Graduate Professional Development: Towards a National Strategy

Phase 1

Celiese Lypka, PhD Candidate

Mariana Hipólito R. Mota, PhD

University of Calgary

August 2017

Preface

Issues of employment and skills are becoming an integral part of graduate education. The administrators providing skills and career development training and assistance in individual universities realize that it is not only useful but also important to share and collaborate across the sector if graduate students are to receive the best possible offerings.

The Canadian Association for Graduate Studies (CAGS) has long been interested in helping graduate students develop the necessary skills for employment. This is demonstrated by CAGS commissioning a best practices document on professional skills development in 2012, identifying the theme of its *Award for Excellence and Innovation in Enhancing the Graduate Student Experience* as skills development in 2014, and by hosting a concurrent stream of sessions on professional development with the Consortium of Canadian Graduate Student Professional Development Administrators (CCGSPDA) at its 2016 annual conference.

The interest in professional development for graduate students extends to the Tri-Council. They are also interested in ensuring that the recipients of its grants and scholarships are provided with the best training and opportunities to succeed after they graduate, such as the requirement of professional development training and mentorship committees that would 'value-add' universities' own offerings for the receipt of funding.

In discussions with Tri-Council administrators, it has been noted that a major impediment to accomplishing both the goals of universities and Tri-Council requirements for robust professional development programming, is a lack of understanding of what is currently being offered and delivered specifically for graduate students across Canada. This information is also important in the context of sharing our resources, and to leverage our strengths.

An additional challenge for all concerned is that while many institutions offer professional development programming for graduate students, there is little understanding of what benefit these additional offerings are providing to graduate students, and thus what constitutes professional success. To date, metrics such as participation rates have been the primary measure in Canada and the U.S., though it is recognized that this may not be the best measure of utility for students. It is also recognized that assessment would be a complex undertaking that would need to be addressed in a staged approach.

Working with the CCGSPDA, CAGS proposed a two-phase project. During Phase 1, CAGS will create a catalogue of skills development offerings available in Canada, to be housed on the CAGS website in order to help professional development administrators access content and keep up with trends and innovations. This report summarizes the data collected for Phase 1. Phase 2 will occur after the completion of Phase 1 and will initiate a process to assess the effectiveness of existing professional skills development programs for graduates with a view to laying the groundwork for further activity in this area.

Phase 1, CAGS – August 2017

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Phase 1: Project Outline

This project seeks to update information on Graduate Professional Development Programs (PDP) in Canadian Public Universities as presented in the 2012 Report, "Graduate Student Professional Development (GSPD): A Survey with Recommendations."

To accomplish this, Phase 1 of the project gathered information about the scope and delivery of professional development for graduate students in universities across Canada. This information will be used to create an on-line catalogue and national inventory of the above that will be a resource for professional development administrators. Phase 2 of the project will begin in the winter of 2017, and will explore current university practices in Canada and elsewhere to assess the reach, value, and impact of graduate student PDPs, thus laying the groundwork to optimize and expand professional development opportunities for graduate students across Canada.

Methods

Institutional Survey and Research

Research began by gathering publicly available information about the current climate of graduate student specific professional development in Canadian universities; this was achieved from a reading of current graduate studies websites and the CAGS 2012 report on professional development. From this initial research, alongside a review of a recent survey on graduate student professional development completed in Québec,[1] various indicators were developed for the purposes of composing an institutional survey that would be distributed to administrators within the Faculty/School/Office of Graduate Studies to determine the current level of professional development specifically for graduate students at Canadian Universities.

A full sample questionnaire can be found in Appendix B. The questions of the survey focused on the following indicators:

- Types of graduate student specific professional development/training
- Listing of core competencies and those which are most popular
- Office responsible for coordinating graduate student PDP
- Number of staff/types of roles associated with graduate student PDP
- Participation tracking and rates in graduate student PDP over the course of an academic year
- Method of promotion and registration for graduate student PDP
- Integration of graduate student PDPs into academic curriculums or formal recognition
- Incorporation of labour market information and outcomes
- Strategies for developing positive relationships with employers

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[1] "Les compétences visées dans les formations aux cycles supérieurs." Rapport présenté par le Groupe de travail ad hoc et adopté par les membres de l'ADÉSAQ

The survey results revealed that not all of these indicators are comparable across institutions and, as a result, these indicators were not included for a formal analysis in the report—although some issues are addressed in the discussion section of this report.

For the purposes of this report, only institutional members of CAGS were contacted to complete a survey. Fifty-five CAGS institutional members were contacted in September of 2016;[2] thirty-two universities submitted complete responses, two universities declined to participate, leaving nineteen that did not respond to inquiries. In instances where universities did not respond to surveys or general inquiries, information was gathered from university websites—these institutions are marked with an asterisk in pages 10-12 under Institutional Breakdowns. Websites were sometimes difficult to navigate and it is possible that information was missed in reading them if it was not to be found via standard pathways of investigation. As a result, the information gathered is not as complete as it might have been with a full listing of completed surveys.

The information was gathered and presented in such a way as to gather data on and share current trends in professional development for graduate students among graduate PDP professionals and other stakeholders, categorize graduate student PDP into distinctive groups (Categories 1-4, as outlined in the next section under the graduate professional development program rubric), and offer recommendations for next steps in the area of graduate student professional development in Canada.

Using the rubric that will be outlined further in this Report, to be in any category the institution must meet all four criteria, if it does not it is moved to the next category until it meets the minimum of all criteria. For example, an institution may offer advanced and entry level workshops, a branded program with accessible skill breakdowns, and a centralized website with active promotion of activities; however, the program is not a requirement (part of a supervisor checklist) and/or does not offer recognition of completion for the program so it is grouped as a Category 2 institution.

Results

1. Approaches to Graduate Student Professional Development – Four Categories

Based on the 2012 survey, approaches to graduate student PDP at Canadian universities were binned into four distinct categories. The report found that while Canadian universities are very different from one another in terms of professionalization for graduate students, there still

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[2] There are sixty-five CAGS institutional members, fourteen of which are individual campuses/universities connected to one institution. For the survey, two administrators were contacted for the ten institutions of Université du Québec; one administrator was contacted for the two campuses of Dalhousie University; and one administrator was contacted for the two campuses of the University of New Brunswick. There are sixty institutions specifically noted in this report.

appears to be patterns of organization, development, and administration that allow the binning of graduate student PDP into four categories:

"Categories 1-4 represent the most to least coordinated of approaches to GSPD delivery and it should be noted that universities of all kinds populate most categories. Categories 1, 2 and 3, for example, include universities with larger Graduate Studies operations as well as those with smaller numbers of graduate students and programs or newer Graduate Studies operations. Given their structures and historic practices, some universities are simply more amenable to centralizing Graduate Professional Skills programming than others.

Many factors will influence what will be right for each institution at a given time: the size of the graduate operation; the level of prioritization of GSPD activity by the senior administration of each institution; the availability of resources for GSPD activity; the degree of centralization of the institution (which affects the ease with which Graduate Studies is able to manage GSPD activities centrally); the ability of the Graduate Dean to prioritize GSPD given his or her own resources and staffing levels [...] All of these enter into the question of how best to manage GSPD in particular institutions at particular times."

(2012, 21-22)

Following the defined categorization from the 2012 report, a visual rubric was created that would allow for an easy categorization of institutions' graduate student PDP. The four categories were kept to show the spectrum of professional development programming for graduate students, ranging from institutions that are currently not active in graduate student PDP to those with a high level of advanced and entry level professional development activities. In order to determine where on this spectrum institutions might be placed, four indicators were created to monitor graduate student PDPs: level of graduate student PDP activity, program structure, integration of PDP into student experience, and PDP communication to students.

While this is not meant to be an exhaustive list, it offers a starting point to explore current groupings of graduate student PDP. As is evident by the slight difference in categorization from the 2012 report, graduate student PDPs continues to be an evolving component within Graduate Studies.

i. Graduate Professional Development Program (PDP) Rubric

	Level of Graduate Student PDP Activity	Program Structure	Integration of PDP into Student Experience	PDP Communication to Students
Category 1	PDP activity level is high (offerings include advanced and entry level workshops).	PDP activities are coordinated across campus and collected under a clearly defined "brand,"[3] which is overseen and endorsed by Graduate Studies. Skill categories are broken-down into accessible units for students.	The PDP is a required component for graduation or as part of the supervisor checklist. The program offers recognition for completion of its activities.	The PDP has a centralized website or linked web pages that clearly outlines all aspects of the program. The PDP employs every avenue of (pro)active communication (newsletters, social media, outreach tables, department presentation, ambassadors, etc.) to connect with students.
Category 2	PDP activity level is considerable (offerings focus primarily on entry level workshops, though they may offer some advanced level workshops).	PDP activities are in the process of coordinating activities across campus through Graduate Studies or a collaborative group. Program activities are a combination of partner offerings.	There is no requirement for graduation or formal recognition for completion of program activities; however, partner programs may offer certificates for teaching and/or learning.	The PDP has a centralized website or linked web pages that provides a general overview of the program. The program employs several ways of connecting with students (usually through newsletters and social media).
Category 3	Graduate professional development activity is moderate (offering primarily entry level workshops, generally focused on research).	There is no designated PDP; individual graduate professional development activities are offered by partner programs, online modules, or if requested by students.	n/a	Graduate Studies' website lists partner program workshops or online resources, or directs students to partner website and/or website does not provide easily accessible information. Some only provide information by student request.
Category 4	Graduate professional development activity is not (yet) active.	n/a	n/a	Graduate Studies is not involved in professional development and does not prioritize it on its website not prioritize it on its website.

ii.   Institutional Breakdown

Category 1 Institutions:

- Brock University: VITAE Essential Skills www.vitae.brockubeta.ca
- Concordia University: GradProSkills
  www.concordia.ca/students/gradproskills.html/
- McGill University: SKILLSETS www.mcgill.ca/skillsets/
- Queen's University: Expanding Horizons www.queensu.ca/exph
- University of Alberta: www.ualberta.ca/graduate-studies/professional-development
- University of British Columbia: Graduate Pathways to Success
  www.grad.ubc.ca/gps and community.grad.ubc.ca/pdcalendar
- University of Calgary: My GradSkills www.ucalgary.ca/mygradskills/
- University of Manitoba: GradSteps
  www.umanitoba.ca/faculties/graduate_studies/workshops/
- University of Toronto: Graduate Professional Skills (GPS) Program
  www.sgs.utoronto.ca/currentstudents/Pages/Professional-Development.aspx

Category 2 Institutions:

- Carleton University: Grad Navigate
  www.gradstudents.carleton.ca/professionaldevelopment/gradnavigate/
- Dalhousie University
  www.dal.ca/faculty/gradstudies/currentstudents/professionaldevel.html
- Memorial University: Enhanced Development of the Graduate Experience (EDGE)
  www.mun.ca/sgs/edge.php
- Ryerson University: Future Smart www.ryerson.ca/graduate/current-students/future-smart/
- Simon Fraser University: Advanced Professional Engagement & eXploration
  (APEX) www.sfu.ca/dean-gradstudies/professional-development.html
- Université de Montréal: Les Saisons de la FESP
  www.saisonsfesp.umontreal.ca/accueil/
- Université de Sherbrooke: Centre universitaire d'enrichissement de la formation
  à la recherche (CUEFR) www.usherbrooke.ca/cuefr
- University of Guelph*: The Graduate Student Learning Initiative (GSLI)
  www.gsli.uoguelph.ca
- University of Lethbridge: THRIVE Professional Skills Program
  www.uleth.ca/graduate-studies/thrive

- University of Ontario Institute of Technology: Graduate Professional Skills Program www.uoit.ca/gradproskills
- University of Ottawa: Altitude www.altitude.uottawa.ca
- University of Saskatchewan*: Teaching and professional skills students.usask.ca/graduate/graduate-students.php#Teachingandprofessionalskills
- University of Victoria: Pathways to Success www.uvic.ca/graduatestudies/resourcesfor/students/pro-d/index.php
- University of Waterloo: GRADventure uwaterloo.ca/gradventure/
- University of Winnipeg: Graduate Student Professionalization www.uwinnipeg.ca/graduate-studies/current-students/graduate-student-professionalization.html
- Western University: GradPath www.gradpath.uwo.ca
- Wilfrid Laurier University*: ASPIRE https://students.wlu.ca/work-leadership-and-volunteering/graduate-student-development/professional-development/index.html
- York University: Graduate & Postdoctoral Professional Skills (GPPS) http://gradstudies.yorku.ca/current-students/enhancing-your-experience/graduate-postdoctoral-professional-skills/

