



## Summary Report--Workshop A

Date & Time: Friday, November 14, 2014 3-5 pm

Facilitators: Dr. Monica Cox, Associate Professor at the School of Engineering Education, Purdue University; Ms. Cyndi Lynch, Director at the Office of Fellowship and Professional Development, Graduate School, Purdue University.

Workshop A was co-hosted by Dr. Cox and Ms. Lynch. The topic for the first half was *Translating Empirical Research into Professional Development Practices for Graduate Students and Future Faculty*. Dr. Cox gave an overview of three empirical research projects on doctoral education, including the classroom observation research, interdisciplinary traineeship, and different career paths for doctoral students. Based upon the practical implications of empirical research, she organized three groups to discuss practical ways to prepare future faculty, develop leaders and team players, and pursue different career paths. Practical strategies were proposed for these topics.

For preparing future teachers, practical strategies that were proposed are as follows: to know different career paths for doctoral students; to train teaching assistants; to promote students' connection to the network of other faculty; to note students' differences; etc.

For leadership and team work, strategies included creating authentic experiences, conducting peer review of the collaborative process and leadership experiences among team members, etc.

For doctoral students to pursue different career paths, the importance of developing a variety of self-skills was highlighted. Also mentioned was the critical role of using case studies so students can be aware of real world experiences.

In the second part, Ms. Lynch gave a brief presentation about *Strategies and Activities for Graduate Student Professional Development*. She discussed two professional developmental courses for graduate students at Purdue University—Preparing Future Faculty and Preparing future professionals. With a large international student population, especially Chinese student group, the professional development experience is quite relevant to a Chinese higher educational context. For the ones who would like to stay in academia, speakers including seasoned faculty, departmental heads, deans, and even provosts were invited to discuss different aspects of a faculty life including teaching, research and service. For the graduate students who would like become future professionals, learning activities and roundtables with company representatives were hosted to provide a road map in terms of skills sets and experiences that were needed for future professionals.

In summary, Dr. Monica Cox and Ms. Cyndi Lynch brought in both the researcher's and practitioner's perspectives to share and facilitate possible professional development of doctoral students in an international higher educational context. Practical strategies were proposed for possible translation into educational practices.