2023 GPDN-RPESP Annual Conference

Building Community: from Practice to Action

Dates: Tuesday, November 7 and Wednesday, November 8, 2023

Location: Delta Ocean Pointe Resort, Victoria, B.C.
      100 Harbour Rd, Victoria, BC V9A 0G1
      Hudson Room

Time: 8:30 am - 6:00 pm PT – N.B.: the table below follows local (Pacific) time. Eastern time provided in grey as reference only.
      (11:30 am - 9:00 pm ET)

DAY 1: NOVEMBER 7

Time (PT) (ET)	Session	Details
8:30 – 9:00 am (PT) 11:30 – 12:00 pm (ET)	Registration and welcome	Coffee and light breakfast served
9:00 – 10:00 am (PT) 12:00 – 1:00 pm (ET)	Opening Panel *Presenters in-person and online*	**Peer Mentorship Programs in Graduate Studies: A Cross-Canada Snapshot** Moderator: Danielle Barkley, University of British Columbia Panelists ● Melissa Dalgleish, Program Manager, TRIANGLE Canada ● Elana Geller, Learning Specialist, University of Saskatchewan ● Megan Hébert, Coordinator, Professional Development, University of Lethbridge
10:00 – 10:10 am (PT) 1:00 – 1:10 pm (ET)	Break	Coffee served
10:10 – 11:10 am (PT) 1:10 – 2:10 pm (ET)	Lightning Talks *Presenters in-person and online*	● GradPD: Creating an Institutional Community and Fostering Connections for Success (Mabel Ho & Kala Hirtle, Dalhousie University) ● Supporting Graduate Students through Centralizing a Community of Support (Charity Slobod, Simon Fraser University) ● Sharing a Coffee for Better Connection: Fostering Inclusivity within Our Research Community (Julie Mantovani, Université de Montréal)
11:10 – 11:20 pm (PT) 2:10 – 2:20pm (ET)	Break	(On your own)

11:20 – 12:20 pm (PT) 2:20 – 3:20 pm (ET)	Lightning Talks *Presenters in-person*	● Bridging Academic and Non-Academic Development in Arts & Science (Joel Rodgers, University of Toronto) ● Beyond Writing: Support Groups for Doctoral Perseverance (Julie Mantovani, Université de Montréal) ● Writing Retreats: Building Community while Building Skills (Colette Steer, Queen's University)
12:20 – 12:45 pm (PT) 3:20 – 3:45 pm (ET)	Break	Lunch served at 12:30
12:45 – 2:00 pm (PT) 3:45 – 5:00 pm (ET)	Lunch and AGM	AGM agenda TBD (will be sent by email)
2:00 – 3:00 pm (PT) 5:00 – 6:00 pm (ET)	Networking	In-person facilitated networking

DAY 2: NOVEMBER 8

Time (PCT)	Session	Details
8:30 – 9:00 am (PT) 11:30- 12:00 pm (ET)	Day 2 Welcome	Coffee and light breakfast served
9:00 – 10:00 am (PT) 12:00 - 1:00 pm (ET)	Lightning Talks *Presenters in-person and online*	● Creating a Postdoc Community of Teachers and Leaders: Transforming Postdoc Education in Canada (Katie George, McMaster University) ● (Re)Building the Graduate Community: Creating Structured Yet Informal Spaces (Jessica Bailey, University of Toronto Mississauga) ● Ambassador Program Foundation: Fostering a strong supervisory culture in academia (Amélie Bourdiec & Emily Bell, McGill University)
10:00 - 10:10 am (PT) 1:00 - 1:10 pm (ET)	Break	Coffee served
10:10 - 11:30 am (PT) 1:10 - 2:30 pm (ET)	Lightning Talks *Presenters in-person and online*	● Applying for Academic Jobs in 12 Weeks: Creating Community for Academic Job Seekers (Chantelle Thauvette & Agata Rybałkiewicz, McGill University) ● Implementing a student-led approach to the PhD Job Shadow Program (Phil Miletic & Laura Blanco-Murcia, University of Waterloo) ● Developing programming while building bridges: a graduate mentorship program with industry partners (Helen Miliotis, University of Toronto) ● The Joyful Grad as Root and Leaf of Community (Ellyn Kerr, University of Toronto)

