STANDING COMMITTEES

Academic and Student Affairs Committee

Graduate and Professional School Student Experience

INFORMATION ITEM

This item is being presented for information only.

BACKGROUND

Whether they are graduate students or undergraduates, each UW student makes the most of his or her time here. The Husky Experience is a collection of transformative educational experiences that help UW students discover their passions in life and work, become independent and creative thinkers and gain skills that lead to meaningful and rewarding careers as community, academic and industry leaders.

The Graduate School is committed to students’ success from the time they consider graduate education while still an undergraduate to the moment they earn their graduate degrees, and beyond. In collaboration with partners across all three campuses, the Graduate School supports students and enhances the student experience in several ways.

OVERVIEW

For Future Graduate Students:
- Graduate School Prep: Improving the Pipeline from Undergraduate to Graduate Education

For New Graduate Students:
- Engaging at Critical Junctures: Leading Up to Arrival and the First 90 Days

For Continuing Graduate Students:
- Core Programs: Cultivating Capacities for Success
- Individual Development Programs
- Mentoring

Attachments
1. GRDSCH 200: Preparing For Graduate Education
2. Engaging at Critical Junctures
3. Core Programs (Newsletter)
4. Creating an Individual Development Plan
5. Key Concepts in Mentoring
PROMOTING STUDENT SUCCESS

This course is part of the UW Graduate School’s many efforts to prepare undergraduates and returning students for graduate education, and to support graduate students throughout their courses of study and beyond.
First offered in autumn quarter 2013, this course is designed for students interested in pursuing graduate degrees at the UW or elsewhere. The course explores graduate education and its structure and organization. Students use interactive assignments, individual reflective work, and professional portfolio development to explore their preparation for graduate education, and develop strategies for pursuing graduate school.

Over the years, the course has been taught in different formats: in-class, a hybrid of in-class and online, and as an intensive summer workshop. The hybrid model has been most effective. A full online version of the course is now in development.
ENROLLMENT SINCE 2013

- Autumn 2013 (in-class): 65 students
- Winter 2014 (in-class): 27 students
- Spring 2014 (in-class): 76 students
- Summer 2014 (in-class): 32 students
- Autumn 2014 (hybrid of in-class and online): 65 students
- Winter 2015 (online): 31 students
- Spring 2015 (online – all three UW campuses): 42 students
- Summer 2015 (hybrid): 13 students
- Autumn 2015 (in-class): 72 students
THE NUMBERS

Autumn 2013

- Total enrollment: 72
- Surveys completed: 65
- Class: juniors 20%; seniors 80%
- Program: STEM 54%; social sciences/humanities 46%
- Heard about class?: friend 20%; adviser 31%
- Applying to grad school: this quarter 21%; within a year 34%; within two years 20%; unsure 11%

Autumn 2015

- Total enrollment: 74
- Surveys completed: 52
- Class: juniors 10%; seniors 90%
- Program: STEM 40%; social sciences/humanities 59%
- Heard about class?: friend 21%; adviser 69%
- Applying to grad school: this quarter 56%; within a year 22%; within two years 18%; unsure 4%
Social Sciences and Humanities percentages are approximate as some undergraduate programs may be considered both Social Science and Humanities.
DEMOGRAPHICS: GENDER & AGE

Autumn 2013

Gender

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DEMOGRAPHICS: ETHNICITY & INTERNATIONAL STUDENTS

Autumn 2013

Autumn 2015

International student status wasn’t surveyed in autumn 2013. Question was added in spring 2014, at which point 23 percent of those enrolled were international students.
Transfer student status wasn’t surveyed in autumn 2013. The question was added in spring 2014, at which point only 15 percent of those enrolled were transfer students.
WHAT WE HAVE LEARNED

- The course is best designed as a hybrid – a combination of in-class and online teaching and learning.
- Students tell us, however, that the course is successful, regardless of the format, as the course helps students find the right fit in a graduate school and program and to draft quality application materials.
- Juniors and seniors are best suited for the course as it is designed; however, there is interest in a version for first-year and sophomore students.
STUDENT HIGHLIGHTS

Students have been accepted to many graduate programs, including:

- Columbia University
  - Master’s of Public Health, Master’s in Actuarial Sciences
- UW Bothell, Master’s in Cultural Studies
- UW, Master’s in Teaching (numerous students)
- University of Southern California, Master’s in Education
- Portland State University, Master’s in Student Affairs
- Univ. of Hawaii, Ph.D. in Mathematics
- And many others…
WHERE STUDENTS PLAN TO GO

Ultimate Degree Desire

- EdD: 2%
- PsyD: 0%
- JD: 0%
- Other: 0%
- MA: 8%
- PhD: 31%
- MS: 29%
- MD: 0%
- MBA: 4%
- MPH: 6%
- M.Ed: 14%

Location of Grad Program

- UW: 12%
- OS & OC: 8%
- UW/WA: 22%
- WA School: 2%
- Out of State: 14%
- Out of Country: 14%
- UW/OS: 26%
- UW/WA: 12%
- WA - Other WA Schools: 4%
- UW - UW: 0%
- OS - Out of State: 0%
- OC - Out of Country: 0%

THE GRADUATE SCHOOL
UNIVERSITY of WASHINGTON
STUDENT FEEDBACK

• “I just wanted to thank you again for your help and advice, especially when you told me not to sell myself short. I almost didn’t apply [to Columbia University] because I thought I wouldn’t get in.” – S. Clark

• “Thank you for a great quarter. I want to inform you that I found this course extremely beneficial and gained a lot of knowledge and insight about myself and the graduate application process.” – D. Wolfe

• “I found out within the past few weeks that I have been accepted to Seattle U, UW and USC (3/3!) for Higher Education and Student Affairs… It is evident that GRDSCH200 prepared me for the application process, and I am so thankful I had the opportunity to take the course with you.” – L. Redman
WHAT WE KNOW

Overall, the course has remained very much the same over the two-year span, from the students’ demographic profiles and areas of study to the content they find most useful. Things worth noting:

• In the autumn 2015 course, the ethnic diversity of the group was broader than it has been in any quarter previously. Some of this could be attributed to the number of referrals from the Office of Minority Affairs and Diversity.