Category 3 Institutions:

- Athabasca University: ePROSkills fgs.athabascau.ca/news/presentations/index.php
- École de technologie supérieure*: www.etsmtl.ca/Futurs-etudiants/Cycles-sup/Les-etapes-vers-l-ETS
- École nationale d'administration publique: www.enap.ca/enap/12324/Accueil_2e_et_3e_cycles.enap
- Institut National de la Recherche Scientifique*: www.inrs.ca/etudier/etudiants/ateliers-formations
- Laurentian University: laurentian.ca/graduate-programs
- McMaster University*: https://graduate.mcmaster.ca/skills-opportunities/skills-training
- Mount Saint Vincent University*: http://www.msvu.ca/en/home/programsdepartments/graduatestudiesatthemount/announcements.aspx
- Nipissing University: http://www.nipissingu.ca/academics/graduate-studies/Pages/Professional-Development.aspx
- Ontario College of Art and Design University (OCAD)*: http://www.ocadu.ca/academics/graduate-studies/current-students.htm

- Polytechnique de Montréal:
  http://www.polymtl.ca/etudes-superieures/ateliers-au-doctorat
- Saint Mary's University: www.smu.ca/academics/faculty-of-graduate-studies-and-research.html
- Trent University*: Pathways: Professional Development for Graduate Students
  www.trentu.ca/graduatestudies/pathways/overview.php
- Université du Québec à Rimouski:
- Université du Québec à Chicoutimi: http://programmes.uqac.ca/cycles-superieurs
- Université du Québec à Montréal https://www.sepsi.uqam.ca/7-nouvelles/121-ateliers-2015-2016-destines-aux-professeurs-de-l-uqam.html
- Université du Québec en Outaouais: uqo.ca/cyclessuperieurs
- Université du Québec à Trois-Rivières: http://www.uqtr.ca/cyclessuperieurs/
- Université du Québec en Abitibi-Témiscamingue :
  http://bibliotheque.uqat.ca/FR/BIBLIOTHEQUE/FORMATIONS_DOCUMENTAIRES
- Université Laval*: https://www.fesp.ulaval.ca
- University of Prince Edward Island:
  www.upei.ca/research/officeofgraduatestudies
- University of Windsor: http://www.uwindsor.ca/graduate/213/mitacs-step-workshop

Category 4 Institutions:

- Brandon University*: https://www.brandonu.ca/graduate-studies/
- Concordia University of Edmonton*: http://concordia.ab.ca/graduate-studies/
- Emily Carr University*: www.ecuad.ca/academics/graduate-degrees
- Lakehead University*: www.lakeheadu.ca/academics/graduate
- Mount Allison University:
  www.mta.ca/Community/Academics/Faculty_of_Science/Biology/Graduate_Studies/Grad_Studies/
- Royal Military College*: www.rmcc-cmrc.ca/en/division-graduate-studies-and-research/graduate-studies-and-research-division
- Royal Roads University: www.royalroads.ca
- Thompson Rivers University*: www.tru.ca/research/graduate-studies.html
- Trinity Western University*: www8.twu.ca/graduate/default.html
- Université de Moncton*: www.umoncton.ca/fesr
- Université TÉLUQ*: http://www.teluq.ca/site/etudes/static/programmes.html
- University of New Brunswick*: www.unb.ca/gradstudies/
- University of Northern British Columbia*: www.unbc.ca/graduate-programs

2. Observations from Survey Results

The following are trends observed from the 2016 surveys that were completed:

i. Core Competencies for Graduate Student PDP

The following is based on thematic groupings of responses from Category 1 and 2 institution responses to the survey.

- Career Building
- Health and Wellness – (newer category focus for many institutions over the last five years)
    - Physical & Mental Health
    - Personal and Business Finance
    - Reconciliation
    - Spirituality
- Innovation
- Leadership & Management
- Internet Tools
- Success in Graduate School
    - Communication & Writing
    - Ethics and Responsibilities
    - Research
    - Scholarship & Funding
    - Teaching

ii. Most Popular Workshops/Sessions

When asked which workshops/sessions were most popular in their programs, institutions report the following as their most in demand offerings for students:

- Career Planning
- Ethics & Copyright
- Networking & Job Searching
- Presentations & Public Speaking
- Project Management
- Software & Online Branding
- Teaching
- Writing for Grad School

iii. Boot Camps and Full/Multi Day Sessions

The following sessions are over 4 hour increments and run in sequential days; they exclude graduate orientations, Mitacs workshops, or graduate student PDP conferences. The majority of these courses are related to writing skills.

University	Session	Length
Brock University	VITAE Writer's Retreat	1 day
Carleton University	AcWriTreat: Academic Writing Retreat	3 days
	ESL Writing Workshops for International Graduate Students	5 days
	PhD Writing Bootcamp	5 days
Concordia University	Graduate School Base Camp	1 day
	Graduate Seminar in University Teaching	5 days
	Thesis Boost: 3-day Writing Retreat	3 days
Institut National de la Recherche Scientifique	Techniques de Survie Scientifique	2 days
McMaster University	Thesis Completion Boot Camps	3 days
Memorial University	Thesis Writing Retreat	5 days
OCAD University	MRP/Thesis Writing Intensive	5 days
Queen's University	Dissertation Boot Camp	3 days
	The Lake Shift	4 days
	Dissertation on the Lake	5 days
Université de Montréal	École d'été doctorale et postdoctorale	2 days
University of British Columbia	Thesis Boot Camp	2 days
University of Calgary	Career Workshop Day (Graduate Students' Association)	1 day
	Invest in Your Future: Career Exploration	1.5 days
University of Guelph	Dissertation Boot Camp	5 days
University of Lethbridge	Lite Thesis Writing Boot Camp	1 day
	Integrated Thesis Writing Boot Camp	3 days
University of Ontario Institute of Technology	Thesis Writing Boot Camp	3 days
University of Toronto	SGS Summer Institute for Graduate Professional Development	n/a
University of Waterloo	Dissertation Boot Camp	4 days
University of Winnipeg	Graduate Student Thesis Writing Retreat	3 days

iv. Graduate Student PDP for International Students

Many graduate student PDPs integrate concerns/issues specific to international students into more general workshops, or guide students to take workshops offered by their International Students Association, which are not specific to graduate students. As evident by the session "Addressing the Challenges" at the CAGS Annual Conference (2016), the amount of support and resources for International Graduate Students in regards to their specific concerns for graduate student PDP, and graduate programs more generally, is lacking.

University	Session
Carleton University	*ESL Writing Workshops for International Graduate Students*
Memorial University	*Professional Skills Development Program for International Students*
Queen's University	*Fast track immigration advice for international graduate students*
University of Calgary	*Canadian Interviews and How to prepare for One* *Writing a Canadian Resume and Cover Letter*
University of Manitoba	*International Student Success*
Western University	*Group Career Counseling - Just for International Students!*
	ITA Day: International Graduate Student Conference on Teaching

v. Additional/Cancelation Costs for Graduate Student PDP

The following excludes cancelation fees associated with Mitacs sessions.

University	Policy	Fee
Concordia University	Non-attendance fee or failure to give cancellation notice (5-21 days in advance)	$25-$135
McGill University	Non-attendance fee or failure to give 48 hours cancellation notice	$25
Saint Mary's University	Cost for FGSR7000 13 week teaching series	$250
Simon Fraser University	Non-attendance fee or failure to give 24 hours cancellation notice	$25
Université de Montréal	Fee for postdoctoral fellows to register for PDP offerings	$50
University of British Columbia	Fee (including lunch) for all-day career symposium and "strengthsfinder" sessions	$10
University of Manitoba	Penalty for non-attendance or failure to give 24 hours cancellation notice: if a workshop is missed without notice, student must attend two additional workshops for the CCR	Not available

University of Ontario Institute of Technology	Non-attendance fee or failure to give cancellation notice	$25
University of Ottawa	A non-attendance fee may be charged for non-attendance to any Altitude workshop	Not available
University of Toronto	No general fee for registering or non-attendance; some GPS offerings have a charge	Not available
University of Victoria	Fees for the Learning & Teaching in Higher Education (LATHE) Graduate Certificate	Domestic $838.06 International: $1033.66
University of Winnipeg	Fees for Higher Education Teaching Certificate Program (HETC)	Not available

vi. Programs Offering Graduate Student PDP Recognition

The following institutions offer graduate students the opportunity to obtain institutional documentation regarding the completion of graduate student PDP components—whether in the form of an earned certificate or co-curricular transcript.

University	Programs Offering Graduate Student PDP Recognition
Brock University	The Vitae Certification offers four Professional Development Certifications: vitae.brockubeta.ca/1181-2/ Grad Plus transcript: vitae.brockubeta.ca/gradplus-transcript/
Concordia University	GradProSkills Record of Participation: www.concordia.ca/students/gradproskills/how-it-works/gradproskills_record.html Graduate Seminar in University Teaching Completion, Leadership Essentials Series Completion, Toastmasters Public Speaking Series Completion, and Completion of 15h of Volunteer Ambassador Program
Dalhousie University	Co-Curricular Record: www.dal.ca/faculty/prep/about/transcripts.html
École de Technologie Supérieure	Once they complete the non-mandatory program on career development, they earn 2 credits: https://www.etsmtl.ca/Programmes-Etudes/Fiche-de-cours?Sigle=PRE810

	Students who attend one of the continuing studies courses on professional development earn a certificate of completion: http://www.perf.etsmtl.ca/Formations/005-Competences-professionnelles
McMaster University	Teaching and Learning Certificates of Completion: mi.mcmaster.ca/teaching-learning-certificates-of-completion/
McGill University	Co-Curricular Record: www.mcgill.ca/involvement/ccr/about, and there are workshops/sessions that offer letters of participation and certificates of completion
Memorial University	Non-academic certificates in Teaching Skills Enhancement Program: http://www.mun.ca/sgs/current/gpt/ Professional Skills Development Program for International Students (for both undergraduate and graduate students): http://www.mun.ca/cdel/Student_Programs/PSDP/ Teaching Assistant Training Program (for Engineer graduate students): https://www.mun.ca/engineering/graduate/current_students/TA_Roles_and_Responsibilities.pdf Entrepreneurship Training Program (ETP): http://www.mun.ca/cdel/Student_Programs/ETP/
Queen's University	Certificate in Professional Development: www.queensu.ca/exph/workshop-series
Ryerson University	YSGS Future Smart Recognition of Completion document and a notation on your transcript: www.ryerson.ca/graduate/current-students/future-smart/
Simon Fraser University	Co-Curricular Record: https://www.sfu.ca/students/get-involved/recognition/co-curricular-record.html
Université de Montréal	Workshops are credit courses, not contributory to the cumulative average. Postdoctoral fellows receive a formal attestation: http://fesp.umontreal.ca/stagiaire-postdoctoral/attestation-de-stage/
Université du Québec à Montréal	Students obtain 15 credits and a Recognition of Completion document once they complete five courses among the eight ones offered under the Programme Court de 2ème Cycle en Pédagogie Universitaire. The 3-month program aims to prepare students to teach at the university/CÉGEP level: https://etudier.uqam.ca/programme?code=0680#bloc_conditions
Université du Québec à Trois-Rivières	Students who participated in 80% or more in one of the courses offered by the École d'Été en Pédagogie de l'Enseignement Supérieur receive a formal certification in continued education (attestation d'unité d'éducation continue – UEC): https://blogue.uqtr.ca/2017/04/03/ecole-dete-pedagogie-de-lenseignement-superieur/

