RSMAS GRADUATE CAREER DEVELOPMENT FUND

Application: We have expanded the RSMAS graduate research fund to include career development activities for graduate students. While this fund will continue to provide partial support for Doctoral and Masters related independent research, we also welcome applications for activities that will enhance the career prospects for our graduate students. This may include activities related to development of professional skills in scientific research (e.g. oral or written communication, management, budgets, negotiation, mentoring... etc), and serve the individual student as well as the RSMAS community. Some examples of activities follow (but are not limited to these):

- Hold community workshops (see Appendix for examples from UM SEEDS program)
- Hosting collaborators or outside speakers at RSMAS
- Novel research topic (independent of the advisor's projects)

We note that many of these activities could be supported by either the student's advisor or the division. Here we encourage proposals for activities that do not have that support. Proposals should state explicitly why funds from the school are being requested, rather than obtaining funding from the advisor or division.

We are currently accepting applications from graduate students in good standing (current on relevant milestones like the comprehensive exam, proposal defense, qualifying exam as appropriate). Your application should be submitted to Veronica Tejeda (vtejeda@rsmas.miami.edu) by April 7, 2014 and consist of:

1. A maximum one page description of the project, including a detailed budget for the requested support.
2. A maximum two page CV including peer-reviewed publications
3. A maximum one page letter of support from your advisor including an explanation of why (full) support for the proposed activities is not available.

PLEASE NOTE THAT FUNDS MUST BE SPENT BY MAY 31, 2015

Selection criteria: The Graduate Academic Committee and the Associate Dean of Graduate Studies will perform the evaluation and selection of applications. Selection criteria include degree of independence of project (as assessed by the letter of support and the research description), scientific and/or career development merit of project, timing of student milestone achievement(s) and publications in the peer-reviewed literature.

Award reporting: The student is expected to write a summary of the activities and accomplishments within one month after the completion of the project.
Appendix:

Examples of previous UM SEEDS ‘You Choose’ community focus awards ([http://www.as.miami.edu/seeds/](http://www.as.miami.edu/seeds/)). Note that these are generally awarded to faculty, but many of the same issues are relevant for students.

Community focus

- Educational forums aimed at navigating the promotions and tenure process. Each forum had a presentation by members of the Promotion and Tenure Committee, a panel discussion, a networking event and a follow-up evaluation.
- Day-long career skills course on writing, presented by Judith Swan, Princeton.
- Day-long communication workshop to teach researchers effective methods for communicating their research to policymakers, the public and the media.
- Workshops targeting underrepresented minorities in academia, that focused on three aspects of career success: negotiation skills, communication skills and mentoring.
- Visits by prominent women in the applicant’s field to give research seminars and engage in mentoring activities.
- “Workshop on Group Support to Accomplish Success in the Academic Environment”, led by Dr. Ellen Daniell, author of the book “Every Other Thursday: Stories and Strategies from Successful Women Scientists.”
- One-day writing workshop focused on effective writing for faculty and postdoctoral associates as well as for writing mentors.
- Three-semester seminar series that invited distinguished women faculty in the proposer’s field, creating opportunities to network with role models who share similar career goals and have experienced (and somehow passed) the same barriers during advancement to tenure.
- Brought in a speaker to discuss “stereotype threat,” how the perception of stereotypes can limit achievement of a vulnerable individual, and also how simple changes, both in the actions of non-vulnerable and vulnerable individuals, can mitigate the damage caused by stereotype threat.
- Establish a formal mentoring program in the applicant’s department to pair junior women faculty with more senior faculty. The program comprised three formal sessions during the year, followed by a pairing of mentees with mentors.
- Host multiple forums on navigating the NIH system.
- Two career workshops with six speakers on advancing careers in interdisciplinary research.
- Workshop with three panelists on Science Policy in the UM community.
- Career workshop, “Using Situational Intelligence to Facilitate Better Communication with Patients.”
- Two workshops on “Unlocking Doors to Data Visualization and the Geoweb.”