11:30 - 12:30 pm (PT) 2:30 - 3:30pm (ET)	Lunch	Lunch served
12:30 - 1:30 pm (PT) 3:30- 4:30 pm (ET)	Closing Keynote *Speaker Online*	**Building a Supportive Community for Students on the Journey to Their Graduate Degrees** Dr. Leela Viswanathan, Adjunct Associate Professor, FCIP, RPP Queen's University, author of *The Deliberate Doctorate: A Values-Focused Journey to your PhD* Complete this form to share your key insights about *The Deliberate Doctorate* and inform an. interactive discussion during the latter half of the closing keynote
1:30 - 3:00 pm (PT) 4:30- 6:00 pm (ET)	Networking	In-person opportunity to connect

Opening Panel (Day 1)

Peer Mentorship Programs in Graduate Studies: A Cross-Canada Snapshot

At this panel, three GPDN-RPESP members will share three diverse peer mentorship models currently running at the University of Saskatchewan, the University of Lethbridge, and at universities across Canada via the TRIANGLE national research training program for researchers in GI and liver.

By the end of the session, attendees will be able to:
- Understand three possible models for establishing graduate peer mentorship programs;
- Describe and anticipate peer mentorship program best practices and pitfalls;
- Identify graduate student needs for which peer mentorship programs may be a helpful solution; and,
- Consider how to create safe peer mentorship spaces that promote community building, vulnerability, growth, and student success (especially of historically marginalized students).

Panelists:

Dr. Melissa Dalgleish (she/they) is the Program Manager for TRIANGLE (Training a New Generation of Researchers in GI and Liver) Canada and a Past President Emerita of the GPDN-RPESP. She has been designing, launching, and running graduate and postdoctoral development programs and PD-focused research projects since 2012. They are also a life, ADHD, and autism coach for neurodivergent and/or queer women and non-binary people. Her writing on graduate and postdoctoral careers has appeared in IHE, the Chronicle of Higher Education, University Affairs, and in publications from university presses at Rutgers, Syracuse, and Kansas. They live into Toronto with their spouse, 5-year-old, and two very chonky cats.

Megan Hébert, MEd. is the Coordinator of Professional Development in the School of Graduate Studies at the University of Lethbridge. Her current work focuses on the development of professional skills through offering professional development programs, supporting graduate employment through peer mentorship and graduate student competitions in addition to postdoctoral professional development. Megan completed her MEd at the University of British Columbia, focusing on Adult Learning and Global Change. Megan's past experience includes providing career support and career development opportunities for trades, certificate, diploma and applied bachelors students at Lethbridge College.

Elana Geller is a Learning Specialist, Peer Assisted Learning, with the University Library at University of Saskatchewan. Her current work includes working with graduate student peer mentors, helping them develop their skills to effectively mentor their peers transition to graduate academic work. Elana also works in the areas of student leadership development, critical thinking, and academic integrity.

Lightning Talks (Day 1)

GradPD: Creating an Institutional Community and Fostering Connections for Success

The Faculty of Graduate Studies (FGS) launched GradPD in January 2021 at Dalhousie University to support individuals for success during their time at university and prepare them for their future careers. Alongside the GradPD framework and Certificate program, a pan-university Graduate Professional Development Committee was created to connected multiple partners university wide. This community features internal and external stakeholders developing programming specifically for graduate students and postdoctoral scholars. In this session, we will be sharing how this community evolved over time and what has been done to sustain this connection while setting up new initiatives.

GradPD provides a centralized hub for graduate students and postdoctoral fellows to discover and build self-efficacy in a holistic and inclusive manner. Community partners collaborate to support and leverage resources and expertise to elevate scholars' experiences at Dalhousie. We demonstrate this collaboration by focusing on one of the GradPD key partners, The Writing Centre.

We will be discussing two programs that impact graduate student and postdoctoral fellow success while facilitating meaningful relationships across campus because of the expansion and growth of our committee. First, we share the successes of the Writing Accountability Community, which includes Writing Week and a Daily Pomodoro writing group. Next, we discuss how 3MT has been elevated through collaboration with internal and external partners.

By the end of this session, participants will discover practical strategies in nurturing thriving communities, identify stakeholders and partners at their institutions, and recognize the importance of sustaining these partnerships for programming success.

Presenters:

Mabel Ho (PhD) is the Director of Professional Development and Student Engagement at Dalhousie University. At Dalhousie, she chairs the GradPD Committee, is part of the executive board of the BIPOC Graduate Student Mentorship Academy, and the CIRTL@Dal board. Nationally, she serves on the GPDN-Canada Board and the Canadian Association of Graduate Studies.

Kala Hirtle (PhD) is a Writing Advisor at the Dalhousie Writing Centre. She is the co-chair of a Student Affairs EDIA committee and is particularly interested in how Writing Centre work and writing communities intersect with graduate student and postdoctoral fellow success.