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Université de Sherbrooke	Doctoral students who obtain 15 credits will earn an official recognition for the microprogramme and postdoctoral students who earn 32 credits will earn an official recognition for the diplomaand postdoctoral students who earn 32 credits will earn an official recognition for the diploma: https://www.usherbrooke.ca/cuefr/
University of Alberta	Graduate Teaching and Learning Program offers a letter of completion for Level 1 & 2: www.ualberta.ca/graduate-studies/professional-development/graduate-teaching-and-learning-program/gtl-level1
University of British Columbia	Certificates by request for students who have mandatory PD requirements
University of Calgary	The Taylor Institute for Teaching and Learning offers a Graduate Student Teaching Badge: ucalgary.ca/taylorinstitute/teaching-development/badge, and Co-Curricular Record https://leadership.ucalgary.ca/home.htm
University of Guelph	Letter of Recognition Programs: gsli.uoguelph.ca/letter-recognition-programs
University of Lethbridge	Certificates of Participation for all THRIVE workshops/events: www.uleth.ca/graduate-studies/thrive Certificates indicating hours of participation in any offering within the Graduate Assistant Professional Development Program: http://www.uleth.ca/teachingcentre/graduate-assistant-professional-development-program
University of Manitoba	Co-Curricular Record: umanitoba.ca/faculties/graduate_studies/workshops/ccr.html
University of Saskatchewan	Graduate Professional Skills Certificate Program: www.usask.ca/gradproskills/
University of Toronto	Transcript Notation: www.sgs.utoronto.ca/currentstudents/Pages/Professional-Development.aspx
University of Victoria	Learning & Teaching in Higher Education (LATHE) Graduate Certificate: www.uvic.ca/education/psychology/future/certificates/LATHE/index.php
University of Waterloo	Centre for Teaching Excellences offers certificates for graduate students, Certificate in University Teaching (PhDs only): uwaterloo.ca/centre-for-teaching-excellence/support-graduate-students/certificate-university-teaching,

	Certificate in University Language Teaching: uwaterloo.ca/centre-for-teaching-excellence/support-graduate-students/certificate-university-language-teaching, Fundamentals of University Teaching Program: uwaterloo.ca/centre-for-teaching-excellence/support-graduate-students/fundamentals-university-teaching-program
University of Winnipeg	Certificates in Higher Education Teaching: pace.uwinnipegcourses.ca/higher-education-teaching-certificate-program-hetc Post-Graduate Professional Skills: pace.uwinnipegcourses.ca/post-graduate-professional-skills-certificate-program
Western University	Western University: Certificate for University Teaching and Learning Program: www.uwo.ca/tsc/graduate_student_programs/western_certificate/

vii. Mentorship and Internship Programs

University	Mentorship Policy
Concordia University	Concordia's mentorship program is run by the Student Success Centre and is open to both graduate and undergraduate students: https://www.concordia.ca/students/success/mentoring.html
McGill University	McGill Mentorship Program with Career Planning Services and University Advancement (not part of SKILLSETS, open to undergraduates) www.mcgill.ca/caps/students/services/mentor
Queen's University	PhD-Community Initiative brings together PhD students from all disciplines into interdisciplinary teams of 3 to 6 members to assist local community organizations. Five organizations have identified specific issues and challenges that could benefit from a fresh, interdisciplinary, analytical approach that could help them move forward in a positive way www.queensu.ca/exph/phd-community-initiative
Royal Roads University	The majority of their programs are designed for working professionals (which have PDP or internships built right into the program), however, graduate programs that do not require extensive professional experience for admission also offer external internships that count towards academic

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	credit. For example, the School of Humanitarian Studies offers Master's degrees in Human Security and Peace Building, Conflict Analysis and Management, and Disaster and Emergency Management. Students who lack experience in these fields can take advantage of an internship www.royalroads.ca/prospective-students/master-arts-disaster-and-emergency-management/courses
University of Alberta	Graduate Student Internship Program provides opportunities for graduate students to gain valuable work experience through paid, meaningful internships in the private, public and not-for-profit sectors www.ualberta.ca/graduate-studies/professional-development/internship
University of Calgary	Transformative Talent Internships help students discover their employment options while enhancing skills developed in their graduate program www.ucalgary.ca/mygradskills/internships. Graduate Students' Association Mentorship GSA https://gsa.ucalgary.ca/services/employer-liaison/mentorship/
University of Lethbridge	The Co-operative Education Option formally integrates academic study at the master's level with relevant, paid work experience in appropriate employment fields such as government, institutions, and industry. The University, the employer, and the student are in partnership to ensure an enriching experience toward the student's professional development www.uleth.ca/artsci/coop/co-operative-education-internship-option-graduate-studies Through a partnership with the Graduate Students Association, it offers the First Impressions Orientation Program, which pairs new students with a mentor to assist with their transition to graduate studies: http://www.ulgsa.ca/first-impressions-orientation-program/
University of Toronto	Hart House Mentorship Program Pilot Project seeks to match mentors and mentees based on their professional pursuits and ambitions, as well as their personal priorities, interests and passions harthouse.ca/hart-house-mentorship-program/
Western University	Scholars to Leaders Club brings scholars together with academic and private-sector professionals who are specifically skilled in mentoring candidates through the preparation of applications to internationally renowned scholarship programs www.gradpath.uwo.ca/programs/scholars_leaders_club.html

viii. University Websites for Graduate Student PDP

While many universities offer a wide range of graduate student PDPs to their graduate students, their websites are sometimes difficult to navigate and do not easily outline the various workshops or sessions in easily recognizable groupings (i.e. sessions listed under thematic skills subcategories: communication, writing, research, etc.). Generally, graduate student PDP sessions are only available to look up from the dates posted to the events calendar, which makes it more difficult for students to quickly see all the PDP offerings that are available and find those that would be most useful to them. The following universities have engaging, easy to navigate websites that, from a student perspective, allow for an accessible guide to what graduate student PDP offerings are available through thematic skills subcategories, and how the program works overall.

University	Website
Carleton University	gradstudents.carleton.ca/professionaldevelopment/research-writing/
Concordia University	https://www.concordia.ca/students/gradproskills.html
Queen's University	www.queensu.ca/exph/
University of Manitoba	umanitoba.ca/faculties/graduate_studies/workshops/gradsteps.html
University of Ontario Institute of Technology	www.uoit.ca/gradproskills
University of Toronto	www.sgs.utoronto.ca/currentstudents/Pages/Professional-Development.aspx
Western University	www.gradpath.uwo.ca

ix. PDP Available to Postdoctoral

The following institutions welcome postdoctoral fellows to attend PDP offerings. However, the workshops/sessions do not necessarily specifically address postdoctoral fellows' concerns or needs (as most offerings are focus on graduate student needs), and fellows may not be aware of the PDP offerings available to them (as they are not always included on the various listservs that promote PDP):

- Brock University
- Concordia University
- Dalhousie University
- Institut National de la Recherche Scientifique: sessions that address scholarships and the boot camp Techniques de Survie Scientifique
- McGill University
- Memorial University
- Queen's University

- Ryerson University
- Saint Mary's University
- Simon Fraser University
- Université de Montréal
- Université de Sherbrooke
  - Offers 2 PDP courses specifically for postdoctoral fellows: *Enjeux contemporains et recherche transdisciplinaire I, and Enjeux contemporains et recherche transdisciplinaire II*
- University of Alberta
- University of British Columbia (some sessions available to postdoctoral fellows)
- University of Calgary (some sessions available to postdoctoral fellows)
- University of Guelph
- University of Lethbridge
- University of New Brunswick
- University of Ontario Institute of Technology
- University of Ottawa (some sessions available to postdoctoral fellows)
- University of Saskatchewan
- University of Toronto
- University of Victoria
- University of Waterloo
- University of Winnipeg
- Western University (some sessions available to postdoctoral fellows)
- Wilfrid Laurier University
- York University

x. Other Graduate Student PDP Offerings and Notes of Interest

Regional Initiatives

The **Réseau de l'Université du Québec** has created professional graduate projects to be implemented across ten institutions: Université du Québec à Montréal (UQAM), Université du Québec à Trois-Rivières (UQTR), Université du Québec à Chicoutimi (UQAC), l'Université du Québec à Rimouski (UQAR), Université du Québec en Outaouais (UQO), Université du Québec en Abitibi-Témiscamingue (UQAT), Institut national de la recherche scientifique (INRS), École nationale d'administration publique (ENAP), École de technologie supérieure (ÉTS) and Télé-université (TÉLUQ).

Promotion du Développement des Compétences Informationelles (PDCI) aims at promoting computer-based skills: http://ptc.uquebec.ca/pdci/ In addition, there are two projects currently being elaborated/implemented: the first of them will allow students to earn one credit once they complete one of the professional skills courses to be available on line; *La gestion de mon projet de recherche* was determined to be the first one to be offered within Réseau UQ. The second project aims to provide certificates concerning pedagogic skills; the project is currently in its starting phase and approaches themes related to learning and pedagogy.

Required Graduate Student PDP

Currently, most institutions do not have a required graduate student PDP component, though there are several departments (engineering, business, biochemistry, etc.) as well as many NSERC-CREATE programs within various universities who have graduate student PDPs internally as part of their degree requirements. Many surveys indicated that although graduate student PDPs are not generally required, they are part of the supervisor checklist and are expected to be recommended/encouraged to graduate students. However, the following institutions diverse from this:

- **École de Technologie Supérieure**: Course-based Master's students must complete the online offering on intellectual integrity
- **Polytechnique de Montréal**: PhD students must complete four GPDP offerings:
  - Réussir au doctorat
  - Traitement de l'information scientifique et technique
  - La créativité à votre portée
  - Conduire un projet de recherche
- **University of Alberta**: as of September 2016, Graduate Students must complete 8 hours of PDP under the Individual Development Plan (IDP) www.ualberta.ca/graduate-studies/professional-development/professional-development-requirement/individual-development-plan
- **Université du Québec à Chicoutimi**: students must complete a course on Compétences Informationelles aux Cycles Supérieurs, which concern themes related to research strategies
- **Université de Sherbrooke**: 6 to 8 credits from CUEFR is required of postdoctoral students for each diploma. Postdoctoral students choose the courses with their supervisor, as part of their training program. Otherwise, courses from CUEFR are chosen on an individual basis for graduate students.

Graduate Guides

University of British Columbia offers a detailed plan that helps guide students through the primary stages of their graduate education, providing advice for students on strategies for attaining academic and career success www.grad.ubc.ca/current-students/graduate-pathways-success/graduate-game-plan or www.grad.ubc.ca/current-students/graduate-pathways-success/graduate-guides.

Institut National de la Recherche Scientifique has three different guides available online. They are concerned with research integrity and how to successfully manage graduate school: inrs.ca/sites/default/files/etudier_inrs/etudiants_actuels/INRS_Guide_de_letudiant_Integrite_Recherche.pdf ; and:

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www.inrs.ca/sites/default/files/inrs/recherche_developpement/Guide-droits-auteur-11-16.pdf
and:
www.ucs.inrs.ca/sites/default/files/etudier_inrs/Guide_cheminement_INRS_interactif.pdf

Université de Québec en Outaouais provides an online guide on student integrity, which offers advice concerning research (i.e. how to cite sources, what constitutes plagiarism, how to initiate research, etc.): http://uqo.ca/docs/12464

Graduate Student Volunteers

University of Calgary and **Concordia University** have volunteer graduate students (My GradSkills Ambassadors and GradProSkills Ambassadors) who volunteer to help promote PDP to graduate students in their department and function to help provide feedback to evolve PDP programming. Calgary: www.ucalgary.ca/mygradskills/ambassadors and Concordia: www.concordia.ca/students/gradproskills/events/ambassador-program.html.

Graduate Student Staff

Concordia University hires approximately 15 graduate students on part-time, non-renewable one-year contracts to help run PDPs from the Graduate Studies Office; Workshop Leaders, Workshop Assistants, and Communications Assistants www.concordia.ca/students/gradproskills/about/jobs.html. University of Waterloo hires graduate students as GRADventure Specialist positions to help run the program, they also have volunteer positions.

Undergraduate Participation

Brock University invites fourth year undergraduate students to take PDP offerings as a stepping/recruitment strategy.

International Graduate Students Specific PDP

Université de Montréal is currently developing PDP for international students, as well as a mentoring program involving doctoral students (mentees) and PhD graduates from the Université de Montréal (mentors).

Slide Sharing

University of Alberta, **Athabasca University**, **Dalhousie University**, **Queen's University**, and the **University of British Columbia** have uploaded presentation slides from past workshops for students to consult online.

École Nationale d'Administration Publique has several powerpoint presentation slides available on its *boîte à outils*; slides are mainly on topics concerning research: how to create an academic CV, how to publish, and how to conduct qualitative analysis.

Université du Québec à Trois-Rivières has several explanatory slides available online under its *Babillard des Cycles Supérieurs*. Slides are research-related and approach how to conduct research, disseminate research results and develop professional skills.

Entrepreneurial Thesis & Training

University of Calgary has focused efforts on helping graduate students who have an interest in starting a business or developing a product. Relevant information has been gathered into one webpage (http://www.ucalgary.ca/mygradskills/starting-business). Unique offerings associated with entrepreneurialism include:

- Introduction to Entrepreneurship, graduate level course open to non-business graduate students.
- Venture Creation, graduate level course open to business and non-business graduate students with a compelling market opportunity or problem.
- Summer Incubator Program (with Innovate Calgary)
- Graduate Scholarship in Entrepreneurship and Innovation

Discussion

Categorization of Graduate Student PDP

Many who participated in the 2012 and 2016 survey noted that the report was a good idea and would provide valuable information and ideas. However, as information was gathered from both surveys, it became clear that Graduate Student Professional Development is very complex and that the information amassed so far would likely be incomplete.

