UC DAVIS GRADUATE STUDIES PRESENTS

GRADUATE STUDENT ORIENTATION
NAVIGATING YOUR GRADUATE DEGREE
EXCITED!
AMELIA BROWN  
Engineering

ELIZABETH STURDY  
Physical Sciences, Mathematics and Education

LAURA YOUNG  
Biological and Medical Sciences

DEANNA LJOHKI  
General Advising
NOW HIRING
Social Sciences, Arts and Humanities
Mrak Hall #250
Monday-Friday from 10 a.m. - 12 p.m. and 1:00 pm – 4:00 pm

In addition to drop-in service, we also welcome scheduled student appointments
Graduate Program Coordinator in your program serves as primary point of contact, day to day practices, policy, and paperwork.

Student Affairs Officers in Graduate Studies advise on degree milestones, Graduate Council & campus policies, graduation requirements and mentorship issues.
WHO DOES WHAT?

Who are your academic advisors?

Graduate Advisor – faculty members who advise on academic requirements and verify that requirements are met.

Major Professor – faculty mentor that serves as supervisor of the student’s research and thesis/dissertation. They are typically the chair of the thesis/dissertation committee.
GENERAL

DEGREE REQUIREMENTS
EXPECTATIONS

Registration through **Schedule Builder**

- Required to register in a full time load (12 units) each quarter
- Most graduate courses are 3 or 4 units each
- Registration is important!
  - Student Health Insurance Plan (SHIP) coverage
  - Employment
  - Fellowships
  - International students to maintain status
EXPECTATIONS

Registration is a commitment
Once registration is touched, fees are assessed and payment is required.

Satisfactory academic progress
• Maintain a 3.0 GPA (quarterly and overall)
• Submit an annual Student Progress Assessment (SPA)
AUDIENCE POLL:
DEGREE PLANS
Two different degree options:

Plan I - Thesis

or Plan II - Report/Comprehensive Exam

A typical Master’s degree takes 2 years (6 quarters) to complete.

A minimum of 1 year (3 quarters) of registration is required.
MASTER’S (THESIS PLAN)

Academic Milestones

- Admission
- Candidacy
- Thesis
- Submit Thesis to Graduate Studies
- Commencement
MASTER’S (EXAM PLAN)

Academic Milestones

- Admission
- Coursework
- Candidacy
- Comprehensive Exam
- Submit Final Report Form to Graduate Studies
- Commencement
Three different degree types: Plan A, Plan B, or Plan C

A typical doctoral degree takes 5-6 years to complete.

A minimum of 2 years (6 quarters) of registration is required.
DOCTORAL
Academic Milestones

- Admission
- Qualifying Exam
- Advance to Candidacy
- Dissertation
- Oral Defense or Exit Seminar
- Submit Dissertation to Graduate Studies
- Commencement

Coursework and Degree Requirements
ACADEMIC CHALLENGES
ACADEMIC CHALLENGES

**Academic Probation**
- Overall GPA vs. Quarterly GPA (3.0 minimum)
- I, U, and F grades
- Transcript vs. reality
- You will be notified about your status

**What are the repercussions?**
- If your overall GPA is below 3.0, a hold will be placed on future registration
- Employment/Fellowships
- Disqualification is possible
Annual Student Progress Assessment (SPA)
• A great online tool for communication
• Develop a plan of action for the upcoming year
• Tool for remedying issues of concern
• Three overall outcomes: Satisfactory, Marginal, Unsatisfactory

Unsatisfactory: What are the repercussions?
• Timeline of expectations for improvement
• Change of degree objective could be suggested
• Disqualification is possible, but you will first be given time to remedy
PLANNED EDUCATIONAL LEAVE PROGRAM

• Academic Break; multitude of reasons

• Up to one academic year, with quarterly extensions on a case by case basis

• Guaranteed return to study

• Can be taken just about any time in your academic career

• Be mindful of registration & schedule of refunds
MENTORSHIP

BEST PRACTICES
AUDIENCE POLL:
MENTORSHIP
MENTEE TIP #1
*Establish expectations early on.*

- What expectations does the mentor have of you?
- What expectations do you have of the mentor?
- How do you want to communicate? How often?
- When and how often will you meet?
- Who schedules the meetings?
- How do you wish to receive feedback?
- How much are you expected to work or do research?
- How should you raise issues?
MENTEE TIP #2
Use a mentoring tool.

Questionnaire for Aligning Expectations in Research Mentoring Relationships

<table>
<thead>
<tr>
<th>Mentor/Supervisor:</th>
<th>Mentor/Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Period:</td>
<td>Dept./Program:</td>
</tr>
</tbody>
</table>

For each pair of statements, determine your preference. For example, with statement pair #1, if you believe the ideal mentoring relationship focuses on common research interests, select 1, 2, or 3. Or if you think the ideal relationship focuses on effective working and communication styles, select 4, 5, or 6. Avoid filling in “5.5” for your responses.

**Early Stages of the Mentoring Relationship and Choosing Mentors/Mentees**

1. In an ideal mentoring relationship, the mentor and mentee should have similar research interests.
2. In an ideal mentoring relationship, mentors should provide close supervision and guidance.
3. Mentors should only accept mentees when they have specific and deep knowledge of the mentee's research topic.
4. A personal and friendly relationship between mentor and mentee is important for a successful relationship.
5. The mentor is responsible for providing emotional support & encouragement to the mentee.
6. The mentor should play a significant role in deciding on the research focus for the mentee.
7. When choosing research topics, I prefer to work on projects with potential for high payoffs, even if it involves high risk.
8. The mentor should decide how frequently to meet with the mentee.

- Contracts/agreements
- Questionnaires
- Assessments
MENTEE TIP #3
Know the warning signs.

1. You dread attending mentor meetings and find yourself avoiding your mentor.
2. You or your mentor do not find the time to meet as agreed upon.
3. You or your mentor do not respond to emails and tasks in a timely manner.
4. You do not feel a sense of belonging within the program/lab/campus.
5. Your work is successful, but movement toward independence is not being fostered.
6. A sense of shared curiosity and collaborative teamwork is not present.
7. Mentor does most of the talking and direction-setting during mentoring meetings, and does not give you opportunities to speak up, ask questions, and contribute.
MENTEE TIP #4
Adapt as needed.

• All relationships with your mentor should change and evolve as you progress through the degree.

• Early on you should be given more instructions, tasks, meetings, and guidance.

• Later you may need less instructions, tasks, meetings, and guidance.
MENTEE TIP #5
Create a mentoring network

You can (and should!) have more than one source of mentoring support.
Professional Development

Role Models

Intellectual Community

Academic Feedback

Emotional Support and Safe Spaces

Promoters
RESOURCES

- **Office of the Ombuds**
- Program Coordinators & **SAOs in Graduate Studies**
- **Associate Dean of Graduate Students** – Ellen Hartigan-O’Connor
- **Graduate Diversity Officer** – Josephine Moreno
- **Graduate Student Association (GSA)** – Grievance Resolution
- **Counseling Services** – Bai-Yin Chen
- **GradPathways** – Teresa Dillinger
- **Academic Affairs** – File a Complaint
- **Harassment & Discrimination Assistance and Prevention Program (HDAPP)**
IN CONCLUSION

• Know your team
• Reach out for help/advice
• Recognize when there is a problem
• Get help early; don’t let the situation escalate
• Use campus resources
THANK YOU