Supporting Graduate Students through Centralizing a Community of Support

Simon Fraser University is known as the "Engaged University" and connects its programs and research to the surrounding communities; however challenges arise when building a sustainable community for graduate students. For example, SFU Burnaby – its largest campus – is rather isolated and remote, and its other programs are spread across different regions across Vancouver's lower Mainland. Not only do students not get many opportunities to cross each and different disciplines, but they also report a lack of knowledge about the wide array of services available to them as they complete their studies.

Unfortunately, they often only find out about particular services when it's already too late (they need to go on leave or even face academic discipline).

The creation of the Graduate Student Engagement Committee (GSEC) is to leverage a network of professionals who provide services for graduate students, and by using our current networks and portfolios, highlight any gaps and share the workload. Together, we aim to build solutions to further support the graduate student experience and help ensure students do not fall through the cracks as they navigate all the challenges of graduate school.

We are currently in the building phase of this committee, but with our first few meetings, we have already identified several key issues and potential directions for increased student retention and engagement. I believe sharing this initiative at the GPDN Annual Conference would provide valuable insights to the attendees of this lightning talk.

Presenter:

Charity Slobod is the Professional Development & Student Experience Coordinator, Graduate Studies, at Simon Fraser University. In this role, she helps graduate students develop their strengths, values, and share their wonderful reserves of knowledge with the public in events like the Three Minute Thesis competition. Previously, she worked in 10+ years in outreach and professional development programming for graduate students at the University of Alberta. For her master's thesis, she combined her love of comic books, languages, critical and cultural theory to enthusiastically complete her degree. When not reading graphic novels, you can find her frolicking outside, or trying (and seldom succeeding at) her numerous artistic pursuits.

Sharing a Coffee for Better Connection: Fostering Inclusivity within Our Research Community | Partager un café pour mieux se connaitre : Favoriser l'inclusivité au sein de notre communauté de recherche

During the pandemic, we identified a challenge within our research institute, consisting of 400 members, including 100 graduate students: it was challenging to establish connections among colleagues without common projects. In response to this observation, we launched the innovative pilot project 'Connection Breaks,' aimed at encouraging informal meetings among members of our community, thereby promoting cohesion and inclusion. This project is voluntary in nature. Each month, participants receive an email with their designated partner for the month, two icebreaker questions, and a commitment to spend 15 minutes for a meeting over a cup of coffee or tea, provided by the institute. The objective is to facilitate unexpected encounters, bringing together individuals from diverse backgrounds, such as a professor with a finance technician or an intern with an executive. By promoting these interdisciplinary interactions, our project aims to enhance mutual understanding, expand the network of contacts within the institute, and strengthen the sense of belonging. In 2023, I was awarded the Rector's Prize at the University of Montreal in the 'Innovation' category for the 'Connection Breaks' project. We believe that this project contributes to breaking isolation, promoting inclusivity, and building a more cohesive community within our research institute. This innovative model for establishing interpersonal connections demonstrates how small interactions can have a significant impact on the cohesion and effectiveness of our academic community.

Pendant la pandémie, nous avons constaté un défi au sein de notre institut de recherche composé de 400 membres, dont 100 étudiants et étudiantes aux cycles supérieurs : il était difficile de créer des liens entre collègues sans projets communs. En réponse à ce constat, nous avons lancé le projet pilote novateur « Pauses connexion », visant à encourager des rencontres informelles entre les membres de notre communauté, promouvant ainsi la cohésion et l'inclusion. Ce projet repose sur le volontariat. Chaque mois, les participant(e)s reçoivent un courriel avec leur binôme du mois, deux questions brise-glace, et un engagement à consacrer 15 minutes à une rencontre autour d'un café ou d'un thé, offert par l'institut. L'objectif est de susciter des rencontres improbables, rapprochant des individus aux parcours divers, tels qu'une professeure avec un technicien en finances ou une stagiaire avec un cadre de direction. En encourageant ces interactions interdisciplinaires, notre projet vise à enrichir la compréhension mutuelle, à élargir le réseau de contacts au sein de l'Institut, et à renforcer le sentiment d'appartenance. En 2023, j'ai remporté le Prix du Recteur de l'Université de Montréal, catégorie "innovation" avec le projet « Pauses connexion ». Nous croyons que ce projet contribue à briser l'isolement, à favoriser l'inclusion, et à construire une communauté plus solide au sein de notre Institut de recherche. Ce modèle innovant de création de liens interpersonnels montre comment de petites interactions peuvent avoir un impact significatif sur la cohésion et l'efficacité de notre communauté académique.

