WELCOME TO

GRADUATE STUDENT ORIENTATION
RIDING THE ACADEMIC ROLLERCOASTER

FIRST YEAR RESOURCES
THE ACADEMIC ROLLER COASTER
ACADEMIC SERVICES
UC Davis Graduate Studies

RACHEL DE LOS REYES
Biological and Medical Sciences

WALLACE WOODS
Humanities, Arts, Social Sciences, and Education

BRAD WOLF
Physical, Agricultural, and Environmental Sciences, and Mathematics
ACADEMIC SERVICES
UC Davis Graduate Studies

ELIZABETH STURDY
Engineering

DEANNA LJOHKI
General Advising
WHO DOES WHAT?

Who are your academic advisors?

Graduate Program Coordinator in your program serves as primary point of contact, day to day practices, policy, and paperwork.

Senior Academic Advisor 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.
Satisfactory academic progress

- Maintain a 3.0 GPA (quarterly and overall)
- Submit an annual Student Progress Assessment (SPA)
PROGRESS ASSESSMENT

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
CHALLENGES
COMMON PERSONAL CHALLENGES

- Physical & mental health problems
- Lack of community/support
- Personal relationship changes/struggles
- Food Insecurity
- Funding concerns
- Imposter syndrome
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 registration
- Employment/Fellowships
- Disqualification is possible
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
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.

<table>
<thead>
<tr>
<th>Questionnaire for Aligning Expectations in Research Mentoring Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor/Supervisor:</td>
</tr>
<tr>
<td>Time Period:</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.

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

- Contracts/agreements
- Questionnaires
- Assessments
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 #3
Know the warning signs.
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
Promoters
Emotional Support and Safe Spaces
Academic Feedback
COUNSELING SERVICES
for Graduate Students

BAI-YIN CHEN, PH.D.
Psychologist
Student Health and Counseling Services
UC Davis Graduate Studies
COUNSELING SERVICES

- Confidential counseling services
- Group, Individual, and Couple’s Counseling
- Free of charge
- Short term counseling service
- Diverse, multidisciplinary team
- Online scheduling via HeM at shcs.ucdavis.edu/hem or Call 530-752-0871 to schedule an appointment
COMMUNITY ADVISING NETWORK

Counselors

- Roxana Reyes, CLASS, TRV, & VSC
- Maia Huang, WRRC & LGBTQIARC
- Tracy Thomas, SRRAC & NAASSC
- Jon De Paul Dunbar, EOP & CADSS
- To be filled, SISS & ME/SA
- Tatum Phan, CCC & Asian American Studies
Located at Student Health and Wellness Center, across the street from the Activities and Recreation Center (ARC).
Live Health Online

• [shcs.ucdavis.edu/online-visits](shcs.ucdavis.edu/online-visits)

• Free of charge with the coupon code

• **Coupon Code: UCDCOUNSELING**
ACUTE CARE AND CRISIS RESOURCES

Student Health and Wellness Center
- 8 am–5 pm, Monday, Tuesday, Thursday and Friday
- 9 am – 5 pm, Wednesday

• 24-hour phone line at 530-752-0871 and press 55
• Crisis Text Line: Text "RELATE" to 741741
The Student Disability Center (SDC) is staffed by a team of professionals who have expertise in the education of students with disabilities.

Student Disability Center Specialists approve services and coordinate accommodations to ensure equal access to the University’s educational programs.

Starting in the 2019-2020 Academic Year, an SDC representative will be available to meet with graduate students in Mrak Hall and the Graduate Center. More details will be announced soon.
We welcome scheduled student appointments!

Mrak Hall #250
Monday-Friday from 10 a.m. - 12 p.m. and 1:00 pm – 4:00 pm
IN CONCLUSION

- Reach out for help/advice
- Recognize when there is a problem
- Get help early; don’t let the situation escalate
- Use campus resources
- Know your team
Q & A
BRIAN J. GALLAGHER
Director, Admissions and Academic Services
UC Davis Graduate Studies
PANELIST
Graduate Student Q&A

BRAD WOLF
Senior Academic Advisor
UC Davis Graduate Studies
PANELIST

Graduate Student Q&A

ELLEN HARTIGAN-O’CONNOR, PH.D.
Associate Dean, Graduate Students and Postdoctoral Scholars
UC Davis Graduate Studies

Associate Professor
Department of History
JOSEPHINE MORENO, PH.D.
Graduate Diversity Officer for HASS Disciplines
UC Davis Graduate Studies
PANELIST
Graduate Student Q&A

MAYOWA ADEGBOYEGA
Graduate Student Assistant to the Dean and Chancellor (GSADC) for 2018-2019
Ph.D. Candidate, Anthropology
Q & A
WE WANT YOUR FEEDBACK!

Let us know what you think of orientation by visiting grad.ucdavis.edu/orientationsurvey.