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Hence there was/is a general sense that:

- Comparisons between institutions for raw data is difficult/inconsistent
- Many programs are currently under revision and/or developing new programming
- Not all institutions are participating, and only public institutions were contacted
- Not all departments communicate the various PDPs across campus, resulting in overlap and skewed data (an issue highlighted in the 2012 survey)
- Few graduate student PDPs have methods of assessing their workshops
- Little engagement with the incorporation of labour market information and outcomes into the development of graduate student PDPs, or strategies for developing positive relationships with employers

As previously noted, the survey results revealed that not all of these indicators are comparable across institutions. This was particularly true of information gathered on the number of staffing for PDP (many surveys indicated that graduate student PDP responsibilities were a part of administrators' larger roles, handled by student volunteers, or other variables that flexed the number of staff involved from year to year) or information on tracking and results of student participation in graduate student PDP offerings.

One key observation revealed from the survey and general inquiries to administrators is that while professional development opportunities are available on most campuses, not all institutions differentiate between general professional development services for all students (such as those offered by Career Services or Writing Centers – although some of these centers also offer graduate student specific courses) and those that are tailored specifically for the graduate student experience. From this, it is important to stress that the following report is invested in highlighting professional development activities that are specifically created and offered for graduate students (which may also include postdoctoral fellows and recent alumni). Thus, whenever professional development offerings or categories are listed in this report they do not include campus offerings that may be accessible to graduate students but which are not tailored exclusively for graduate students. This is specifically the case for many Category 4 institutions that offer several avenues of professional development for students, but not those specifically tailored to the graduate level. This observation also extends to programming for international graduate students—many institutions have international student resources and workshops, but not many have programs tailored to the international graduate student experience.

This report reveals that even though there was a substantial amount of PDP activity underway in Canadian universities at the time of the 2012 report, the dedication to PDP has grown significantly. Most institutions that completed the 2016 survey reported that professional development for graduate students is a major focus for their current Graduate Studies agendas. While categorization for most institutions was not available from the previous report, there appears to be an increase in the number of universities driven towards creating a centralized program of professional development activities specifically for graduate students.

The rubric for institution categorization is used as a means to reveal groupings of institution graduate student PDP across Canada rather than as a definitive ranking. As evident in the progress in PDP since the 2012 report, the categorization breakdowns are constantly moving targets as programs are continuously evolving and growing—changing the parameters and standards of graduate student PDP in Canada. Thus, it is important to stress that the categorization of PDP is not a ranking of ideal to lacking programs, but rather a grouping of common approaches to professional development for graduate students. Within each grouping, and overall, there is a spectrum of professional development offerings that speak to the needs and resources of each institution.

One of the challenges of creating the graduate professional development program (PDP) rubric was defining the grouping of institutions between Category 1 and 2, since they were very similar in their approaches to delivering professional development opportunities for graduate students. Specifically, when considering the level of graduate student PDP activity at each of these types of institutions, it can become difficult to determine the difference between high activity (which provides advanced and basic level workshops) and considerable activity (which provides mostly basic level workshops, but may also offer some advanced level workshops as well).

The following table outlines the differences between entry level and advanced level workshops that might be offered under the skill subcategory of communication and writing:

Sample Entry Level Communication and Writing Skills offerings	Sample Advanced Communication Skills Offerings
Introduction to Technical Writing	Writing a Literature Review
Effective Writing	Presenting your Case Effectively
Public Speaking and Presenting	Facilitation Skills for Graduate Students
How to write a CV or Resume	How to Write Professional Emails
Introduction to Social Media	Managing your Message: Media Relations
Communicating with your Supervisor	Leading with Emotional Intelligence

If an institution was to offer both of these types of workshops, then it would fall into a high level of graduate student PDP activity: Category 1. If an institution was to offer only entry level skills workshops, then it would fall into a moderate level of graduate student PDP activity: Category 3. And, if an institution was to offer mostly entry level skills workshops, with some focus on advanced level skills workshop, then it would fall into a considerable level of graduate student PDP activity: Category 2.

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As evident from the categorization of Canadian universities in this report, the amount of Category 2 institutions is the highest grouping, showing the promising future of graduate student PDP development across Canada. These institutions indicated, in their survey responses, their strong desire to enhance their current programs and expand them in structure and integration into the graduate student experience, effectively moving them towards a Category 1 institution.

Several Category 3 & 4 institutions acknowledge that they do not necessarily have the budget or staff requirement to construct PDPs, but have expressed a desire for sharing PDP resources. This is something to consider pertaining to the graduate student PDP categorization rubric under Student Communication. Many Category 1 universities responded that they have at least two full-time staff members, one who was largely responsible for communication and had the time/resources to manage and update various streams of communication (including multiple social media accounts)—something that is not feasible for institutions that do not have the staffing to accomplish this on a daily basis.

Cost of Graduate Student PDP Programs

The cost of graduate student PDP programs was an area where many administrators responded that they wanted more information from other institutions on their practices. Many appeared to be interested in charging small amounts for PDP offerings (in hopes that it would keep students from registering and not showing up), but were afraid that this might have a negative effect on their participation numbers. From the report findings, several programs successfully implement a no-show or late-cancelation fee for the graduate student PDP offerings and find that this is an excellent method for combating attrition.

Increase in Health and Wellness Offerings

It appears that over the last five years, although the current 2016/17 academic year shows the largest increase in this skills offering, many Category 1 and 2 institutions are focusing on increasing their workshops that deal with student health and wellness. Although this report did not gather information on how popular these skill workshops are at institutions that offer them, it was clear from the listing of GPDP offerings (Appendix A) that this is a growing piece within graduate student PDP. Concordia University, for example, has a wide variety of offerings in this category that explore health and wellness skills for graduate students well beyond basic stress management or work-life balance.

Program Evaluations

Few universities report successful attempts to evaluate the success of their graduate student PDPs. Some administrators voiced concerns over what indicators are used to evaluate the success of graduate student PDP (for example, is successful employment after graduation the only outcome measure of effectiveness?). Some administrators invite student feedback on events held, generally at the end of particular sessions. However, few report having been able to connect completion of graduate student PDP programming with student success in finding suitable work after graduation or the placement of those some years after graduation.

- **Concordia University**: administers feedback forms at the end of every workshop, as well as gathers feedback from student ambassadors though focus groups

- **Institut National de la Recherche Scientifique** sends out a survey to all workshop participants at the end of each trimester to gather their feedback.

- **McGill University**: PhD Outcomes Survey

- **Queen's University**: administers feedback survey after each workshop, as well as general questions about participation in Expanding Horizons through our internal exit survey (after degree completion)

- **Université du Québec à Trois-Rivières**: administers a feedback form at the end of each of the courses included in its École d'Été en Pédagogie de l'Enseignement Supérieur

- **University of Lethbridge**: collects feedback at the end of workshops. A feedback survey is sent out at the end of each semester to participants of the Graduate Assistant Professional Development Program. The same was recently done for the THRIVE Program and may turn into an annual feedback survey.

- **University of Toronto**: 10 000 PhD program, which tracks career trajectories over the last 15 years compared with registration data from the graduate student PDP

- **UBC:** Administers feedback forms at the end of every workshop (collates and sends to facilitators); have just completed a PhD outcomes survey

- **University of Calgary**: Collection and review of feedback by facilitators is one requirement for My GradSkills/Faculty of Graduate Studies endorsement of programming (only a summary is provided). My GradSkills Ambassadors used as a source of graduate students for focus groups on specific topics.

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Next Steps

The following are recommendations for next steps for both administrators of GPDP programs as well as for CAGS as a supportive resource for institutions. It is recommended that:

- **CAGS create an online catalogue** of the above that can become a resource for professional development programs—this is outlined in Phase 2 of this project

- **CAGS and GPDPs collaborate to propose and pilot a framework for graduate student PDP evaluation** that could be introduced across all institutions; perhaps, altered slightly for small, medium, and large graduate institutions.

- **Graduate student PDPs continue to prioritize coordination of graduate student professional development activities across campuses and, potentially, across institutions.** In accordance the with the 2012 report, the adoption of a structural approach in each institution that emphasizes the centralization of information and the dissemination of information about graduate student PDP activity across campus is advisable.

- **Institutions create easy to navigate and student-friendly website or pages for graduate student PDP offerings.** This site should outline how GPDP benefits the students, what offerings are available thematically, how to register, as well as any information regarding forms of completion recognition. Having the information freely available to students allows them to integrate GPDP offerings more easily into their own personal graduate timelines.

- **Institutions create graduate student PDP offerings that specifically address the needs of international graduate students**; these might include information on what to expect in Canadian Graduate Studies programs, how their funding packages work, guides to international scholarships, etc. As addressed at the 2016 CAGS conference, the need for international graduate student PDP offerings is not being fully met through graduate student PDP offerings for general graduate or international students, and requires further development.

References

- AUCC (Association of Universities and Colleges in Canada), *2016 full-time and part-time fall enrolment at Canadian universities*, 2016.

- The Canadian Association for Graduate Studies (CAGS) and the Social Sciences and Humanities Research Council (SSHRC) of Canada. Report, "Graduate Student Professional Development: A Survey with Recommendations," September 2012. www.cags.ca/documents/publications/working/Report%20on%20Graduate%20Student%20Professional%20Development%20%20-%20A%20survey%20with%20recommendations%20FINAL%20Eng.OCT%202012.pdf

- Le Groupe de travail ad hoc et les membres de l'ADÉSAQ. Rapport, "Les compétences visées dans les formations aux cycles supérieurs," mai 2015 : www.adesaq.ca/Rapport_Comite_de_travail_competences%20(FINALE).pdf

Appendix A – Graduate Student PDP Offerings

This list is not exclusive to each institution listed, but rather a sampling of courses that are offered based on website event calendars or information added to the 2016 CAGS survey. These offerings do not include graduate student or TA orientations, Mitacs or mygradskills.ca workshops, or graduate student conferences. Lastly, not all classes shown here are guaranteed to run for the 2016/17 academic year or, in cases were the offerings are from a previous calendar year, are still being offered.

Athabasca University: 2016/17 Offerings

- Using Educational Technologies to Improve Teaching
- Intellectual Property -- Guidelines for Graduate Students and their Supervisors
- Critical Thinking Strategies for Graduate Assignments
- Dissemination of your Research Findings
- What do Grounded Theory and Stand-up comedy have in common?
- I'm Busy Working on My Dissertation…and You Want Me to Think about Project Management as Well?
- APA Style
- Ignorance is no excuse: Don't be an accidental plagiarist

Brock University: VITAE 2014/2015 Offerings

- Ideas matter: Telling your research story
- Brave new world: Digital publishing, reach, and tracking impact
- Find work and let work find you: Advanced LinkedIn strategies
- Beyond scheduling
- Telling your teaching story: Documenting your experience in a teaching dossier
- The e-portfolio: Going digital
- Beyond research: Maximizing your benefits as a research assistant
- The "skinny" on "soft" skills
- Putting learning into practice - Putting knowledge to the test
- Spare time, rare talent: Mobilize your community researcher skills
- Researcher's Development Framework (RDF)
- Say it like it is: Skills translation
- Resume Customization Shop
- Circuit Interviews
- Go Global: Explore opportunities abroad
- Personal branding
- Brock Toastmasters
- Join the Conversation: English Speaking + Academic Writing Skills
- TA Workshop & Certification