Presenter:

Julie Mantovani, Ph.D., est la directrice des Affaires académiques de l'Institut de recherche en immunologie et en cancérologie (IRIC) de l'Université de Montréal. Elle a obtenu son doctorat en biologie moléculaire en 2007 à l'Université d'Évry Val d'Essonne en France. Après un post-doctorat en biologie à l'Université McGill, elle a rejoint les Affaires académiques de l'IRIC en 2011.

Julie dirige le bureau des Affaires académiques de l'IRIC depuis 2017. Sa connaissance approfondie des milieux universitaires et de la recherche lui permet de développer des projets qui répondent aux besoins des étudiantes et étudiants aux cycles supérieurs tout en améliorant différents aspects de la vie académique de l'Institut. Cela inclut le soutien académique des étudiant(e)s, le financement étudiant, le développement de partenariats locaux, nationaux et internationaux, le renforcement des compétences interdisciplinaires, l'orientation professionnelle des étudiant(e)s après l'obtention de leur diplôme, entre autres initiatives.

En reconnaissance de ses contributions exceptionnelles, l'équipe des Affaires académiques a reçu le Prix d'Excellence en Enseignement de l'Université de Montréal en 2020, dans la catégorie Innovation - Soutien à la Réussite Étudiante. En 2023, Julie elle-même a été honorée du Prix du Recteur de l'Université de Montréal, catégorie Innovation.

Julie Mantovani, PhD, is the Head of Academic Affairs at the Institute for Research in Immunology and Cancer (IRIC) at the University of Montreal. She earned her doctoral degree in Molecular Biology in 2007 from the University of Évry Val d'Essonne in France. Following a postdoctoral fellowship in Biology at McGill University, she joined IRIC's Academic Affairs in 2011.

Julie has been leading the Academic Affairs office at IRIC since 2017. Her extensive knowledge of the academic and research landscapes enables her to develop projects that cater to the needs of graduate students while enhancing various aspects of the academic life at the Institute. This includes academic

student support, student funding, fostering local, national, and international partnerships, developing interdisciplinary skills, career guidance for students post-graduation, among other initiatives.

In recognition of her outstanding contributions, the Academic Affairs team received in 2020 the University of Montreal's Excellence in Teaching Award in the category Innovation - Student Success Support. In 2023, Julie herself was honored with the University of Montreal Rector's Award in the Innovation category.

Bridging Academic and Non-Academic Development in Arts & Science

In 2022, my team launched the PhD Progress and Pathways Project, a research ethics-approved, exploratory study of the doctoral experience in the Faculty of Arts & Science at the University of Toronto. The project aimed at identifying long-term obstacles and supports that persist beyond the immediate challenges of the COVID-19 pandemic. Through an online survey and a series of focus groups, we solicited doctoral students' and candidates' qualitative experiences in their programs, as well as their aspirations for academic careers. In total, 682 respondents completed the online survey (23.2% of all A&S PhDs), and 18 respondents participated in focus group discussions. Responses confirmed several expected and related challenges faced by doctoral students (e.g., COVID-19 emergencies, insufficient funding, issues with mental health), while also revealing a significant desire among doctoral candidates for increased community and professional development. Doctoral candidates (especially among the social sciences and humanities) frequently mentioned a need for further training in research and pedagogy in the same sentence as a need for developing marketable skills for jobs outside the traditional tenure-track market. This brief talk will summarize the conclusions of our project (aggregated by disciplinary sector), and outline the consequent strategies we are using for creating programming that bridges academic and non-academic development at the unit and divisional levels.

Presenter:

Joel Rodgers, PhD, works to improve graduate education and professional development in the Faculty of Arts & Science at the University of Toronto. He works directly with graduate units to create new professionalization activities (e.g., career panels with alumni, science communication certifications), and he coordinates programming for graduate students on finding meaningful work within and beyond the traditional academic job market. In addition, he co-coordinates a TA training program that enables specialized teaching assistants to embed discipline-specific writing practices in undergraduate teaching.

Beyond Writing: Support Groups for Doctoral Perseverance | Au-delà de la rédaction : groupes de soutien pour la persévérance doctorale

The period of writing a doctoral thesis can be a stressful and solitary time for students, presenting risks such as exhaustion, isolation, and loss of motivation. In order to support the student community at our Institute through this crucial phase, we have established writing support groups in partnership with a psychologist from the Student Success Center at the University of Montreal.
These groups, consisting of 4 to 5 students, meet regularly with the Director of Academic Affairs. These meetings allow participants to assess their progress, receive peer support, create a sense of belonging, alleviate isolation, and set goals for the next work period.

