Over the past decade, questions about the quality and relevance of postsecondary education for students' lives have increased as a result of two societal trends. First, greater numbers of students are experiencing elevated levels of stress and mental health problems. Second, changes in the labour market have led governments and student groups to question the applicability of a university degree for career success. The doctoral degree has not been immune from such scrutiny. Concerns about graduate student mental health abound, as do worries about the relevance of the doctoral degree for careers beyond academia, especially given the finding that only a minority of graduates find work as full-time professors (Edge and Munro, 2015). More optimistically, this finding also means that the value of the doctoral degree extends beyond academia, with almost 2/3 of graduates finding employment in industry, government and not-for-profit organisations (Edge and Munro, 2015). However, questions remain about gaps in career preparation, including uncertainty about the skills and competencies acquired when doing a doctoral degree. We began to address these concerns in 2015, by conducting focus groups with 32 graduate students about their experiences of health and wellness. The findings

clearly demonstrated connections between student stress, academic confidence and engagement, and career preparation and validation. In partnership with key units across the University, we then began the process of 're-dreaming professional development'. The result is the creation of the Own Your Future doctoral professional development program.

The program is designed to empower doctoral students to take charge of their studies and their future. It is based on extensive and ongoing student feedback, and it is grounded in the professional development and labour market literature. In my presentation, I will discuss the potential of the OYF program to support our students to get the most out of their doctoral degree, to support the re-imagining of the doctoral degree, and to promote the relevance of the doctoral degree to society more broadly.

1. Edge, Jessica, and Daniel Munro. *Inside and Outside the Academy: Valuing and Preparing PhDs for Careers*. Ottawa: The Conference Board of Canada. 2015.

Lorraine Davies, Associate Vice-Provost , Western University.

Lorraine is the Associate Vice-Provost in the School of Graduate and Postdoctoral Studies and an Associate Professor in Sociology at Western University. Lorraine enjoys her administrative role because it gives her the opportunity to contribute to systemic change in graduate education related to professional development, re-imagining the PhD, and graduate student wellness.

Priming Graduate Students for Community Engaged Learning

Community engagement and experiential education are currently priorities for many post-secondary institutions, including the University of British Columbia (UBC). Many of these institutions have support or other professional development to help faculty to learn about community engaged learning and experiential education pedagogy and to engage in this work. However, support and preparation for graduate students to engage in this work is far more limited. Moreover, doctoral students in particular face an increasingly competitive job market, and a better understanding and diversifying of their knowledge, skills, experience along with developing their professional and community networks could prove beneficial for their career options.

Through a UBC Teaching and Learning Enhancement Fund (TLEF) project, UBC's Centre for Community Engaged Learning (CCEL) has created a teaching and mentoring program for three Graduate Fellows to become more familiar with community engaged learning pedagogy.

The aims of this program are to not only prepare and support the Grad Fellows to work collaboratively with Faculty Fellows who are new to this pedagogy to develop and deliver community engaged learning into their first-year courses in two specific UBC programs but to also familiarize the Graduate Fellows with community engaged learning work. In doing so, our hope is that they themselves, increase their capacity to feel ready to incorporate and sustain community engaged learning in their own teaching and learning, better understand and diversify their knowledge, skills, and experience as well as further develop their professional networks both internal and external to the university through this rich, experiential learning opportunity.

This lightning talk will describe the training designed for this project, provide insights from both the Grad Fellows as well as community engagement mentors on the training so far, explore ideas on how to tailor or scale up this training model, as well as share plans and goals for the rest of the project.

Anna Jubilo, Officer, Community Engaged Learning, UBC.

Anna Jubilo, MLIS has worked with graduate students since 2002 and has a wide-ranging background in experiential learning, program coordination, library & information management, communications, and administration. Anna is currently seconded as a Community Engaged Learning Officer at the University of British Columbia's Centre for Community Engaged Learning (CCEL). In this role, Anna focuses on supporting faculty across UBC to connect and collaborate with community partners and integrate community engaged learning into their courses. Anna also leads work on how we can measure and assess outcomes of community engaged learning through the Centre's work with faculty. Anna has

special interests in methods of critical reflection and how we can better support and mentor diverse groups of students, particularly students at the graduate level, engage with community and industry partners to develop personally and professionally. Prior to this secondment, Anna has worked for over a decade leading and coordinating co-op programs at the graduate level for UBC's Faculty of Arts, including co-op program for the English and History PhD Programs, the first PhD co-op programs at UBC.

