

# COMMUNICATION ARTS, PHD

## PROFESSIONAL DEVELOPMENT

### PROFESSIONAL DEVELOPMENT GRADUATE SCHOOL RESOURCES

Take advantage of the Graduate School's professional development resources (<https://grad.wisc.edu/pd/>) to build skills, thrive academically, and launch your career.

Graduate students should consider opportunities for professional development as they begin their programs of graduate study. As students plan programs of study, participation in campus and disciplinary organizations, scholarly presentations at academic conferences, and potential outlets for publication of research, they should consider the ways that these activities begin to establish areas of scholarly and pedagogical competence, connections with other researchers and teachers in the field, and audiences for their scholarship. Some of the best resources for professional development are the people—both faculty and other graduate students—in the Department of Communication Arts. These people may serve as sources of valuable advice and information, and their actions may provide examples of practices that promote professional development. Further, campus-wide resources are available to enrich students' graduate studies and enhance their professional skills. A full list of departmental resources can be found in the Communication Arts Graduate Student Handbook page about Professional Development and Career Planning. (<https://commarts.wisc.edu/graduate/graduate-handbook/professional-development-and-career-planning/>)

### DEPARTMENT RESOURCES FOR PROFESSIONAL DEVELOPMENT

Two important departmental resources for professional development are a **graduate student's advisor** and the **department colloquia**.

The **advisor** is concerned with a graduate student's academic progress as well as with the professional development of advisees. Throughout a graduate student's residence in the program (and often beyond), an advisor will discuss and answer questions and concerns about professional development. For instance, as submission deadlines to academic conferences approach, an advisor may discuss with a student potential submission options and the appropriate venues for these submissions. If a student is working on revising a seminar paper for potential public in an academic journal, an advisor will often guide the student through the revision process. When a student is applying for jobs, an advisor will often edit application materials. When a student is interviewing for a position or negotiating a job offer, an advisor will often provide tips for how to proceed.

The **department colloquia** offers additional resources for professional development. The four areas of study (Communication Science; Film; Media and Cultural Studies; and Rhetoric, Politics, and Culture) hold individual and joint colloquia on most Thursday afternoons during the academic year. Often, these colloquia are devoted to research presentations from department faculty and graduate students as well as campus visitors. Sometimes, the colloquia will address issues of professional development. Colloquia topics on professional development

include practicing conference presentations; preparing a teaching dossier; practicing job talks; negotiating the revise and resubmit process in journal publishing; and networking. Colloquia on professional development engage graduate students in discussion on professional topics, workshop materials, and offer advice on best practices.

### FACULTY REVIEWS OF GRADUATE STUDENT TEACHING

Since most Communication Arts PhDs pursue academic careers, developing teaching skills constitutes an important aspect of professionalization. Some colleges and universities may ask a student to prepare a teaching demonstration as part of the on-campus interview process, or otherwise seek evaluation and evidence of a graduate student's teaching abilities. To facilitate the development of graduate student teaching, faculty will provide reviews of teaching assistants (TA) in courses in which they have worked directly with graduate students in the classroom. Graduate students should expect these reviews in every semester in which they serve as a TA in one of these faculty-led courses (e.g., a lecture-discussion section course taught by a faculty member). These reviews are intended to help students identify strengths in their teaching as well as areas in which they may improve. In relevant courses, faculty will deposit an electronic copy of a teaching review with the graduate coordinator no more than two weeks after a semester has concluded. The graduate coordinator will maintain files of teaching reviews for each graduate student in the department. The graduate coordinator will send a copy of the review to the student's advisor. Faculty also will share a copy of the review with the student reviewed, who may wish to incorporate favorable reviews and quotations into a teaching dossier. Graduate students should feel welcome to discuss all reviews with their supervising faculty members. Graduate students should note, too, that these reviews will assist faculty in addressing matters of pedagogy when preparing letters of recommendation for academic employment, which will benefit students in their job searches.

### TRAVEL TO MEETINGS AND CONFERENCES

The Department of Communication Arts provides a once-per-academic-year travel stipend for those students who will be presenting a paper at an academic conference. Students who are not residing in Madison during the semester in which they present at a conference are not eligible for funding.

### INSTRUCTIONAL MEDIA CENTER

Located on the third floor of Vilas Hall, the Instructional Media Center (IMC) provides media and technology services for the entire department. The IMC houses the Hamel Family Digital Media Lab, the Walter Mirisch Seminar Room, and Communication Arts media production classrooms. The IMC circulates laptops, video projectors, and other equipment to graduate students for instruction and short-term use. The IMC also maintains a media library containing thousands of DVDs and blu-rays of films, television shows, video games, and off-air recordings. Graduate students may check out any item not reserved for classroom use for their research. IMC staff can assist graduate students with their research needs. Upon request, the IMC can provide film to video transfers, media creation (files, DVDs, blu-rays), and video capture, as well as training in these areas. The IMC provides assistance for the Center for Communication Research. The IMC is staffed by individuals with a wide range of media knowledge and skills to assist graduate students.