The benefits of these groups are manifold, extending beyond academic writing. They address topics such as impostor syndrome and the specific challenges faced during graduate studies. Since 2020, approximately thirty students have participated in these groups, joining between their 3rd and 5th year of doctoral studies and remaining for periods ranging from 6 months to 2 years.

It is important to note that these groups emphasize sharing, well-being, support, and perseverance rather than academic performance. By providing a space for support and community, we assist our students in overcoming the challenges associated with thesis writing and in successfully completing their doctoral journey.

La période de rédaction d'une thèse de doctorat peut être une période stressante et solitaire pour les étudiants et étudiantes, présentant des risques tels que l'épuisement, l'isolement et la perte de motivation. Dans le but d'accompagner la communauté étudiante de notre Institut à travers cette étape cruciale, nous avons créé des groupes de rédaction, en partenariat avec une psychologue du Centre étudiant de soutien à la réussite de l'Université de Montréal. Ces groupes, composés de 4 à 5 étudiant(e)s, se réunissent régulièrement avec la directrice des affaires académiques. Ces rencontres permettent aux participants et participantes de faire le point sur leur avancement, de recevoir un soutien par les pairs, de créer un sentiment d'appartenance, de briser l'isolement, et de définir des objectifs pour la prochaine période de travail. Les bénéfices de ces groupes sont multiples, allant au-delà de la rédaction académique. Ils abordent des thématiques telles que le syndrome de l'imposteur et les défis spécifiques aux cycles supérieurs. Depuis 2020, une trentaine d'étudiant(e)s ont participé à ces groupes, rejoignant entre leur 3e et 5e année de doctorat et y restant de 6 mois à 2 ans. Il est important de noter que ces groupes mettent l'accent sur le partage, le bien-être, l'accompagnement, et la persévérance plutôt que sur la performance académique. En fournissant un espace de soutien et de communauté, nous aidons nos étudiants et étudiantes à surmonter les défis liés à la rédaction de thèse, ainsi qu'à l'achèvement de leur parcours de doctorat.

Presenter:

Julie Mantovani, Ph.D., (see bio above)

Writing Retreats: Building Community while Building Skills

The School of Graduate Studies and Postdoctoral Affairs (SGSPA) at Queen's University offers a series of writing retreats intended to assist graduate students in creating space for focused writing, as well as to enhance their writing and time management skills. The unexpected outcomes of these retreats (which vary in length from a single day to a full week) have been the networks and communities that have emerged among participants, which extend beyond the conclusion of the retreats. This presentation will outline the various writing retreats offered by the SGSPA and describe how community has been fostered, built, and maintained through these programs.

Presenter:

Colette Steer is a proud Aussie who came to Queen's University and the graduate office in 2007 after spending most of her life working in sport in Australia and New Zealand. While her role was originally for graduate recruitment only, it wasn't long before the portfolio expanded to include special events, academic and professional development, research showcases and the overall graduate experience.

Although teaching Canadians some Strine (Aussie lingo) has not been easy, it has not deterred her from loving her work and establishing a great network of colleagues around the country.

Lightning Talks (Day 2)

Creating a Postdoc Community of Teachers and Leaders: Transforming Postdoc Education in Canada

A postdoctoral fellowship is a transient position that can be crucial to informing the next steps in ones, professional career. With a typical length of 1-4 years, the pressure to publish research papers is staggering. There is a ticking clock ever counting down to the end of their fellowship. Time limitations create reluctance for many postdocs to engage in social events or professional development. In a world where skill development and socialization can be viewed as simply, "another thing to do," in an already pressed time line of commitments, many programs and social offerings can be missed opportunities for these elite researchers. McMaster University has partnered with the McCall MacBain Foundation to start a pioneering program to invest in postdoctoral education of teaching and leadership skills. In this presentation, we share the lessons learned in 4 years of implementing an intensive postdoc training program to position our future professors to not just effectively build life-long learning paths, but to create a lasting community.

LO1: Understand the core guiding principles and goals of the McCall MacBain PDF program
LO2: Analyze aspects of the program and how it may be implemented within your University
LO3: Discuss barriers and create solutions to increase postdoc participation in programing, training and socialization.

Presenters:

After 16 years of experience teaching in higher education and working clinically within the field of brain injury rehabilitation, Katie George jumped into the world of postdoctoral education. In her recent appointment as Program Manager at the McCall MacBain Postdoctoral Fellows Teaching and Leadership Program (out of McMaster University), she applies her skills in cognitive science, educational principles and leadership to each incoming cohort. Creating a cohort community of postdocs has been one of the most enriching aspects of this new appointment. Katie looks forward to what each new academic year brings and how the program can help to shape and evolve the ever-changing world of postdoctoral training.

