

# UC DAVIS

## OFFICE OF GRADUATE STUDIES



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

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2011 CGS Summer Workshop  
Monterey, CA

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



### MCT Team

- **Dean**
- **Associate Dean**
- **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***

## **Doctoral Retention Survey**

- **Task Force on Graduate Student Retention, authorized by Graduate Council and Office of Graduate Studies**
- **Administered in 2009 to all 3,400+ doctoral students to assess factors that influence doctoral student retention and success at UC Davis**
- **52.7% response rate representative of demographics of student population**
- **Sections on Admissions Process and Expectations, Academic and Personal Support, Program Environment and Curricular Processes & Procedures, Research Experience, Financial Support and Career Advising**

## **Philosophy of the MCT Program**

- **Want to create a culture that supports academic socialization, mentoring and inclusivity**
- **Recognition that faculty are instrumental to the quality of graduate student life and academic success**
- **Seek to transform the institution in the stated focus areas**
- **Identify 3 critical transitions:**
  - 1) **Applicant to graduate student**
  - 2) **Coursework to research**
  - 3) **Research to career**

## **Structure of the MCT Program**

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

## 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**
  - **LGBT students**

## **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**

## Timing

- Challenge 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

Questions?

