Mentoring at Critical Transitions (MCT) Fellowship
Call for Proposals

Now entering its fifth year, UC Davis’ Mentoring at Critical Transitions (MCT)--a Faculty Development Program--is pleased to announce a new, competitive awards program for participating faculty. With generous support from the Wakeham Fund, up to five $10,000 fellowships will be awarded for faculty mentors to help support one or more of their UC Davis graduate student mentees.

Eligibility

UC Davis faculty meeting the following requirements are eligible to apply for this fellowship:

- Acting as a mentor to at least one graduate student who is currently enrolled in a UC Davis academic graduate program and who is in good standing.
  - The graduate students involved may be domestic (US citizens or permanent residents), international, AB540, or undocumented students.
  - Faculty may also be mentoring undergraduate students and postdocs and involve them in the proposed project, but the main focus of the project must involve graduate students.

- Faculty may hold appointments in any academic discipline. They may be tenure-track or non-tenure track, and may be members of the Academic Senate or Academic Federation.

- Faculty must attend at least three of the five MCT sessions offered during the 2014-2015 academic year, as verified by the sign-in at each event.

Proposal Outline

Formatting Guidelines: The proposal should include a cover letter (co-signed by the faculty and participating graduate students), and the proposal (as outlined below), which is limited to 2500 words. Please use the specific labels of the outline as provided below.

- Abstract
  - Provide a summary of the proposed project in one paragraph.

- Background
  - Provide a list of all the current and past mentees within the faculty member’s supervision, your role (e.g. primary advisor, dissertation committee member, etc) and summarize these mentoring experiences. (If listing all past mentees is too difficult, a list from the past five years is sufficient.) Describe the current mentoring relationships with the graduate students who will participate in this project.
  - List the MCT workshops that the faculty member attended for the current academic year.
- Describe any other professional development activities that the faculty member has participated in the past, which relate to this proposed project.

- Proposed Project
  - Describe the problem(s), question(s), or issue(s) in your project, and how your project will address them.
  - Describe the graduate students who are participating in the project, and their academic development. Describe how they will participate in this project.
  - Indicate the anticipated benefit of the grant to the faculty member, and to the graduate student mentees.

- Assessment
  - Describe how you will assess your progress in improving your mentoring relationships. Describe how the mentor will receive feedback, while protecting the graduate students with confidentiality and potential negative repercussions.

- Fellowship Distribution
  - Please explain how you plan to distribute the awarded funds among your graduate students. Please provide the names of the specific students.

Selection Criteria and Committee

- The submitted proposals will be reviewed and evaluated according to the following criteria:

  - Significance
    - Does the proposed project address an important issue in graduate education and mentoring relationships? Is there convincing evidence in the proposal that the project will significantly advance the stated goal of the project and have a positive effect on enhancing mentoring relationships for the faculty and graduate students involved?

  - Mentor and Mentees
    - Is there evidence that the faculty member can provide leadership in the development and implementation of the project and sufficient experience and training in mentoring graduate students?
    - Will the mentees be able to focus time and energy on this project, given their other responsibilities in taking courses, serving as a teaching assistant or GSR, etc?

  - Approach: Intellectual Merit, Innovation, Diversity, and Evaluation
    - Does the proposed project clearly state its goals and objectives? Is there evidence that the program is based on a sound rationale, as well as current scholarship and research on graduate education and mentoring relationships?
    - Considering the nature and topic of the project, does the proposal use recent literature and novel concepts as their basis?
- Does the proposed project consider the diversity (in terms of gender, race and ethnicity, socioeconomic status, etc.) of the mentors and mentees? Is there clear evidence to show that the mentors and mentees will effectively address these cultural differences? Does the project positively impact the participation of students from groups who are underrepresented in their academic discipline?
- Is the plan for evaluation sound and likely to provide meaningful information on the effectiveness of the program? Does the project ensure that the mentees will be protected from potentially harmful aspects and results from the project?

- The selection committee will consist of members of the MCT committee:
  - Lenora Timm - Associate Dean for Graduate Students
  - Teresa Dillinger - Manager of Professional Development Programs
  - Josephine Moreno - Graduate Diversity Officer for the HArCS, Social Sciences and Education Disciplines
  - Steve Lee - Graduate Diversity Officer for the STEM Disciplines
  - Jessica Falor-Ward - Development Analyst
  - A graduate student representative from GSA, GAC, or CGPSA.

Some Examples of Potential Project Ideas

- Mentoring graduate students through the creation of Individual Development Plans, and helping them to implement their goals.

- Selecting a particular aspect of mentoring at critical transitions as the focus and mentoring a small group (e.g., a professor with 1 - 3 grad students) or working one-on-one work with a graduate student.

- Mentoring graduate students in writing towards a scholarly publication, dissertation, or proposal. This might involve helping mentees understand the requirements for writing for a specific field, journal, or funding agency, and guiding them through the writing and submission process. The mentor could work on adapting feedback for the graduate students, to determine how to give constructive feedback so that the students develop their own writing style.

- Mentoring towards creating an effective conference presentation—either by poster or talk. The mentor can help the graduate student(s) choose a specific conference, and guide them through writing and submitting an abstract, creating the presentation, and delivering the presentation.

- Mentoring graduate students for a broad range of careers. This could be accomplished by inviting persons doing related professional work outside of academia to provide lunchtime
discussions or as part of a research group meeting. Alternatively, the professor might connect their graduate students to professionals, and guiding them to conduct informational interviews to network and learn about possible careers.

• Guide graduate students in the development of their own mentoring skills, either as the graduate students mentoring undergrad students, or in peer-peer mentoring of incoming graduate students.

**Timeline**

• 2014-15 academic year
  - A total of five MCT sessions will be offered.

• Spring 2015
  - After the final MCT workshop in Spring 2015, a Call for Proposals will be announced and distributed to all eligible faculty. The online application will open in early March.

• June 30, 2015
  - Proposals must be submitted by this deadline.

• July 31, 2015
  - The selection committee will review proposals and notify winners by this date.

• Fall 2015
  - The winning faculty and graduate students will be announced and recognized with a plaque for excellence in mentoring at a special awards presentation during the first MCT session of Fall 2015.
  - We request that faculty and their graduate students be present to receive their awards.

• Fall 2015
  - The faculty member’s graduate students will receive the funding during the 2015-16 academic year, evenly distributed among the fall, winter, and spring quarters.

• 2015-16 academic year
  - The winning faculty and graduate students will implement their proposed plans to enhance their mentoring relationships.

• Spring 2016
  - At the final MCT session, the awarded faculty and graduate students will provide a brief presentation (10 min) and written progress report (1 page) of their project.