

# UC DAVIS

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## GRADUATE STUDIES

### 2016-2017 Mentoring at Critical Transitions Wakeham Fellowship Award Recipient Proposal Abstracts

[Professor Sheila David](#)

[Department of Chemistry](#)

**Students:** Doug Banda, Chandrima Majumdar, Kori Lay (Chemistry)

This MCT fellowship proposal will focus on optimizing the research of three Chemistry Ph.D. students through writing using an iterative outline approach. The premise of this proposal is that the writing of a paper should occur in conjunction with performing the laboratory research. In this project, the three students will write an outline for a paper that will be used to formulate the motivations for their thesis work and describe the research plan. During the course of this project, the students will work on elaborating and refining their outline as the research progresses. The students will meet together with the Professor as a group and individually to discuss the progress of the outline on a bi-weekly basis. Ideally, the outline will be transformed into a paper by the end of the fellowship period. The overall goal is to more effectively guide the research by simultaneously writing the research paper.

[Professor Annaliese Franz](#)

[Department of Chemistry](#)

**Students:** Kayla Rude (Agricultural and Environmental Chemistry) and Kelsey Mesa (Chemistry)

This proposal will address a critical transition for students in both the Chemistry and Agricultural & Environmental Chemistry graduate programs as they are preparing for their qualifying exam (QE). A primary goal of this proposal is to provide enhanced mentoring to two graduate mentees at a critical time before their upcoming QE. Mentees will receive individual mentoring to recognize their accomplishments, create a fact file and a brag file, identify goals for success, and improve question answering skills. This proposal also includes plans for evaluating the effectiveness of current QE preparation and mentoring by performing a survey of graduate students who have recently completed their qualifying examination in these programs, and also a survey of 2nd year students both before and after their QE. Based on these survey results, Prof Franz will design and develop two QE preparation workshops and enhance overall QE mentoring for current and future graduate students in both the Agricultural & Environmental Chemistry and Chemistry graduate programs. The surveys and workshops will be implemented in collaboration with Brad Wolf, the Graduate Affairs Officer in the Department of Chemistry. The proposed MCT Fellowship funding will help support two participating student mentees (one in each graduate program) as they are preparing for their QE.

[Assistant Professor Margaret Crofoot](#)

[Department of Anthropology](#)

**Students:** Katrina Brock (Animal Behavior), Dena Clink, Grace Davis, and Alexander Vining

(Anthropology) Developing a strong professional network is crucial for career success both within and outside of academia. Generating and maintaining relationships with colleagues, co-workers, advisors and mentors creates a diverse network of sponsors willing to help students succeed. Graduate school offers many opportunities for students to develop their professional networks. However, many students fail to capitalize on these opportunities. Reasons for this include uncertainty about when and how to meet and maintain contact with colleagues, failure to understand the importance professional networks play at critical transition points in one's career (e.g. learning about grant opportunities, obtaining a post-doctoral position, preparing for the job market), and feelings of inadequacy and or unpreparedness (i.e. imposter syndrome). Faculty mentors play a critical role in guiding graduate students through the process of establishing a professional network within their chosen career path. This guidance can help students avoid many obstacles, including the imposter syndrome, uncertainty about who to include in their

network, or how to approach them. A Mentoring at Critical Transitions Fellowship will support Dr. Crofoot in guiding her research group through a series of professional development activities designed to help students expand their professional network. This initiative will not only benefit her currently lab members, but also future lab members and the Davis community as a whole by enhancing connections both within and outside the university.

[Associate Professor Tessa Hill](#)

[Department of Earth and Planetary Sciences](#) and [Bodega Marine Laboratory](#)

**Students:** Melissa Ward (Ecology)

This proposal focuses on two main ideas to improve mentoring in the Hill laboratory as well as at UC Davis Bodega Marine Laboratory as a whole: 1) *The Hill research group currently involves students at several different stages of their career, and thus provides opportunities for co-mentoring and support*, and 2) *students at Bodega Marine Laboratory (BML) often do not have access to mentoring workshops and support from the UCD campus*. To address these two themes, we propose to implement a 'tiered networking' approach within the Hill lab by pairing students of different levels of experience, focus lab meetings on key themes for 2016-2017, and develop resources that can be presented to BML students in a two part workshop, extending the reach of lessons learned beyond the Hill laboratory.

[Julia Menard-Warwick](#)

[Department of Linguistics](#)

**Students:** Kaozong Mouavangsou (Education), Lina Reznicek-Parrado (Spanish), Caitlin Tierney (Linguistics)

We will start a sociolinguistic ethnography working group, which will meet two hours weekly winter and spring quarter 2017. Sociolinguistic ethnography is a research methodology in which researchers immerse themselves as participant-observers in a context of interest for an extended length of time, audiorecord naturally-occurring interactions in the context; conduct interviews to obtain the perspectives of other participants; and then closely analyze the language in the transcripts of interviews and naturally-occurring interactions. Participants in this group will include at least the four of us, but we will also invite several other graduate students who are actively working on data collection or data analysis for ethnographic dissertations concerned with language and education. In the meetings, each participant, including the professor, will have approximately twenty minutes to share his/her current research dilemmas and receive advice from the group.