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2. TriUMph Project in Biosciences
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1. PLACEMENT AND PREFERENCE DATA
## Campus Doctoral First Placements by Sector 2006-2008

<table>
<thead>
<tr>
<th>College</th>
<th>4 Year Institution</th>
<th>Other Sectors</th>
<th>Government or NGO</th>
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<td><strong>5%</strong></td>
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## CMNS Doctoral First Placements by Sector 2006-2008

<table>
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<tr>
<th>Department</th>
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<td>Women’s Studies</td>
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</tbody>
</table>
## Doctoral Student Career Aspirations 2009

**What is your primary career goal?**

<table>
<thead>
<tr>
<th></th>
<th>Campus</th>
<th>Computer, Mathematics &amp; Natural Sciences</th>
<th>Arts &amp; Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTk faculty position at doctoral degree granting institution</td>
<td>40%</td>
<td>38%</td>
<td>53%</td>
</tr>
<tr>
<td>Research-oriented non-TTk position (e.g., industry, government, higher education)</td>
<td>30%</td>
<td>44%</td>
<td>10%</td>
</tr>
<tr>
<td>TTk faculty position at non-doctoral degree granting institution or non-TTk faculty/instructional position</td>
<td>16%</td>
<td>11%</td>
<td>33%</td>
</tr>
<tr>
<td>Applied practice or higher education administration position</td>
<td>14%</td>
<td>7%</td>
<td>4%</td>
</tr>
</tbody>
</table>
2. TRIUMPH PROJECT IN BIOSCIENCES
EXIGENCE

+ Challenges

- Trainees face difficulty launching academic careers in biosciences.
- Trainees seek alternative career options using scientific training but not in academic laboratories doing discovery science.
- Mentors encourage academic careers and discourage alternatives.
- Academy must prepare trainees and mentors for new landscape.

+ Opportunities

- Educate students/postdocs about alternative career opportunities and help them develop workplace skills.
- Educate faculty about these opportunities and help them develop relevant mentorship skills.
TRIUMPH PROGRAM

+ **Goals**

  - Education and preparation of trainees in biosciences for alternative careers.
  - Development of a program replicable in other institutions and disciplines.

+ **Audience**

  - 600 PhD students and 300 postdocs in biosciences at UMD.
  - 41% (2011) and 51% (2013) aspire to non-academic bioscience-related careers.
  - (Only 28% of past postdocs reported by Dept. of Biology in TTk positions.)

+ **Plan**

  - TriUMph Part I: Education
  - TriUMph Part II: Education, Mentorship, Experience
  - TriUMph Part III: Assessment
**PROGRAM STRUCTURE**

- **Part I: Education**
  - Monthly symposia open to all students, postdocs, faculty.
  - Meetings with first group of TriUMph Fellows to shape program.

- **Part II Education, Mentoring, Experience**
  - Competitive selection of 15-20 TriUMph Fellows annually.
  - Retreat for program overview and design and team building.
  - Monthly programs with internal and external presenters.
  - Monthly team meetings of Fellows and mentors.
  - Participation of Fellows in “externships.”
  - Concluding campus symposium featuring Fellows.

- **Assessment (A-TriUMph)**
  - Internal team designs and executes ongoing outcomes assessment.
  - External advisors review assessment processes and results semi-annually.
PROGRAM OBJECTIVES

+ Enhance Student Success
  ✧ Create holistic program for education and preparation of students.
  ✧ Provide training in skills not normally included in biosciences PhD curricula.

+ Recruit and Retain Students
  ✧ Market program to attract new students to UMD.
  ✧ Use program to show potential degree “drop-outs” added value in completion.
  ✧ Use program to leverage proximity to NIH, NIST, and over 300 biotechnology companies.

+ Enhance Faculty Mentoring
  ✧ Help faculty to improve attitude, knowledge, and skills in mentoring for alternative careers.

+ Create Transferable Model
  ✧ Develop TriUMph as a model for other institutions and STEM and non-STEM disciplines.
3. A HUMANITIES POSTDOCTORAL OPTION
DEFINITIONS AND EXPECTATIONS

+ Mellon Postdoctoral Fellowships in the Humanities
  × Primarily an award to pursue independent scholarly research combined with limited and closely related teaching activity.

+ Modified NIH/NSF Definition of Postdoctoral Trainee
  × An individual who has received a doctoral degree (or equivalent) and is engaged in a temporary and defined period of mentored advanced training to enhance the professional skills and research independence, scholarly and pedagogical or administrative independence needed to pursue his or her chosen career path.
POSTDOCTORAL ASSOCIATES IN GS

Candidates

- Recent PhD graduates in humanities or social sciences.
- Individuals who want careers in higher education or related administration.
- Individuals who want to be informed members of professoriate.

Positions

- Stipends of $45k, benefits, professional mentoring, time for research
- Training and duties:
  - Responsibility for large, academically related projects.
  - Responsibility for campus wide academic events for graduate students.
  - Mentoring from dean, associate deans, and administrative staff.
  - Monitored administrative and supervisory responsibilities.
  - Training in preparation and submission of grant applications.
POSTDOCTORAL ASSOCIATE PROJECTS

+ Grad PRO: Procedure and Responsibility Overview
  - E-handbook on operations and procedures for DGSs and CGSs.
  - Intuitively organized, indexed to GS policies, internal search engine.
  - Video tutorials for common procedures and cheat sheets for common forms.

+ Preparing URM Students at USG for Graduate Education
  - Six-week program with dual weekly workshops about benefits and particulars of graduate and professional studies—soup to nuts menu.
  - Targeted to URM students enrolled at USM consortium at USG.
  - Competitive entrance and incentives for completion, including application fee waiver at USM schools.
OBJECTIVES AND OUTCOMES

Objectives

- Provide postdoctoral opportunities for non-STEM students.
- Provide leadership and administrative experience relevant to positions in higher education or other sectors.
- Prepare Associates for professional placement.

Outcomes

- Director, DC Branch of Posse Foundation
- Policy Analyst, American Association of Universities (AAU)
- Assistant Director of Admissions, Harvard GS of Education
- Postdoctoral Fellowship in English, Rutgers University
- Continuing Postdoctoral Associate—Developing Campus Wide Graduate Student Writing Initiatives
QUESTIONS AND COMMENTS