- TA Discussion: Languages of Teaching
- ITA (International Teaching Assistants) Discussion: Active Listening
- ITA (International Teaching Assistants): Teaching in the Canadian Classroom
- Accessible Teaching and Learning
- Instructional Strategies 101
- Creative Ideas for the Classroom
- Marking Madness: Tips & Tricks for Effective Grading
- TA Workshop: Cultivating Academic Integrity
- Find Funding: COS Pivot Training
- Scholarship Information Session: NSERC
- Scholarship Information Session: CIHR
- Scholarship Information Session: SSHRC
- Scholarship Information Session: OGS
- Get it DONE! Drop-In Scholarship Workshop
- Canada 101: Why do they behave like that?
- Canada 102: Business Etiquette
- Canadian History + Geography
- Research Proposals: The Art of Persuasive Writing
- Develop a Strong Conference Proposal: Learn Through Peer Review
- Ethics 101: Introduction to Research Ethics at Brock
- Literature Review: Graduate Student Workshop
- Grammar + Style Workshop
- Graduate Students' Skills Mash-up
- Skills Mash-up Schedule
- Creating a Respectful Work and Learning Environment
- Mind Mapping
- Just for International Teaching Assistants: Ask-it-Basket
- Documenting Your Teaching
- Assessing Student Work: Developing Shared Expectations
- Cultural Stories in the Classroom
- TA's Teaching About Teaching
- Research On Tap
- RefWorks for Teaching Assistants
- From Paper to Poster: The Text
- From Paper to Poster: The Design
- An Introduction to Clinical Trial Research
- Cultural Approaches to Writing: How to Create a North American Essay
- Literature Review
- Ethical Dilemmas
- Nuts and Bolts of Reflective Practice
- Collaborative Service-Learning: I-EQUIP

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Carleton University: Grad Navigate Fall 2016 Offerings

Career Planning Workshops

- "I want a job in Canada. Where do I start?" Session 1: How to Effectively Begin Your Job Search in Canada
- "I want a job in Canada. Where do I start?" Session 2: Canadian Workplace Culture
- "I want a job in Canada. Where do I start?" Session 3: Introduction to the Canadian Hiring Process
- "I want a job in Canada. Where do I start?" Session 4: What to Expect in a Job Interview
- "I want a job in Canada. Where do I start?" Session 5: Staying Motivated Throughout Your Job Search
- Career Exploration Outside of Academia
- Resume Writing for Graduate Students

Health and Wellness Workshops

- Balancing Work, School, and Life
- The Imposter Syndrome
- Introduction to Mindfulness
- Managing Stress
- Procrastination
- Self-Care Strategies

International Student Writing Workshops

- ESL Writing Workshops for International Graduate Students (week-long, afternoons)

PhD Writing Workshops

- AcWriTreat 1
- AcWriTreat 2
- Gamestorm Your Research Space 1
- Gamestorm Your Research Space 2
- PhD Writing Bootcamp

Research & Writing Workshops

- Citation Management Clinic
- Grey Literature: how to keep up with it?
- Introduction to Nvivo 11 (Mac)
- Introduction to Nvivo 11 (Windows)
- Know Your (Copy)Rights!
- Measuring your Research Impact

- Research Data Management
- Understanding and Avoiding Predatory Publishers
- Writing for Scholarly Journals

Teaching Skills Workshops

- Art of Conversation: Facilitating a Discussion Group
- Developing a Framework for Teaching
- Giving Effective Presentations: The Experience of Two Nerds
- Improving Your Teaching Through Feedback
- Incorporating Activities in Discussion Groups
- Managing Challenging Teaching Situations
- Motivating Students in Online and Blended Learning Environments
- Providing Feedback to Enhance Student Learning and Engagement

Concordia University: GradProSkills 2016/2017 Offerings

Career Building

- Career management
    - Launch your Career, Volunteer!
    - Business Dining Etiquette
    - Strategic Volunteering - Making the most of your volunteer actions
    - Negotiating Your Job Offers
- Entrepreneurship
    - Develop your innovative idea(s) with the fundamentals of entrepreneurship
- Job Search
    - Job Search Skills
    - Job Search Strategies
    - Résumé Writing Strategies
    - Interviewing Skills
    - Preparing Your Application to Teach in CÉGEP
    - Developing a Graduate CV for Academic Positions
    - Resume and Cover Letter Writing
    - Interview 101: The Art of Communicating Your Skills to an Employer
    - Entrevue 101 (Workshop in French only)
- Managing your online presence
    - Academic Networking Online: Building a Professional Academic Profile
    - Effective Networking & Job Search using LinkedIn & Twitter
    - Professional Use of Social Media
    - Optimizing LinkedIn and Optional Photo Shoot
- Networking
    - Networking 101 with Successful Concordia Alumni
    - Networking & The Power of Making a Positive Impression

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Communication

- Interpersonal communication
    - Talk the Walk: Becoming a better communicator
    - Communicate Effectively
    - Peer Review Techniques: Giving and Receiving Feedback
    - The People Principle: Soft Skills and the Graduate Student
- Presenting
    - Designing an Academic Poster
    - Graphic Design Fundamentals
    - Graduate Presentation Skills Essentials
    - Public Speaking with the Toastmasters Speaking Course (4 weeks)
    - Concordia Toastmasters Meeting: A Public Speaking Experience
    - Concordia Three Minute Thesis and Project Competition Coaching
    - Perfecting Your Research Pitch
    - Presentation, Performance and Communication Skills
- Writing
    - Crafting Strong Thesis Statements and Introductions
    - Editing Principles for Graduate Students
    - Grammar for Graduate Students
    - Introduction to Technical Writing for All Disciplines
    - Writing a Literature Review
    - Perfecting the Paragraph: Graduate Writing Peer Review
    - Professional Writing: Emails, Executive Summaries and Briefing Notes
    - Writing Compelling Abstracts

Language Training

- English competency
    - Speaking with Skill: English Pronunciation and Conversation
- French competency
    - French Conversation Groups (Five levels)

Leadership and Management

- Business administration
    - Consumer Behavior Essentials
    - Data Analytics Essentials: Can we always trust numbers?
    - Management Accounting Essentials: Budgeting
    - Employee Recruitment & Selection Essentials
    - Strategies for Effective Training and Development
    - Financial Statements Essentials
    - Marketing Management Essentials
- Project management
    - Basic Concepts of Project Management
    - Project Management Essentials

- Leadership
  - Foundations of Leadership
  - Navigating Emotional Intelligence
  - Leading Teams for Success
  - Professional Negotiation and Persuasion Skills
  - Solving Problems and Seeing the Big Picture
  - Motivating and Inspiring as A Leader
  - Managing People's Performance

Success in Graduate School

- Conducting research
  - Canadian Statistics and Microdata for the Social Sciences
  - Exploring Research in the Visual Arts
  - Library Skills & Resources: Maximize Your Graduate Research Potential
  - Business Research Essentials for MBA and Graduate Diploma/Certificate Students
  - Engineering and Computer Science Graduate Research Essentials
  - Introduction to Systematic Reviews for Health Sciences & Psychology
  - Understanding & Increasing the Visibility and Impact of your Research
  - Choosing the right journal for your research: predatory publishers & open access
- Funding
  - Funding Opportunities for Graduate Students in Thesis-based programs
  - Fund Writing Strategies for Graduate Students (Thesis-based programs)
  - Tri-Council Info Session for Masters Applications (Thesis-based programs)
  - Tri-Council Info Session for Doctoral Applications
  - Fund Writing Peer Review (by Tri-Council)
- Managing relationships
  - Building an Effective Relationship with your Supervisor
- Personal effectiveness
  - Grad School Base Camp
  - Perfecting the Paragraph: Graduate Writing Peer Review
  - Time Management Techniques for Research Projects
  - Balancing Life as a Graduate Student
  - How to Conduct Productive Meetings
  - Effective Reading Strategies
  - Succeeding in the Canadian Graduate Classroom
  - Graduate School Success: How to Make the Most of Your Education
  - Thesis Boost: 3-day writing retreat
- Rights and responsibilities
  - Intellectual Property – Inventions, Patents and Copyright
  - Avoiding Plagiarism at the Graduate Level
  - Copyright and your thesis
  - Ethics in Research Involving Human Participants
  - Know the Codes: Graduate Student Rights and Responsibilities

- Graduate School Base Camp
    - Library Research Skills and Resources
    - Time Management Techniques for Graduate School
    - Respectfully Engaging with Diversity
    - Effective Reading Strategies
    - Know the Code: Graduate Student Rights and Responsibilities
    - Stress Management Techniques

Software and Web Tools

- Creative IT tools
    - Introduction to Photoshop
    - Introduction to Adobe InDesign
    - Intermediate Adobe Photoshop for Graduate Students
    - Build your first website using Wordpress
- Office IT tools
    - Introduction to Microsoft Access for Graduate Students
    - MS Excel Intermediate For Graduate Students
    - Advanced Microsoft Word For Graduate Students
    - MS Excel Advanced for Graduate Students
    - Advanced Microsoft PowerPoint For Graduate Students
    - MS Access Intermediate For Graduate Students
- Programming tools
    - Computer Programming for Graduate Students with Zero Experience
- Research IT tools
    - Using RefWorks for Graduates: Citations and Bibliographies

Teaching

- Teaching assistantship
    - So You Want to be a TA? An Information Session
    - Teaching Assistant Orientation
    - Concordia TA and RA Essentials
    - ENCS TA Orientation – Health and Safety Workshop
- Teaching methods
    - Graduate Seminar in University Teaching
    - Teaching and Learning Winter Festival
- Teaching technology
    - Appy Hour: iPad Aps for Teaching and Learning

Wellness and Life Balance

- Health (physical and mental)
    - Everything you need to know about Women's Health
    - Everything You Need to Know about Healthy Nutrition
    - How to Stay Healthy in Grad School
    - Mobility Exercise for Studious Graduates: Revitalize your mind and body

- o Eating Well with Little Time or Money
- o Stress Management: A Practical Guide
- o The Healthy Mind: Taking Care of your Mental Health in Grad School
- o Eight Powerful Ways Critical Thinking Can Change Your World
- o Healthy Weight: Physical Activity, Healthy Eating and the Big Picture
- Personal finances
  - o Know your Banking Options
  - o Financial Skills for the Real World: Finance Basics
  - o Financial Skills for the Real World: Introduction to Investing
  - o Financial Skills for the Real World: Investing & Taxation
  - o Financial Skills for the Real World: Housing
- Spirituality
  - o Juggling it All - Finding Balance of Body, Mind and Spirit
  - o Religious Literacy: Skills for engaging religious diversity
  - o Connecting to Yourself Through Spiritual and Connective Practices
- Sustainability
  - o Grow Your Own Superfood!
  - o Greening your Home with Houseplant Propagation
  - o Gardening in Montreal

École de Technologie Supérieure

- Développement professionnel
- Santé et Sécurité au travail

Computer-related skills

- Recherche documentaire aux cycles supérieures à l'ÉTS
- Discriminer les résultats de recherche dans les bases de données
- Organiser l'information trouvée sur Internet
- Les medias sociaux dans un contexte académique
- S'initier à la veille informationnelle
- EndNote
- Mendeley
- S'initier à la recherche de brevet

Research Skills

- Augmentez vos performances scolaires
- Planifiez votre temps, votre étude et vos travaux
- Réussir la transition dans ses études et sa vie personnelle
- Rédiger une revue de littérature
- Rédiger son mémoire ou sa thèse

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Intellectual Integrity / "Intégrité Intellectuelle: Un Savoir-être et un Savoir-faire" on Moodle

- Intégrité intellectuelle
- Propriété intellectuelle
- Droits d'auteur
- Gestion des droits
- Plagiat
- Emprunt de textes et d'idées
- Emprunt d'idées par paraphrase et résumé
- Emprunt de matériel visuel et de code informatique
- Identification des sources de références

École Nationale d'Administration Publique

- La publication scientifique
- Soumettre une communication à un colloque ou congrès
- Présentation d'un CV académique
- Technopédagogie pour les charges de cours

Institut National de la Recherche Scientifique

- La recherche bibliographique: trucs et astuces
- EndNote: Initiation et fonctions avancées
- La veille informationnelle
- Recherche bibliographique en pratiques de recherche et action publique
- Travail collaboratif avec les outils Google at autres
- Atelier sur les bases de données

École d'été techniques de survie scientifique

- Le marché de l'emploi: en savoir plus
- La planification de votre carrière
- L'utilité d'un mentor et comment en trouver un
- Le système d'évaluation par les pairs
- La communication de la science
- Le financement de la science
- L'éthique de la science

Laurentian University 2016 and 2017 Offerings

- Scholarship Workshop
- Predatory Journals Workshop
- Evolving your presentation
- Research Data Management
- Data and GIS Workshop

McGill University: SKILLSETS Winter 2017 Offerings

- Foundations of Leadership
- Basic Business Skills
- AGSEM Teaching Assistant Training
- myCourses workshop for TA's *webinar
- Research Integrity
- Professional Negotiation and Persuasion Skills
- Academic Integrity Day
- Managing People
- Navigating Emotional Intelligence
- Authorship
- Solving Problems and Seeing the Big Picture
- Data Sharing Policy
- Strengthen Your Academic Communication