Dr. Joe Kim is an Associate Professor in Psychology, Neuroscience & Behaviour at McMaster University. He coordinates the innovative MacIntroPsych program (macintropsych.com), directs the Education and Cognition Lab (www.edcog.ca), organizes the annual McMaster Symposium on Education & Cognition (www.edcog.mcmaster.ca) and is the program director for the McCall MacBain Postdoctoral Fellows Teaching and Leadership Program. His research interests include multimedia learning principles and evidence-based approaches to education and training.

(Re)Building the Graduate Community: Creating Structured Yet Informal Spaces

Located approximately 30 km from the downtown Toronto campus, the University of Toronto Mississauga (UTM) campus is home to a community of over 900 professional and research-based graduate students. From formalized data collection to simply putting a face to a name at social events, the Robert Gillespie Academic Skills Centre (RGASC) has sought to build programming at UTM based on the voices of the graduate community. The increased availability of online programming since the COVID-19 pandemic has made tri-campus supports and resources more accessible for UTM graduate students. Now, at a time when more in-person programming is desired by varying stakeholders, we reflect and are reminded of the lessons we have learned to (re)build the graduate community on campus.

This session focuses on a collaboration between the RGASC and the Collaborative Digital Research Space's (CDRS) in-person writing workshop, Demystifying the Research Writing Process. This session aims to show how outreach and ongoing data collection influences graduate programming priorities; discusses how collaborations amongst support units builds community before events are hosted; demonstrates how interactive facilitation strategies between attendees, guest speakers, and event facilitators builds community among individuals in the space; and identifies administrative and logistical challenges in building community.

Presenter:

Jessica Bailey is the Graduate Student Support Strategist at the Robert Gillespie Academic Skills Centre within the Institute for the Study of University Pedagogy at the University of Toronto Mississauga. Jessica coordinates the delivery of academic and professional skills support for graduate students in one-on-one, small group, and classroom contexts. Jessica also conducts research on the effectiveness of UTM's graduate student programming and identifies opportunities for the programming's growth and development.

Ambassador Program Foundation: Fostering a strong supervisory culture in academia

In the spring of 2022, the McGill-affiliated TREMPLIN consortium conducted a comprehensive survey focused on improving the career preparation and skills development of graduate students and postdoctoral fellows. The results revealed a diverse trainee community with varied aspirations, goals and trajectories. From students with well-defined career paths in mind to those exploring their options, the data highlighted a wide diversity of career aspirations, both academic (37%) and non-academic (63%). However, a disparity emerged between participants' interest in career development and their motivation to actively pursue it.

To bridge this gap, we are proposing an innovative initiative that will enable our community of trainees to take responsibility for their own career development. TREMPLIN aims, among other things, to position supervisors as essential partners in fostering personal growth, awareness and a stimulating learning environment. Recognizing the considerable influence of supervisors on graduate students' careers, this initiative aims to equip them with the right resources to effectively support diverse career aspirations-explorations.

The initiative will begin by convening focus groups of supervisors at different stages of their careers to address contemporary STEM career challenges and soliciting their creative problem solving capacities to the development of a solid framework for the Ambassador program.

We envision the Ambassadors program reshaping the culture of graduate and postdoctoral mentoring, empowering students and strengthening ties within our research institutes' community. By improving

relationships, we expect to have a transformative impact on students' professional growth and the supervisory environment.

Presenters:

Amélie Bourdiec, MsC (Physiopathology), PhD (Immunology) is the Manager of the new TREMPLIN consortium, a collaborative initiative of McGill University-affiliated health research centers composed of the DCAT of the Research Institute of the McGill University Health Centre, the Lady Davis Institute, the Douglas Research Centre, and the CRBS who have joined forces to design innovative professional and career development activities. Having shared her career between industry and academia, she brings 15 years of expertise in health research, including strategic planning, critical thinking and interdisciplinary teamwork. Her leadership has been demonstrated at renowned institutions, including Université Laval and the Research Institute of the McGill Health Centre. Her understanding of career exploration in the life sciences is a great asset to her new mission.