The Grad Hive: Design Thinking, Community Building, and Career Exploration

The Graduate advisors at CaPS McGill developed the Grad Hive model as a means to introduce Design Thinking and community building in the context of career development among graduate students. The Grad Hive was piloted with a group of international graduate students and newcomers in the summer of 2019 as a series of interactive workshops with closed participation coupled with additional info-sessions open to enrollment beyond the core group. While the curriculum can be tailored for other groups' needs and interests, DYL and community building remain its principal components.

This presentation will discuss the program and pilot and our ideas for developing the curriculum. We look forward to sharing our own findings and student impressions, and to brainstorming on new iterations for the upcoming academic year.

Erin Corber, Graduate Career Advisor , McGill University .

Erin Corber, PhD (Career Planning Service, McGill University): Graduate career advisor since 2018; PhD History (Indiana University, Bloomington); Educator, researcher, and communicator with over 10 years of experience in postsecondary institutions, museums, and institutes for advanced study in Canada, the US, and Europe.

Susan Molnar, MEd, OPQ (Career Planning Service, McGill University): Career consulting for 20 years, currently with graduate students in a wide range of disciplines. Established Artists Among Us in 2005, an annual art exhibit for artists "behind the desk" in the McGill community. Psychologist in Quebec.

What do Postdocs Need in Regards to Professional Development?

A 15-month secondment to the UofA Postdoctoral Fellows Office identified misconceptions I had about postdocs and gave me insights into how we can better serve this campus population. If we held sessions for graduate students, surely postdoctoral fellows would also feel welcome to attend. Often this was not the case. Even when looking at departmental postings, postdocs were often unintentionally excluded due to the language used in postings. Postdocs want to be grouped with graduate students almost as much as graduate students want to be grouped with undergraduate students. I had hoped postdoctoral fellows would have less pressure as they are not producing a thesis – also not true. Postdocs are under extreme time pressure, have less obvious supports on campus, and also are tied to their supervisors' good will. Travel funds are scarce for postdoctoral fellows and they need a positive supervisor reference as they continue their academic career. Another misconception was that postdocs would have good communication skills having had to publish in recognized journals and present at conferences. There are no language requirements for postdoctoral fellows when they apply for fellowships, and their everyday emails often reveal the struggle they have to communicate. Only 22% of postdoctoral fellows at the UofA were Canadian citizens. Being a predominantly international population, postdocs have limited knowledge about how to engage in the work force in Canada and have low confidence on how to network here. Another misconception was that if supervisors had graduate students, they would know how to supervise a postdoc. This presentation will focus on common practices that any university campus can do to help postdocs feel more supported, connected, and prepared to move beyond their fellowship. If possible, to create postdoc only events, and when not feasible, to ensure that 'postdoctoral fellows' are clearly listed in the targeted audience. Invite a group of postdoctoral fellows to form an advisory group for your unit to help develop programming/resources for their specific needs. Enlist social media to build their sense of community, and provide support to faculty supervisors are a few actions to mention.

Renee Polziehn, Dr/Director, University of Alberta.

Since 2000, Dr. Renee Polziehn has been employed by the Faculty of Graduate Studies and Research at the University of Alberta, growing her position into the current position of Director of Professional Development. Some highlights along the way have been receiving the Alberta Science and Technology Leadership Foundation Excellence in Science and Public Awareness Prize, the Graduate Students' Association President's Citation, University Senate Beyond These Halls Community Service Recognition, starting the Graduate Teaching and Learning Program, and helping initiate the mandatory professional development requirement for graduate students. Renee was seconded by the VP Research Office to the Postdoctoral Fellows Office to implement professional development for postdocs from January 2018 to April 2019. During this time, she completed an environmental scan of current postdoctoral fellows at the UofA and produced an overview of career outcomes of nearly 3000 former postdocs. Renee has since returned to the Faculty of Graduate Studies and Research is reviewing how to continue to support postdoctoral fellows. One thing that has continued is the Facebook group, PD4Postdocs which continues to attract postdocs and support their professional development.