Memorial University: EDGE Winter 2017 Offerings

- 1ON1 Tutoring @ The Commons
- Library Research Assistance
- Study Skills Clinic
- Professional Skills Development Program for International Students
- Career Development Workshop: Resume and Cover Letter
- Career Development Workshop: Non-Academic Job Search
- Career Development Workshop: Creating a Curriculum Vitae (CV)
- Career Development Workshop: Academic Job Search
- Career Development Workshop: Interview Skills
- Career Development Workshop: Marketing Me - Networking and Informational Interviews
- Avoiding Plagiarism & Paraphrasing Effectively
- Career Development Workshop: Workplace Professional Skills
- Career Development Workshop: Social Media and the Job Search

Mount Saint Vincent University: 2016-17 Offerings

- Identifying and Communicating Your Skills
- Academic Job Search
- Interview Preparation
- The Job Search Outside Academia
- Resumes and CVs
- Thesis-writing Roundtable
- Interview Preparation

Polytechnique de Montréal

- Réussir au doctorat
- Traitement de l'information scientifique et technique
- La créativité à votre portée
- Conduire un projet de recherche
- Writing science effectively
- Propriété intellectuelle et brevet
- Enseigner en génie
- Devenir entrepreneur technologique
- Réussir une innovation technologique

Queens University: Expanding Horizons 2016/17 Offerings

Academia & Beyond: Knowledge Transfer

- NSERC – Scholarships and Fellowships (not a credited workshop for Expanding horizons)
- Tips on Applying for SSHRC Scholarships
- Tips on applying for NSERC and CIHR scholarships
- Six tips for effective grant applications
- Avoiding Plagiarism: Citation 101
- How to write a literature review
- Principles of Teaching and Learning
- Revising academic writing
- Assessment for Learning
- How to research patent information
- Your Research Impact: What gets counted and what counts?
- Big Data Big Impact: improving the reach of your research data
- Citation Management Software
- Conferences: Abstracts to audience
- Posterboards: tips and tricks
- Open Access to Research: What you need to know and why
- Getting Published - STEM/Health sciences

- Assignment and Test Construction
- Dealing with writer's block
- Getting Published - Humanities/Social Sciences
- Dissertation Boot Camp (February 21-24)

Communications & Interpersonal Skills

- Effective communication with your supervisor
- Presentation skills for Grad Students
- Leading with Emotional Intelligence
- Presenting with Confidence
- Getting the most out of your Supervisor: Managing the Supervisory Relationship
- Media Training

Ethics, Society, and Civil Responsibilities

- Intercultural Competence Certificate
  - Intercultural Belongs with you – 22nd September
  - Between cultures: it takes a skill or two – 29th September
  - Measuring your intercultural competence – an introduction to the intercultural development inventory (IDI) – 6th October
  - Back to the Future – 13th October
- Integrity in Research and Academics
- Religious Literacy
- Kairos Blanket Exercise

Career Development

- Fast track immigration advice for international graduate students
- Career Planning - the versatile graduate
- CVs and Cover Letters for Academic Job Applications
- Resumes and Cover Letters: Positions in Sectors Outside Post-secondary Education
- Preparing for your academic career
- Interviewing for business, government, and non-profits
- Careers in the Public Service: How to Apply, How to Interview
- Mock interviews for academic positions - STEM/Health Sciences
- Mock interviews for academic positions - Humanities/Social sciences
- What employers want and the employable you - STEM/Health sciences
- What employers want and the employable you - Humanities/Social Sciences
- Preparing a Teaching Dossier
- How to find a post-doctoral position panel discussion
- Job Search - for careers in government, business, and industry
- Using LinkedIn to help with the job search
- Reading Fast and Effectively
- LinkedIn Strategy (advanced)
- Personality theory and communication
- Design Your Life: Applying design thinking to your career to create a life worth living

Setting Ideas in Motion

- Building Skills and Experience (internships, volunteerism, student government, community engagement)
- Intellectual Property: Why you should be energized!

Management and Leadership Skills

- Time Management: Avoiding procrastination and maintaining momentum
- Foundations of Project Management I
- Managing Your Money
- Creating a Financial Roadmap

Saint Mary's University: Fall 2016 Offerings

- Graduate Student Academic Writing and Research workshop
- Professional Social Media Profiles
- Media Relations
- Mentorship
- Sexual Assault and Harassment Awareness
- Using Project Management Skills
- Information Literacy for Grads and Post-Grads: Staying Current in Your Field
- Landing the Role – CVs and Interviews
- What are you getting from your Graduate degree?
- Leadership in the Workplace
- Introduction to University Teaching

Simon Fraser University: APEX 2016/17 Offerings

- Writing in Lay Language
- APEX Certificate Core Session 1
- Crafting your Resume
- Persuasive Writing
- Proposal Writing Café
- Building an Online Presence
- Crafting your CV
- Engaging with the Media
- Mock Interviews
- Building an Online Presence
- Understanding your Audience

Université de Montréal: 2016/17 Offerings

- Club de recherche emploi - Cycles supérieurs
- Construction d'un projet professionnel
- Communication scientifique écrite en sciences humaines
- Communication scientifique orale 1
- Communication scientifique orale 2 - Vulgarisation scientifique
- École d'été doctorale et postdoctorale 2016
- Entrevue avec les médias
- Éthique et propriété intellectuelle
- Études supérieures et projet emploi - Édition 2014
- Études supérieures et projet emploi - Édition 2015
- Études supérieures et projet emploi - Édition 2016
- Études supérieures et projet emploi - Édition 2017
- Gestion de projet
- Gestion du temps
- Intégration des TIC en milieu professionnel
- Préparation d'une demande de bourse
- Préparer une demande de financement
- Rechercher et exploiter la documentation
- Rédaction administrative
- Rédaction scientifique en anglais
- Réseautage professionnel en ligne

Université de Québec à Chicoutimi

- Logiciel bibliographique
- EndNote
- Zotero
- Mendeley
- L'article scientifique démystifié
- Droits d'auteur
- Pourquoi citer ses sources?

Compétences informationnelles aux cycles supérieurs (on Moodle)

- Ressources et services de la bibliothèque
- Utiliser un langage adéquat à la recherche d'information
- Établir une stratégie de recherche efficace et l'appliquer aux sources d'information appropriées
- Créer, utiliser et intégrer une bibliographie à partir d'un logiciel bibliographique
- Évaluer l'information trouvée
- Utiliser la veille informationnelle
- Reconnaître les notions de droits de l'auteur

Université de Québec à Montréal

- Repérage d'articles de périodiques dans les bases de données
- Comment éviter le plagiat
- Veille informationnelle
- Choisir son logiciel de gestion bibliographique
- EndNote; Mendeley
- Lecture efficace
- Rédaction des travaux

Programme court de 2e cycle en pédagogie universitaire

- Modèles et stratégies d'enseignement au collège et à l'université
- L'apprentissage au postsecondaire
- La pratique réflexive dans la pédagogie en enseignement supérieur
- Les technologies de l'information et de la communication dans l'enseignement aux moyens et grands groups
- Séminaire thématique en didactique; L'évaluation des apprentissages à l'enseignement supérieur
- La communication et les stratégies d'enseignement dans le cadre des moyens et grands groups
- Stage d'insertion professionnelle en enseignement postsecondaire

Ateliers sur les enjeux de la recherche

- Financement
- Mobilisation de connaissance
- Propriété intellectuelle

Université de Québec à Rimouski

- Formation sur la veille informationnelle ;
- Formation EndNote
- Comment utiliser Publisher pour créer une affiche scientifique
- Propriété intellectuelle sur Internet
- Recherche avancée dans Google
- Atelier sur la citation des sources et la prévention du plagiat

Université de Québec à Trois-Rivières

École d'été en pédagogie de l'enseignement supérieur

- Développer des compétences pour favoriser l'apprentissage
- Planification pédagogique
- Évaluation des apprentissages

- Communication vivante et efficace
- Adapter et améliorer son enseignement
- EndNote
- Méthodes de recherche et base de données

Babillard des cycles supérieurs

- Comment préparer une demande éthique
- Planifier sa rédaction de textes écrits
- Éthique

Université de Québec en Abitibi-Témiscamingue

- Recherche d'articles de périodiques
- EndNote
- Recherche avancée dans les bases de données
- Être en mesure d'évaluer les sources d'information imprimées et électroniques
- Être en mesure d'identifier ses besoins de recherche
- Identifier les questions à se poser quand il s'agit d'évaluer une source d'information
- Évaluer la quantité et la qualité des résultats de recherche

Université de Québec en Outaouais

- Formation à la gestion efficace du résultat de recherche
- Introduction à l'affiche scientifique
- Concevoir une recherche avancée

Université de Sherbrooke

- Gérer la recherche et l'innovation
- Manage research and innovation
- Rédiger et publier un article scientifique
- Write and publish a scientific paper
- L'entrepreneuriat et la recherche scientifique
- Entrepreneurship and scientific research
- Financer stratégiquement sa recherche
- Protéger et valoriser le savoir
- Prendre en main sa carrière de recherche
- Communiquer avec les experts et les médias
- Intégrer l'éthique en recherche
- Enjeux contemporains et recherche transdisciplinaire I
- Enseigner au supérieur

University of British Columbia: Pathways to Success 2016/17 Offerings

Graduate School Success

- Thesis Boot Camp
- Statistics I: Data exploration through descriptive statistics and graphics
- Statistics II: Statistical considerations when planning your research project
- Statistics III: Two group comparisons and ANOVA models
- Statistics IV: Quantitative covariates and regression analysis
- Statistics V: Discrete data: counts and proportions
- Statistics VI: Introduction to mixed effects models
- Scientific and Technical Writing (2 Days)
- Getting on Track with your Thesis
- Copyright for your Thesis: how to use images and other material
- Submitting your Thesis
- Scholarship and Award Opportunities for Graduate Students
- Doctoral Exam Preparation
- Discovering the Entrepreneur Within
- Building Effective Supervisory Relationships

Constructive Leadership

- Leading with Emotional Intelligence
- Management Essentials for Leadership

Self-Management

- Conquering Stress by Connecting with Your Personal Power
- Assertiveness – Speaking Up for Yourself in Difficult Conversation
- Overcoming Perfectionism
- Roadmap to Resilience in Graduate School and Beyond
- Why Capable People Suffer from Impostor Syndrome and How to Thrive in Spite of it
- Business and Personal Financial Management
- Assertiveness - Speaking Up for Yourself in Difficult Conversation

Career Building

- Panic to Power: Improving Career Confidence
- Leveraging Your LinkedIn Profile
- Know your Strengths, Explore your Options, Design your Career
- Non-Academic Career Paths: There's Hope! Even for you Humanities Types Like Me

Professional Effectiveness

- The Essentials of Productive Teams
- Career Professionalism
- Breaking Patterns of Procrastination

- Getting your Message Across and Getting Notices – Communication Skills for Academic Researchers
- Creating and Managing your Academic Profile
- Business Writing for Today's Professional
- Practical Tips for Growing Your Network
- Business Writing for Today's Professional
- Time Management
- Intellectual Property and Technology Transfer
- Foundations of Project Management I: A Team-Based Approach (2 Days)
- Strategies for Presenting Your Thesis in 3 Minutes
- Skills of Communication
- Practice your Presentation Skills I

Online Workshops

- Leveraging Your LinkedIn Profile
- Submitting your Thesis
- Doctoral Exam Preparation
- Time Management
- Strategies for Presenting Your Thesis in 3 Minutes
- Writing Effective Emails
- Improving your Academic Writing Habits
- Peer Writing Groups
- Communicating your Research

University of Calgary: My GradSkills 2016/2017 Offerings

Expert

- Building a Successful Supervisory Relationship
- Moving Beyond Conflict in a Supervisory Relationship
- Mindfulness for Stress Reduction
- Staying Motivated and Managing Your Time
- Teaching with Technology
- Writing Learning Outcomes
- Where Does My Course Fit? Understanding Curriculum
- Grading Strategies to Assess Student Learning
- Managing Your Reference with EndNote
- EndNote for Macs
- Managing Your References with Mendeley
- Conducting Systematic Reviews
- Research Data Management
- Effective Research for Your Literature Review
- Searching MEDLINE Systematically
- Keeping Current with Your Research: Using Altering Services