Emily Bell MSc (Psychiatry) PhD (Psychiatry) Postdoctoral fellow (Neuroethics) is Associate Director of the Desjardins Centre for Advanced Training of the Research Institute of the McGill University Health Centre which is responsible for supporting the professional and career development of the approximately 1200 trainees at the RI-MUHC. From 2010-2015 she was a researcher with NeuroDevNet, a Canadian Network of Centres of Excellence and has been awarded support, in the form of fellowships and operating grants, from the Social Sciences and Humanities Research Council, FRQS, the CIHR and Killam Trusts. Always interested by teaching and learning, she taught psychology at a community college throughout her PhD studies and later became an Adjunct Professor at McGill where she still teaches a course on ethics and integrity for the Integrated Program in Neuroscience. She blends her experience in higher education and in health research to develop structured career development and mentorship programs for trainees at the RI-MUHC, to conduct research on the career paths of scientists, and she regularly advises trainees about career in the life sciences. In 2018, Emily completed the Canadian Association of Career Educator and Employers' (CACEE) Career Educator Certificate. Emily is currently a principal investigator on CANTRAIN (CIHR funded clinical trial training platform) and co-applicant on the McGill-Affiliated TREMPLIN Consortium.

Applying for Academic Jobs in 12 Weeks: Creating Community for Academic Job Seekers

For graduate students and postdocs who thrive in their collaborations with colleagues, an academic job search can be an utterly isolating experience. Going on the market often means multiple years of late nights drafting applications, facing repeated rejections, and nurturing professional connections in ways that can feel transactional. In this lightning talk, we will discuss a new pilot program at McGill University's Career Planning Service called "Accelerate your Academic Job Search", a coaching circle for PhD Candidates and Postdocs searching for full-time academic positions. Built for fans of Wendy Laura Belcher's Writing your Journal Article in 12 Weeks, this program provides group members with structure, accountability, and peer support as they craft an academic job application. Students in the program meet twice a month in small groups to discuss elements of an academic job application and their interview counterparts (e.g., teaching dossier / teaching demo). While many academic programs have excellent disciplinary-specific resources on academic jobs, the Accelerate program provides space for early career researchers to build community with fellow job seekers who are not in competition with one another. At the end of the 12-week pilot, groups decide collectively whether to stop meeting regularly or to continue autonomously as peer-led communities.

Attendees will learn about the format of the program from a practitioner perspective (recruitment, 12-week structure, asynchronous virtual space, etc.). Attendees will also learn which tools are working

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Development Network   études supérieures et postdoctorales

best to boost engagement and build rapport between participants in the first pilot cohort (which concludes in December 2023).

Presenters:

Chantelle Thauvette is a Graduate Career Advisor at McGill University's Career Planning Service, where she creates professional development programming for Master's, PhDs, and Postdocs. She has been working in the field of graduate education for 3+ years as a career development practitioner.

Agata Rybałkiewicz is a Graduate Career Advisor at McGill University's Career Planning Service, supporting Master's, PhDs, and Postdocs through advising and workshops. She has over nine years of experience coaching, mentoring, and engaging with university and high school students in Canada, the US, and Japan.

Implementing a student-led approach to the PhD Job Shadow Program

Having a diversity of mentors within academia is instrumental for supporting Ph.D students in exploring career options (Mallik 2021; Brewer 2021). Our Ph.D Job Shadow Program supports students in broadening their career options by connecting them with on-campus staff mentors who either hold a PhD or work with colleagues who hold an advanced degree. The program experience is a 4-8h opportunity for students to shadow their hosts and collaborate on a case study to gain further insight into the skills they have that they can bring to their host, role or similar. Rather than select potential hosts from a list of recruited staff members as in previous years, our 2023 iteration required students to select their hosts as part of their application based on their research of campus staff and using our application guides to further enhance the mentorship experience.

In our presentation, we will share findings from running the 2023 iteration of the program, including survey and interview data from hosts and students. We will focus on how designing a student-led approach in the program built confidence in PhD students' own career development during the program in contrast to previous years. Additionally, we will detail the value of keeping the program within the campus community as it strengthens community building on campus and creates strong connections within the "alt-ac"fields.

Learning Outcomes

By the end of the presentations, we will have covered the program's ability to:
- provide structure and connections to multiple mentorships on campus.
- broaden PhD students' understanding and awareness of career paths.
- build confidence in applying PhD skillsets across several contexts

Presenters:

Phil Miletic (he/him) is a Career Advisor at the University of Waterloo currently supporting initiatives dedicated to graduate student Work-Integrated-Learning programming. Outside of his work, he enjoys genre fiction and media, playing RPGs, and going to concerts.

