

## **CGPSA Mentoring Committee Project 2018/2019**

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**Task:** To further the Grad Maps project from last year's advisory board. This committee will work with Teresa Dillinger and Elizabeth Lambert (Director of Communications), and Vice Dean Kellie Butler to create "Grad Maps" modelled after the Queen's University documents for a number of grad programs at UC Davis.

This committee will also make recommendations on a graduate student mentorship program modelled after those provided by a number of already existing programs on campus. Graduate mentors will be selected by program coordinators and departmental graduate student associations where they exist. These Graduate Student Mentors (GSMs) will serve as approachable mentors for incoming graduate students and their role will be to answer questions surrounding courses, preliminary exams, qualifying exams and professional development resources etc. The goal is to distribute information to students over time in ways other than email which many students have stated has diminished efficacy the more it is employed.

**Results:** A Grad Map mock-up was created for the English department detailing students milestones and goals for a the duration of their Ph.D. These goals are listed under the headings below.

Achieve Your Academic Goals

Maximize Research Impact

Build Skills and Experience

Engage with Your Community

Launch Your Career

The committee also presented their project to the Grad Studies staff who provided feedback that we hope will help facilitate the implementation of GradMaps.

	Year One	Year Two	Year Three	Year Four and Beyond
Achieve Your Academic Goals	Develop relationships within your cohort while fulfilling course requirements [link to English PhD Program checklist.	Determine when to sit for the preliminary examination [Spring Y2 or Fall Y3] and determine your three lists.	Determine when to sit for the qualification examination [Spring Y3 or Fall Y4], begin preliminary research on a dissertation topic, and put together potential dissertation committee.	Draft the first chapter of your dissertation, and set up a first chapter meeting with your dissertation committee.
	Meet early with your first-year advisor and peer mentors to discuss responsibilities, program requirements, resources, research/occupational goals, and timelines.	Read for your preliminary exams.	Present at conferences as a way to explore new ideas and distribute your research.	Continue to present at conferences.
	Lay out timeline and structure for completing language requirements (if they're already completed, great!) Apply for summer language funding if needed.	Establish regular or semi-regular meetings with your advisor to discuss your progress and developing research interests.	Fulfill language requirements.	Take the article writing workshop. Prepare an article for submission to a journal(s).
	Determine whether or not you will pursue a Designated Emphasis, and research the requirements of the DE before applying.	Seek out experiential and/or professional development opportunities at UCD and beyond, such as conferences, graduate student conferences, graduate advisory boards, undergraduate mentorship opportunities, GSRs, article writing workshop, etc.	Take the Prospectus Workshop.	Discuss career pathways with faculty members and graduate advisors [link to Internship and Career Center, Grad Pathways]
	Begin fulfilling DE coursework requirements.	Finish your coursework requirements.		Consider applying to fellowships, such as Leaders for the Future, Professors for the Future, DHI Mondavi Graduate Fellowship, Mellon Public Scholars, etc]
Maximize Research Impact	Think about audiences for your research.	Continue to attend conferences.	Present at a conference.	Continue to present at conferences.
	Attend conferences to learn more about important conversations in your field.	Consider presenting your work at a local graduate conference to gain presentation skills and network with peers.	Consider revising a seminar paper or part of a dissertation chapter and submitting it for publication. Work with your faculty mentor during the process.	Consider competing in the Grad Slam competition at UC Davis.
		Look into summer research seminars or scholarship-funded courses that could augment your research.	Apply for summer travel fellowships for archival research if it pertains to your proposed project.	Continue submitting articles for publication. Consider writing for more public audiences, such as for blogs, online news sites, etc.
Build Skills and Experience	Work as a TA in the English Department to develop teaching skills and gain experience, use TAC as mentor and resource for questions and/or issues that arise.	Serve on the EGSA, the Graduate Student Association, the Chancellor's Graduate and Professional Student Advisory Board, or get involved with another program or committee on campus.	Consider pursuing Graduate Student Researcher (GSR) positions inside or outside of the department.	Work as an ENL3 instructor.
	Take UWP 390 to prepare to teach UWP.	Work as a UWP instructor to further develop teaching skills and manage a classroom on your own; consider attending Grad Pathways teaching workshops.	Take the ENL 393 seminar to prep for teaching ENL3.	Practice articulating the skills you have been developing in difficult forums: casual conversation, networking, interviews, mock job talks.
		Take UWP 392 as a teaching practicum.	Consider applying for summer teaching positions, such as ESL and for the [Communities and Cultures - check on this] program.	Consider applying to work as a Teaching Assistant Consultant (TAC).
			Continue working as a UWP instructor. Apply for summer archival research funding.	
Engage with Your Community	Get involved with department committees, the English Graduate Student Association, and other opportunities for academic service. Contact EGSA co-chairs if you want to become involved in EGSA in your first year.	Participate in your graduate and professional community through activities such as EGSA, organizing conferences, attending reading groups or research clusters.	Use conferences, talks, and other large professional settings to network with graduate student peers and tenured faculty.	Continue targeted networking with those in your potential career circles.
	Create a Twitter account and participate in academic networks online.		Join professional associations, like MLA, ASA, SLSA, etc.	
Launch Your Career	Consider potential career options, including those not situated within academia. Meet with a career counselor if you are unsure what paths might be best for you!	Continue to update your CV/resume regularly.	Attend job talks to get a sense of the process.	Polish your CV/resume.
	Seek mentorship from faculty in your field as well as from others in non-academic circles if you plan to have a career outside of or adjacent to the academy.	Start building a teaching portfolio. Compile student evaluations from previous and current TA or AI appointments, lesson plans, assignments, and any syllabi you have designed.	Continue to update your CV/resume regularly.	Build connections with faculty outside of our department, as well as with those working in organizations or industries that you're interested in pursuing.
	Start building your CV/Resume. Keep a "running CV" document on your computer where you can list any and all achievements and experience, and plan to cut-and-paste to tailor the document for specific opportunities.	Consider requirements for the job/career that interests you and begin to tailor your work, research, and/or volunteer work/academic service to fit those goals. Work with your faculty mentor to develop a plan of action!	Create a professional website. List your teaching experience, research interests, and highlights of your CV/resume.	
	Create an ImaginePhD account through Grad Pathways to begin building a multi-year plan and make and track goal setting over the course of the program.			