- Copyright: What You Need to Know for Your Thesis and Teaching
- Copyright and Open Access
- Biosafety Laboratory Training
- Scholarship Workshop CIHR PhD
- Scholarship workshop: SSHRC PhD
- Scholarship workshop: NSERC PhD
- Scholarship workshop: CGS Masters
- Scholarship workshop: Graduate Award Competition
- Writing at the Graduate Level: Getting Started
- Writing at the Graduate Level: Strategies for Writing Literature Reviews
- Writing at the Graduate Level: Academic Integrity and Using Sources Effectively
- Writing at the Graduate Level: Strategies for Developing Research Proposals
- Writing at the Graduate Level: Revising and Editing
- Writing at the Graduate Level: Strategies for Writing Scientific Research Reports
- Writing at the Graduate Level: Strategies for Reflective Writing
- Writing at the Graduate Level: Critical Thinking and Scholarly Writing
- Grad Success Week
- Thesis Formatting
- Preparing to Defend Your Thesis, Managing Your Anxiety

Communicator

- Effective Presentation Skills – Vocal Presence
- Canadian Interviews and How to prepare for One
- Writing a Canadian Resume and Cover Letter
- Teaching Assistant Orientation
- Introduction to Effective Communication for International Teaching Assistants
- Using Learning Spaces for Collaboration
- Formative Feedback for Teaching Development
- Creating Your Teaching Dossier
- Facilitating Active Learning
- Managing Presentation Anxiety
- Visualization - Using Visual Variables
- Visualization - Using Tableau
- Visualization - Tableau Advanced
- Simple yet Significant (3 Minute Thesis Preparation)
- Translating Your CV into a resume for non-academic jobs
- Resumes for Non-Academic Careers

Leader

- Respect in the Research Environment: Lessons From Neuroscience
- Your "Top 5" Talent Themes: A Roadmap for Personal Success
- Taking the Wheel: Making the Most of Your Graduate Career Development
- What Makes a Great TA?
- Professional Networking Skills for Graduate Students

- Assessing Your Transferable Skills Developed in Your Graduate Program
- Understanding Canadian Business Culture & Hiring Staff
- Information Interviewing: A Strategic Tool for Job Searching
- Introduction to Job Search and Networking for Non-Academic Careers
- Negotiating Your Dream Job
- Social Media and the Job Seeker: Tips and Strategies to Give You the Cutting Edge
- Interview Strategies for Non-Academic Careers
- GSA Career Workshop Day

Innovator

- Understanding my Intellectual Property Rights
- Introduction to the Scholarship of Teaching and Learning (SoTL) for Graduate Students
- Scholarship of Teaching and Learning (SoTL) Foundations Program for Graduate Students
- Owning Your Research Output
- Introduction to Entrepreneurship (credit course)
- New Venture Development (credit course)

University of Guelph: Graduate Student Learning Initiative Offerings

Graduate Students as Learners

- Academic Integrity & Avoiding Plagiarism
- Academic Presentations & Poster Presentations
- Academic Writing
- Controlling Procrastination & Perfectionism
- Critical Reading
- English as a Second/Additional Language
- Finding & Evaluating Information
- Information Management
- Numeracy & Quantitative Reasoning Skills
- Referencing & Citation
- Thesis Writing
- Time & Project Management
- Working Effectively in Groups
- Writer's Block

Graduate Students as Instructors

- Developing a Teaching Dossier
- Evaluating Your Teaching Effectiveness
- Fostering Discussion in Seminars and Labs
- Evaluation and Feedback
- Instructional Strategies and Theories
- Supporting Your Role as a TA

Graduate Students as Researchers

- Biosafety Issues
- Developing Your Skills as a Researcher
- Keeping Up-to-date with Research in Your Field
- Intellectual Property
- Open Access Publishing

Graduate Students as Professionals

- Identifying Career Goals and Options
- Interview Skills
- Job Search Strategies
- Time and Project Management
- Working Effectively in Groups
- Writing a CV and Cover Letter

University of Lethbridge: THRIVE 2015/2016 Offerings

- Teaching as a Professional Responsibility
- Interactive Orientation Symposium
- SSHRC Insight Grant Webinar
- Vanier Scholarship Application
- Proposal writing for TriCouncil Scholarships
- Vanier Scholarship Application
- EndNote
- Assessment: Marking and Grading
- Methods Hub
- Human Research Ethics
- Animal Research Ethics
- Services and Career Fair
- Human Research Ethics
- Animal Research Ethics
- NSERC Doctoral Scholarship Workshop
- Meet Moodle Tutorial
- Dealing Professionally with Students
- From Liberal Arts BA to Energy Start-up CEO: Lessons for Tomorrow's Entrepreneur
- Classroom Management & Student Engagement Workshop
- TriCouncil Masters Scholarship Workshop
- Lite Thesis Boot Camp
- Introduction to Public Speaking Tutorial Part 1 & 2
- Student Entrepreneurship Program
- How do we teach for shorter semesters?
- Introduction to Patient Oriented Research
- Marking in Moodle

- Managing Discussions
- Training & Early Career Development
- Creating a Lesson, Lecture, or Presentation
- Persevering with Strength: Success, Failure and Mental Toughness
- Patient-Oriented Research Information
- Patients as Partners in Patient-Oriented Research
- (Re)Energizing Your Career – Network Branding for Employment Success
- Writing Effective Emails
- Images of Research
- Meeting of the Minds
- The Multicultural Classroom
- Innovation Zone Design Competition
- Engaging Vulnerable Populations
- AGILITY Innovation Speaker Series - The Local Conscience: Beyond Food
- Writing Strategic Business Reports
- Qualitative Methods for POR

University of Manitoba: GradSteps 2016/2017 Offerings

Know Your Resources: the Basic Step

- E-Books
- EndNote
- EndNote: Beyond the Basics
- Financial Aid and Award Opportunities
- Intercultural Communication
- International Student Success
- Keeping Current, Keeping Alert
- Library Essentials
- Maximizing Your Research Identity and Impact
- Mendeley
- RefWorks
- Tips on Completing a Graduate Scholarship Application
- Understanding Your Rights as a Grad Student
- Working with your Advisor
- Zotero

Personal Management: the Healthy Step

- Building and Maintaining Positive Relationships During Busy Times
- From Counting Sheep, to Sleep: Importance of Proper Sleep Hygiene
- Get Active Everyday, Your Way - For Life
- How to Assert Yourself
- Introduction to Mindfulness
- Nurturing Spirituality

- Relationship Strengthening: A Workshop for Couples
- Stress Management
- Work Relationship Challenges in Graduate Studies

Data Management: the Research Step

- Aggregate Statistics
- Beyond the Acronyms... the Bannatyne REB and RQM on the Research Ethics Approval Process and Participant Protection
- Canada Graduate Scholarships-Master's Program (CGS-M) - Managing Your Application
- CIHR Grant Writing
- Citing, Referencing and Paraphrasing
- Creating Maps to Show Changes Over Time
- E-Books
- EndNote
- EndNote: Beyond the Basics
- Georeferencing Maps for Historical Analysis
- Grant Writing for Graduate Students - SSHRC Talent Program
- Keeping Current, Keeping Alert
- Library Essentials
- Map Analysis and Publishing Using ArcGIS Desktop
- Mapping from a MS Excel Spreadsheet
- Mapping the Arctic North of 60
- Maximizing Your Research Identity
- NSERC Grant Writing
- Research Quality Management (RQM) - Ethical Research and Participant Protection
- RefWorks
- Search Like a Pro
- SSHRC Doctoral Scholarships/Fellowships - Managing Your Application
- Story Maps
- Tips from REB Chairs on Getting Your Ethics Protocol Approved
- Trends in Scholarly Communication - Sharing and Publishing Your Research Findings
- Understanding and Navigating the Path of Research Using Animals
- Visualizing Data Using Maps and Charts
- Working with your Advisor

Writing and Speaking: the Communication Step

- Canada Graduate Scholarships-Master's Program (CGS-M)- Managing Your Application
- CIHR Grant Writing
- Citing, Referencing and Paraphrasing
- Copyright & Your Thesis
- Getting it Done: Completing Your Thesis on Time
- Grant Writing for Graduate Students - SSHRC Talent Program
- How to Write a Literature Review
- Intercultural Communication

- Managing Your Digital Identity (was: Social Media – Friend or Unfriend)
- NSERC Grant Writing
- Public Speaking: Having the Words Come Out Right
- Resume or CV? How to Market Your Skills
- Skills to Improve Your Communication with Others
- SSHRC Doctoral Scholarships/Fellowships - Managing Your Application
- Thesis Structure & Organization
- Tips on Completing a Graduate Scholarship Application
- Working with the Media
- Writing at the Graduate Level
- Writing for Poster Presentations

Planning with Intention: The Career Step

- Academia or Industry? What's Your Plan?
- Basics of Conflict Resolution
- CIHR Grant Writing
- Disability Studies: Opening Doors and Creating Opportunities
- Effective Networking for a Successful Job Search
- Financial Planning
- Grant Writing for Graduate Students - SSHRC Talent Program
- Luck Isn't Everything: Creating Your Own Career Opportunities
- Managing Your Digital Identity (was: Social Media – Friend or Unfriend)
- NSERC Grant Writing
- Resume or CV? How to Market Your Skills
- Skills Employers are Looking For - Making the Connection
- SSHRC Doctoral Scholarships/Fellowships - Managing Your Application

Ideas Into Action: the Entrepreneurial Step

- Am I an Entrepreneur? (Level 1)
- Basics of Conflict Resolution
- Business Start-up to Launch (Level 2)
- Effective Networking for a Successful Job Search
- Intellectual Property: Have you invented something?
- Managing Your Digital Identity (was: Social Media – Friend or Unfriend)

University of Ontario Institute of Technology: Graduate Professional Skills Program 2016/2017 Offerings

Career Development

- Non-Academic Job Search
- CV and Academic Job Search

Research Skills

- Get What You Need From The Library
- Web of Science

Communications

- Managing Me
- Leadership
- Who Are You? Who Will You Be?
- Thesis Writing: Focus on Academic Style
- Executive Training - Transforming From Student To Employee
- Thesis Writing Boot Camp

Technology Transfer and Commercialization

- Project Management
- Building Businesses Around Intellectual Property

University of Ottawa: Altitude 2016/2017 Offerings

- Basics of Networking for Grad Students
- Bien préparer un rapport de recherche/une thèse
- Canadian Workplace - The Rules of the Game
- Career Confidential: An Entrepreneurial Approach to Finding a Job You Love
- Clear Writing
- Critical Thinking
- Cultivating your Professional Reputation – Advanced Networking for Grads
- Du sac à dos au portfolio – Arts | From Backpack to Briefcase – Arts
- Du sac à dos au portfolio – Sciences | From Backpack to Briefcase – Science
- Effective Networking - Réseautage efficace
- Formation de 2 jours en gestion de projet: Réussir vos projets
- Funding Application Writing: SSHRC
- Gérer sa carrière professionnelle
- Gestion de projets 2 : apprivoiser la complexité de vos projets
- Getting that Thesis Done! Visual Strategies to Solve Problems and Make Progress
- Giving Presentations: Strategies for Effective Oral Communication
- Grant Writing - SSHRC
- Graphic Recording 101: Enhance Your Communication and Collaboration Skills with Visuals
- How to write your scientific paper and get published
- La pensée critique
- La préparation d'un projet de thèse de doctorat
- La préparation d'un projet de thèse ou de mémoire de maîtrise
- Le cycle de vie d'un projet de recherche et ses principales composantes

- Le marché du travail canadien : la règle du jeu
- Leveraging an E-Portfolio for the Career-Minded Graduate
- Major external training award at Master, Doctoral, and Postdoctoral level
- Major funding programs supporting research in Canada
- Managing a Professional Career
- Master's / Ph.D. Thesis Writing Workshop
- Maximiser sa productivité
- Maximizing Personal Productivity
- MED8166 - Professionalism and Professional Skills
- Medical Research Grant Writing Workshop
- Motivate and Track your goals
- NSERC post-graduate grant writing workshop
- Présentations orales efficaces
- Présentations PowerPoint
- Principaux programmes de financement externes de bourses doctorales, postdoctorales et de maîtrise
- Principaux programmes finançant la recherche au Canada
- Réaliser et rédiger une thèse de maîtrise/doctorat
- Rédaction claire et concise
- Rédaction d'une demande de subvention - CRSH
- Rédaction de courriels professionnels
- Rédaction stratégique
- Research project life cycle and its major components
- Réseautage efficace
- Session 1: Visual Thinking for Effective Research Management (Module 1 & 2)
- Session 1: Visual Thinking for Effective Research Management (Module 3 & 4)
- Soirée de réseautage éclair - étudiants internationaux | Speed Networking Events - International Students
- Startup You: Freelancing and the Graduate Degree
- Strategic Writing
- Thesis Writing Seminar for Graduate Research Students
- Time Management: The Pomodoro Technique
- Visual Note-Taking
- Visual Thinking Strategies for Getting that Thesis Done

