

# UBC Teaching and Learning Enhancement Fund

## Final Report – maximum 2 pages

Project Name: Enhanced Services for Graduate Students

Date: April 30<sup>th</sup>, 2015

Submitted by: Carol Naylor

Year of Funding: 2 (2014/2015)

---

### Summary of Work Accomplished

This project has continued to increase overall graduate student engagement around Career Development through advising, seminars, workshops, special events, curriculum-integration, and flexible learning resources. Leveraging the TLEF funding for 2014/15 we engaged with 1,924 students in-person, a 50% increase over the previous fiscal year. (Note: the Advisor, Graduate Career Development position was vacant from mid-April – mid-June 2014.) In addition, we have achieved the following goals outlined in the project proposal:

1. Summer Career Symposium for Graduate Students: this full-day event was held on June 10<sup>th</sup> and was attended by over 160 students. A follow-up half-day symposium occurred on November 18<sup>th</sup>, and was attended by over 130 students.
2. Piloted and launched two new monthly workshops for graduate students.
  - a. A graduate-only version of the existing “Moving from Panic to Power: build your confidence” was developed to address specific stressful situations that graduate students often encounter. This workshop has been offered monthly since Jan 2015, including a partnership event with G+PS in Feb, for a larger audience. Over 50 students have participated in these workshops.
  - b. “Graduate Career Skills”: this comprehensive workshop was developed through pilot workshops in collaboration with 12 UBC departments / units in Arts, Applied Science, Science, Land and Food Systems, and Medicine. Total attendance for these specific workshops exceeds 400 students. Based on feedback from these department-specific workshops, a general-audience version has run three times since Jan 2015. The May 2015 iteration will be hosted in partnership with the Graduate Student Society, for a larger audience. So far over 30 graduate students have attended this new workshop.
3. Additional new and returning workshops have been developed and run through partnership with the Graduate Pathways to Success program, including the aforementioned Panic to Power workshop. Additional topics have included networking, LinkedIn, job interviews, self-assessment & reflection (through Clifton StrengthFinder), and career search strategies.
4. Hired, trained, and supported two work-learn students as Graduate Community Animators who act as mentors, researchers, and program assistants as well as provide peer-to-peer career coaching.
5. Unpacking the PR: Career Strategies for International Graduate Students: 3 workshops presented in partnership with International Student Development. Attended by over 400 international graduate students. These panel event connected current international graduate students with UBC international graduate student alumni.

6. The online space [students.ubc.ca/career](http://students.ubc.ca/career) has been further populated with resources — resume and cv samples (built with faculty and employer input), video tutorials, tip sheets, and articles — that specifically meet the needs of UBC graduate students.

**Evaluation of Project's Success**  
(Include evidence of rigorous evaluation.)

- Leveraging TLEF funding, we engaged with 1,924 graduate students in-person from June 2014 to March 2015 through workshops, events, and advising, a 50% increase compared to the 2013/2014 academic year, and more than triple the number of graduate students engaged over the 2012/2013 academic year.
- A broad range of graduate students have attended our events, which is evidence of the success of our programming. Consistent with last year's figures, over 90 departments and programs participated in CSI&C and GPS workshops and events this year, from the faculties of Science, Arts, Applied Science, Business, Land and Food Systems, Forestry, and Medicine. For example, 72 academic disciplines were represented at our Nov 18 graduate student career symposium. The increase in the diversity and number of students who engage with our events and advising is evidence that graduate students view our work as necessary and relevant.
- The quantitative feedback and qualitative feedback gathered from students has not only been extremely positive, but has also provided a wealth of useful suggestions for improvements. Two of the new workshops this year (Graduate Career Skills and the Permanent Residency events) were both developed based directly on student feedback, and these events have been extremely successful. For both these events, we had to cap registration, and / or offer more instances of these events to keep up with demand. On average, 95% of students would recommend CSI&C and GPS workshop to their colleagues. Here are some sample comments:

*"I've gotten a job! Without your help with in assisting my professional development, I don't know if I would be here right now."*

*"I appreciated the set up and framework of the workshop. It was a great opportunity to reflect personally and as a group."*

*"I had no idea there was so much support for graduate students for career decisions. I have a much better idea of how to plan my future now!"*

- Throughout this evaluative process, it has become clear that more departments, students, and staff are requesting our services, for advising, workshops, or in assisting with existing events. All but two of the departments with whom we have partnered this year have follow-up, asking about support and programming for their graduate students next year.
- New partnership opportunities (including with entrepreneurship@UBC, Let's Talk Science, and the Centre for Community Engaged Learning) further indicate the demand for our services and events, and are a reminder to us to coordinate our efforts to support as many graduate students as possible with their professional decisions.