

# UC DAVIS

## OFFICE OF GRADUATE STUDIES



# Mentoring at Critical Transitions: Faculty Readiness from Admission to Completion

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**2014 CGS Summer Workshop**  
**Portland, Oregon**

***2009 ETS/CGS Award for Innovation  
in Promoting Success in Graduate  
Education: From Admissions Through  
Completion***



# **Original MCT Team Planning Team**

- **Dean**
- **Associate Dean for Students**
- **Assistant Dean**
- **Director of Outreach Recruitment and Retention**
- **Director of Analysis and Policy**
- **Coordinator of Professional Development Programs**

## **Developing a Vision**

- **Multiple brainstorming sessions**
- **Informed by many previous efforts**
  - **Student and faculty mentoring and wellness reports by Graduate Student Assistants to the Dean and Chancellor**
  - **Professors for the Future projects**
  - **Analysis of NRC report data on completion and attrition rates**
  - **Analysis of UC Davis Doctoral Student Retention Survey**
- ***Focus on academic hurdles/milestones***
- ***Focus on faculty***

## **Philosophy of the MCT Program**

- **Create a culture that supports academic socialization, mentoring and inclusivity**
- **Recognize that faculty are instrumental to the quality of graduate student life and academic success**
- **Seek to transform the institution in the stated focus areas**

# **MCT Program Focuses on 3 Critical Transitions**

**1) Applicant to Graduate Student**

**2) Coursework to Research**

**3) Research to Career**

## **Initial Structure of the MCT Program**

- **Proposals from programs wanting to participate**
- **Prepare package of information for each selected program including data for comparison institutions**
- **Initial 2-day retreat**
- **Monthly MCT seminars with invited speakers**
- **Closing retreat with an externally facilitated program assessment**
- **MCT certification on website**
- **Mini-grant proposals from participating programs**

# **Engaging Programs: Mini-grant Proposals**

- **Each participating program or group invited to submit a proposal for up to \$4,000 of funding**
- **Proposed activities expected to embody concepts learned and developed during the MCT program; also expected to disseminate concepts to colleagues**
- **Examples of proposed activities**
  - **Faculty retreat**
  - **Student retreat to foster community and communication**
  - **Recruiting events to ensure greater awareness at admission**

## **Current Structure of the MCT Program**

- **Open invitation to all faculty**
- **Faculty seminars and corresponding student seminars**
- **1-2 MCT seminars per quarter**
- **Mixture of internal and external speakers or panelists**
- **Topics include:**
  - **Ensuring First Year Graduate Student Success with Hugh Kearns**
  - **Mentoring First-year Graduate Students**
  - **Creating an Individual Development Plan with Bill Lindstaedt**
  - **Training Mentees to Pro-actively Manage their Mentoring Relationship**
  - **Mentoring Graduate Students through Diverse Career Pathways**
  - **Mentoring Diverse Graduate Students**
  - **Students Out of Sorts: How to Help**

## **Engaging Programs: Mentoring Fellowship**

- **Up to five \$10,000 fellowships will be awarded for faculty mentors to help support one or more of their graduate student mentees.**
- **To be eligible, faculty must attend at least 3 of the 4 MCT workshops or panels offered during 2014-2015.**
- **Eligible faculty must submit a proposal, written with their mentee(s), showing how the mentor-mentee relationship can be enhanced from the skills or concepts shared from one or a combination of MCT workshops to benefit their graduate students' successful and timely completion of their degree objective.**
- **Winning faculty will be recognized with a plaque for excellence in mentoring at a special awards presentation during the Week of Orientation and Welcome (WOW).**

## **Proposal Writing Process**

- **Incorporate information from the literature on student success**
- **Use data to make a quantitative case (doctoral survey, results of PhD Completion Project, analysis of NRC data)**
- **Address alignment with institutional goals and current trends in graduate education**
- **Address program evaluation, sustainability and institutional transformation**
- **Writing as a team effort, with one lead**

## **Attention to Diversity**

- **Adopted a broad definition of diversity/inclusivity**
- **Seminars addressed challenges faced by**
  - **international students**
  - **underrepresented minority students**
  - **women in science**
  - **students with disabilities**
  - **students from low socio-economic backgrounds**
  - **LGBTQIA students**

## **Challenges**

- **Timing is challenging in that award recipient is notified in October, award received in December**
- **MCT was designed so that final planning occurred during remainder of first academic year and actual program ran during second academic year of award**
- **Program mini-grants awarded during late spring and summer of second year, but programs extended expenditures**
- **Initial program workload was not sustainable**
- **Faculty participation is reasonable, but could be higher**

# Questions?