University of Toronto: Graduate Professional Skills 2016/2017 Offerings

Communication & Interpersonal Skills

- Advanced Interview Skills for Graduate Students (UTSC)
- Advanced University Teaching Preparation Certificate
- Conflict Resolution Fundamentals: Conflict, Communications & Negotiation
- Conflict Resolution Advanced Practice
- Facilitation Skills for Graduate Students
- Fundamentals of Effective Research Grant Writing (UTSC)

- Graduate Service-Learning Program
- Improving Your 3 Minute Thesis (UTSC)
- Introduction to Science Journalism
- Leadership Fundamentals
- Let's Talk Science
- Managing Your Message: The Fundamentals of Media Relations
- Mini-MBA
- Oral Presentation Skills (for Native Speakers of English)
- Oral Presentation Skills (for Native and Non-native Speakers of English)
- Oral Presentation Skills (for Non-Native Speakers of English)
- Presenting Your Case Effectively: Advocating for Oneself and One's Family
- Prospective Professors in Training (PPIT)
- SGS Design Series: Adobe InDesign, Illustrator, Photoshop
- Soft Skills for Networking (UTSC)
- Sweet Tweet
- 10 Days of Twitter
- Writing CIHR Proposals
- Writing NSERC Proposals
- Writing SSHRC Proposals

Personal Effectiveness Offerings

- Community-Engaged Learning Seminar
- CV-Resumé-LinkedIn: Branding Yourself on Paper and Online (UTSC)
- Developing Resilience: Coping Strategies for Stress Management
- Online Tools for Organizing Your Research
- Prewriting Strategies for Developing & Organizing Your Ideas (Humanities & Social Sciences)
- SGS Academic Career Series—Landing the Academic Job
- SGS Expanding Your Leadership Toolkit—Managing Change and Keeping Agile Stuck in the Middle: Juggling School and Family Life
- Stuck in the Middle: Juggling School and Family Life

Teaching Competence

- Best Practices in Formative Feedback UTSC
- Digital Humanities: A Toolkit for Researchers in Medieval Studies
- Enhancing Your Instructional Technology/Digital Media Skills UTSC
- Graduate Professional Day (UTSC)
- Teaching Creative Problem Solving Skills: An Experiential Workshop
- Prospective Professors in Training (PPIT)
- Strengthening Undergraduates Research & Writing Skills (UTSC)
- Teaching Fundamentals Certificate
- Teaching Showcase (UTSC)
- THE500: Teaching in Higher Education

Research-Related Skills

- Code as Manuscript: Data Wrangling, Visualization, and Reproducibility in R
- Effective Journal Research for Graduate Students and Faculty
- From Rare Books to Digital Texts: Decoding Primary Source Research
- Graduate Secondary Research for Engineers
- Introduction to Data & Information Visualization
- Introduction to Research Data Management
- Introduction to Science Journalism
- Online Tools for Organizing Your Research
- Research Ethics Workshop & TCPS Online Introductory Tutorial
- Scholarly Publishing & Current Awareness St. George
- Strategies for Systematic, Scoping, or Other Comprehensive Searches of Literature
- Student2Scholar (formerly Virtual Library)-Online Library Research Skills
- Translating Research into Practice: Creating a Poster Presentation Plan (UTSC)
- Understanding the Research Article: Reading Towards Writing

University of Victoria: Pathways to Success 2016/2017 Offerings

- Beginning the Writing Process
- From Outline to First Draft
- You, Graduate School and Your Career
- The Labour Market and Work Search Strategies
- Panel: Landing Your First Academic Job
- Career Paths Outside of Academia
- Polishing and Editing Your Writing
- How to write successful CV's, Resumes and Cover Letters for Graduate Students
- Interview clinic for graduate students
- Using LinkedIn and Social Media in your Work Search
- Landing an Academic Job: the role of the teaching dossier and the LATHE program
- Professional Presentation Skills
- Developing Strong Professional Relationships to Support Your Career Goals
- Maintaining Momentum

University of Waterloo: GRADventure 2016/2017 Offerings

Connect

- Leadership Day
- Students' beliefs about learning
- Teaching Methods
- Teaching with confidence
- Classroom delivery skills
- Assessing and improving your teaching

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- Effective lesson plans
- Getting it done: Productive, sustainable writing practices
- Creating memorable lectures
- Effective lesson plans
- Improving feedback on written assignments
- Preparing to teach at UW
- Shaping classroom dynamics
- Game-based learning
- Teaching STEM tutorials
- Classroom delivery skills
- Flipped Classroom
- Building rapport with students
- Giving quality feedback
- Effective question strategies

Inquire

- Authors' rights and your research
- Dissertation boot camp
- Research Matters: getting published
- Literature reviews for grad students Part A: Organizing it
- Literature reviews for grads (Part B): Writing it
- Graduate writing café (weekly)
- Tri-Agency Open Access Policy - From Author's Rights to UWSpace

Strategize

- Academic career conference
- Academic interviews
- Non-academic career day
- Networking lunch and learn
- Parallel career planning
- Preparing postdoc applications
- Resumes for graduate students
- Research statements for academic job applications
- Statements of Teaching Philosophy
- Translating academic experience to industry
- Writing cover letters for graduate students
- Writing academic CVs

University of Winnipeg: Graduate Student Professionalization 2016/2017 Offerings

Life Skills

- Sexual Misconduct Training
- Mental Health & Accessibility Services
- Time Management

Research Management

- NSERC Info Session
- RA Workshop
- Tri-Council information session
- Open Access Week
- Research Ethics
- Copyright Regulations
- Knowledge Mobilization
- Research Week (3 days)
- Grant Writing Information Session

Communication Skills

- Citation Management
- Synthesis Writing
- Navigating scholarly publishing
- Writing Introductions
- Preparing for your Defense
- Writing Conclusions
- Citations Management
- Proposal Writing
- Presentation & Public Speaking
- Reading Strategies
- Writing Abstracts
- Adapting your Writing for Presentations
- 3MT Prep Workshop
- Writing Retreats (3 days)

Leadership Skills

- Project Management
- Working in Collaborative Groups/Teams
- Conflict Resolution Workshop

Skills of Reconciliation

- Blanket Exercise
- Return to Spirit

Career Development

- Common CV Workshop
- CV/Resume/LinkedIn Workshop
- Financial Awareness
- Networking

Western University: GradPath Offerings

Microteaching

- Advanced Teaching Program (ATP)

Writing

- Electronic Theses and Dissertations Training Workshops
- General Scholarship Information Sessions
- Graduate Writing Day
- Fall 2016 GradWRITE Seminars
    - Making the most of the writing process
    - Refining your grammar skills
    - Writing clearly and concisely
    - Punctuation
    - Writing your literature review
    - Summarizing your research into an abstract
    - Writing your thesis or dissertation
    - Editing and proofreading
    - Getting published
    - Writing effective research proposals

Career and Professional Development

- Group Career Counselling - Just for International Students!
- Preparing for Non-Academic Employment
- Western Certificate in Academic and Professional Communication

Leadership and Mentorship

- Leadership Education Program Facilitator
- Graduate Student Orientation
- Professional Certificate in Leadership
    - The Effective Leader
    - Enacting Theories of Leadership: Creating Action from Theory
    - Strategic Leadership
    - Developing and Leading Teams
    - Leadership Communications
    - Motivation for Superior Performance

- Culture and Diversity: Leadership Challenges
- Emotional Intelligence
- Gender Diversity in Leadership
- Leading Across Generations
- Coaching and Mentoring
- Optimizing Change
- The Leader's Role in Resolving Conflict
- Problem-Solving, Decision-Making and Creativity
- Negotiation Skills for Leaders

Teaching

- Lead TA Program
- Communication in the Canadian Classroom
- Teaching in the Canadian Classroom
- ITA Day: International Graduate Student Conference on Teaching
- Teaching Assistant Training Program
- Graduate Studies 9500: Theory And Practice Of University Teaching

Time and Self-Management

- Managing Anxiety and Stress
- Mindfulness Meditation Drop-In Session
- Time Management for Graduate Students
- Transitioning to Graduate School

Research & Communication

- Reading Strategies for Graduate Students
- The Language of Advanced Discussions
- The Language of Conference Presentations
- The Language of Difficult Conversations
- The Language of Research Presentations
- What to Expect in a Defense and Submitting your Thesis
- Statistics and Data Series

Wilfrid Laurier University: ASPIRE 2016/2017 Offerings

- Research Fundamentals for Grad Students
- Scholarship Proposal Writing Workshop
- Citing Insights: Tools to Help You Cite
- Planning for your Classes
- Active Learning in your Classroom
- Career Planning
- Finding Government Policy and its Analysis
- CV Writing for Academic Settings

- Finding Legislation and its Analysis
- Conducting China-Related Research
- Marketing Your Transferable Skills
- Understanding your Students
- Graduate Authorship, Dissemination and Impact
- Creating a Culture of Inclusion 101
- Job Search and Networking Strategies
- What's your type
- Culture in Teaching and Learning
- Résumé and Cover Letter Development
- Job Search and Networking Strategies for Academic Settings
- Describing your Teaching Approach
- Get the Most Out of Your Student-Supervisor Relationship
- How Can I Tell my Students are Learning?
- Systematic Reviews 101
- Human Rights 101
- Peer Feedback: Describing your Teaching Approach
- How (not) to Present and How (not) to Publish
- MRP Project Management
- Creating a Research Question
- ASPIRE competency: teaching and research
- Library Resources to Help You Find Your Dream Job
- Thesis and Dissertation Writing Strategies
- Publication and Promotion: More Reach for Your Research
- Understanding your Students
- Planning a Literature Review
- Graduate Researchers' Toolkit

York University: Graduate & Postdoctoral Professional Skills 2016/2017 Offerings

Career Pathways and Options

- The Academic Job Search
- Translating a CV to a Résumé workshop
- Leveraging your STEM PhD outside of academia
- Leveraging your PhD outside of academia (in the Social Sciences & Humanities)

Knowledge Transfer Strategies

- Practice Your Conference Presentation Skills I
- Communicating Assertively

Transferable Professional Skills

- Eight-Step Editing
- Project Management

Writing Success

- Writing Winning Proposals: Social Sciences and Humanities
- Writing Winning Proposals: Science, Engineering and Health
- Moving Past Dissertation Roadblocks

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Appendix B – Graduate Development Program Survey: Towards a National Strategy (English, 2016)

The following is a survey to help the Canadian Association for Graduate Studies (CAGS), with the Canadian Graduate Student Professional Development Consortium, develop a catalogue of professional development program offerings at Canadian Universities with graduate programs, as well as prepare a best practices document to help CAGS providers keep up with trends and innovations.

Please fill out the following survey as fully as possible, and I will contact you to follow up as necessary.

General Information	
University name:	
Office responsible for graduate development programs:	
Contact name:	
Contact information:	
Name of program:	
Website:	
Social media accounts related to program:	
Who is responsible for updating information for websites?	

Graduate Professional Development Programs	
What sessions are available, in person or online? (workshops, webinars, blog, etc.)	
Are there sessions specifically for international students?	

Are there mentorship or internships opportunities included in the program?	
What skills or competencies do the sessions focus on?	
List sessions by topic and identify those in highest demand.	
Who is eligible for sessions? (students, postdocs, alumni, etc.)	
Are professional development programs mandatory for students to graduate; or are they part of a student-supervisor checklist?	
Does the program offer academic credit or formal recognition (badges, certificates, etc.) to participants?	
Who develops and delivers the sessions? (graduate studies, other departments, students, professors, alumni, external organizations, etc.)	
How are the sessions promoted?	
How do participants register? (through a centralized system or a partner company)	
Is there additional cost or fees for registrants?	

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Statistical Information	
How many sessions run each year?	
How many staff members are involved in administering the central sessions?	
How is participation in sessions tracked?	
Is there information available to measure the effectiveness of attending sessions and securing employment after graduation?	

Departmental Level	
Do departments offer professional development programs internally? If so, which?	
Are there collaborative offerings between departments and the graduate professional development program office?	

General Questions
Do you incorporate labour market information and outcomes into the development of specific components of graduate professional development programs?
Is there any additional information you would like to share?
Do you incorporate strategies for developing positive relationships with employers?