Laura Blanco-Murcia (she/her) is a Ph.D. candidate in the Sustainability Management program at the University of Waterloo. She has a Master of Liberal Arts in Sustainability from Harvard University, and a

Bachelor's degree in Psychology from Pontificia Universidad Javeriana. Laura served as an instructor, academic advisor, and researcher for 3 years at Pontificia Universidad Javeriana. She also worked as a consultant with UNICEF on research and communication projects, and has more than 6 years of experience in market research. Currently, Laura is the Graduate programming Coordinator at the Center for Career Development at the University of Waterloo, where she leads the Job Shadow Program and supports the development of other Grad WIL programs.

Developing programming while building bridges: a graduate mentorship program with industry

Graduate students contemplating multiple career paths often cite a lack of exposure to mentors from beyond academia to help inform their next steps. To this end, a pilot mentorship program was developed (Physiology Meets Business). Specifically, all students in the Master of Health Science Medical Physiology program were initially exposed to a panel of industry professionals for an online career talk during one of their core courses. After class, students that wished to further their exposure to the topic were invited to submit applications to be considered as a mentee for a co-curricular mentorship program where they would be matched to industry panelists that would serve as mentors. Pairs met an average of once per month over a six-month period. Anonymous exit surveys showed overwhelmingly positive feedback. In the 2022 cohort, 100% of mentee respondents agreed that "The PMB was a valuable experience, regardless of what career path I choose", and 100% of mentor respondents agreed that "The PMB provided an opportunity to give back to the development of others". This program was developed at no-cost as it was organized online, thus overcoming any budgetary constraints. Furthermore, it served to build institutional communities with external partners.

In this session, participants can learn how the PMB program can be used as an actionable strategy and model for adaptation by other units as a low-cost option to expose students to different careers and build communities with external stakeholders.

Presenter:

Helen Miliotis is an Assistant Professor (Teaching Stream) in the Department of Physiology at the University of Toronto. Helen completed her PhD in the Institute of Medical Science at the University of Toronto, studying cell signalling pathways implicated in autoimmunity. Her interest in combining her scientific training with education led her to study student development theory at the Ontario Institute for Studies in Education where she earned a Certificate of Leadership in Higher Education. She is a faculty member in the Department of Physiology at the University of Toronto. In her teaching roles, beyond foundational human physiology courses at the undergraduate level, she teaches graduate students professional development with the aim to complement their scientific training with professional skills to be successful after graduation. Most recently, Helen was named the inaugural Program Director for the newly launched MHSc in Medical Physiology degree.

The Joyful Grad as Root and Leaf of Community

Learning and professional development often implicitly seem viewed as individual pursuits, wherein students navigate (albeit supported) paths to levels of achievement and competency. In reality, professional and scholarly development inextricably exist within, and consist in, a social context (as evinced by social cognitive neuroscience, and long understood in Indigenous wisdoms). From

observation, the most persistent and intense source of university student stress is often the academic path itself, steeped in evaluative artifacts of neoliberal, colonial, individualistic learning structures. As such, the academy has a responsibility to deeply support a genuinely holistic academic experience (Joseph & Kerr 2021) that recognizes, leverages, and corrects the social learning environment, for postgraduate students both in scholarly-research and professional degrees.

Learning and development happen best when the socioecology of the learning environment recognizes the *how* of how students actually learn. Proactive development of the joyful learner is proposed as a root source both of creating and supporting community for postgraduate students: it is the joyful learner who can best reify both their sense of fulfillment and purpose, and their potential contribution to their field and to their communities. This lightning talk presents learning frameworks for participants to:

- Envision joy as the basis for optimal individual learning and community development

- Recognize the deeply social reality of academic learning

- Consider a holistic meta-learning curriculum that transcends a weighted focus solely on cognitive learning

- Acknowledge unity of academic learning and professional development, within the graduate context

- Respect wisdoms of Indigenous and whole-person views of the self and of learning and development

Presenter:

Ellyn Kerr, MSc (she/her(s)) is a learning strategist, graduate and professional schools, at University of Toronto, Academic Success Department, whose work draws on social cognitive neuroscience, somatic psychology, and applied behavioural psychology. Ellyn has worked as a facilitator in the area of social-emotional intelligence; as a consultant in inclusive leadership with major organizations; and as an applied somatic psychology counsellor. Before joining the academy, Ellyn worked in technical communications for sectors including pharmaceuticals, medical and industrial biotechnology, chemicals, energy, and defence. She is keenly interested in learning and leadership-development innovations, including relational agility, socialized artificial intelligence, personal knowledge management, and Indigenous, somatic, and holistic learning frameworks. Ellyn has a personal passion for supporting graduate students' goals for individual fulfillment and professional contribution. She is grateful to elders and teachers of Indigenous wisdoms who have breathed new understanding into her work in the psychology and science of learning.