• We have seen an increase in transfer students who enroll in the course – from 15 percent in spring 2014 to 25 percent in autumn 2015.

• International students routinely represent about 20-25 percent of the students in the course.

• First-generation college students comprise approximately 30-35 percent.
Between 2013 and 2015, we dropped the “life maps and workshop” portions of the class. Some elements were renamed, such as Group Review = Peer Review, Interviews = Faculty/Grad Interviews.
Between 2013 and 2015, we dropped the “life maps and workshop” portions of the class. Some elements were renamed, such as Group Review = Peer Review, Interviews = Faculty/Grad Interviews.
Engaging at Critical Junctures: Leading Up to Arrival and the First 90 Days

At key moments in a student’s graduate education – from accepting an offer of admission to finding a mentor – students have particular needs, challenges and anxieties, and UW graduate programs have multiple opportunities to connect. This past year, the Graduate School hosted discussions with graduate program advisors (GPAs) to explore best practices to engage and support UW graduate students through these “critical junctures,” or stages, during the first 90 days of their graduate educations. Below is some of the feedback we gathered from GPAs. We hope they are helpful to you as you think about advising strategies leading up, and through, the First 90 Days.

Offer: We have learned from the Graduate School’s survey of applicants who declined UW offers of admission that genuine and frequent communication leading up to, and after, the offer makes a difference to a prospective student who is deciding whether a program is a good fit. Examples include sending updates on timing of admissions decisions, mailing handwritten cards to contrast from the email onslaught, offering additional information about the campus, or the city if the applicant is a non-resident, and encouraging faculty with matched interests to reach out to prospective students.

Accepts-Arrival: Students have referred to the six-months from the time they accept their offer of admission to their arrival on campus as “the dead zone,” during which they rarely hear from programs. Some programs seize this opportunity to slowly rollout information based on students’ needs as they enter the academic year. This is helpful because the months leading to a student’s arrival on campus can be the most anxiety-provoking, and students may be highly motivated to read communications more carefully. The goal is to begin creating an academic and personal home for the incoming student. Some programs communicate via a blogpost, or a monthly schedule of communications, in which they address topics ranging from academic to social to personal.

Orientation: Another piece of feedback from students is that orientation events are often chock-full of information; but since students do not yet have context for it, the content can get lost in the rush of arrival and getting started. One idea is to use “flipped classroom” strategies. Evidence shows these can be effective: giving students information online through short videos, podcasts or easily navigated websites, so they can find the information when they need it – more in a just-in-time fashion. One multi-year graduate program saves its intensive academic planning orientation for early winter quarter, so students have had a chance to get settled during autumn quarter. The primary goal of orientation, on this new model, is to begin community- or cohort-building among new students and integrating them with returning students and faculty. Developing a sense of belonging and connection is a primary task of these early contacts.
The First 90 Days: We know from literature on undergraduate education that the first 90 days make a difference to student success and completion, provided that students feel engaged and connected. From graduate literature, key tasks include fostering collegiality among students, supporting mentoring and collegiality with faculty, and providing a clear sense of program structure and faculty expectations (sometimes called “demystifying graduate education,” Boyle & Boice, 1998). Some programs plan mid-quarter seminars with faculty where more collegial exchange and frank discussions of expectations take place, so students can learn more of the culture and practices in departments. The “co-lab” model of rapid exchange can help level the playing field at these events. Through the Graduate School’s Core Programs, we plan to feature a few themes in our bi-weekly e-newsletters to graduate students that speak to some macro issues in the early phase experiences of graduate students:

- Getting Settled
- Demystifying Graduate School/Grad School Expectations
- Putting Yourself Out There
- Growing a Support Network/Mentoring Teams
- Peer Mentoring
- Imposter Syndrome
- Making the Most out of Your Grad School Experience/Exploring Your Goals
- Communicating with Advisors/Faculty Mentors

The Graduate School is investing more time and research into best practices and evidence relating to these, and other, critical junctures as part of our focus on Graduate Student Experience in our Strategic Plan for Graduate Education (2015-2020). As we do, we look forward to furthering engagement with key front-lines people, developing creative and effective ways to support students, and sharing out what we all learn together.

Appendix: Partial list of issues that can be important to address in the First 90 Days

In addition to the topics listed above from Core Programs, a number of other issues were raised by GPAs as important in the early stages of a graduate student’s experience:

- Connect early and in a personal way – find out personal interests or experiences of incoming students and find ways to connect with others or tailor resources.
- “We don’t expect students to know everything. It’s why we’re here to help and you’re here to learn.”
- “Grad school is challenging for everyone, just challenging in different ways.”
Moving beyond surviving to thriving.

- Supporting “invisible identities” – which can include LGBTQ status, gender queer, or disability experiences.
- Identifying the pathway that is right for you (a match with values, passions, strengths)
- Developing sustainable strategies for graduate education – it is a marathon, not a sprint (despite how it feels at times)
- International students may need additional support transitioning to new culture (academic and city), language, and interpersonal connections (FIUTS extensive orientation and regular gatherings for international students can help).
- Find your people. The people you feel most identified with and connected to may or may not be in your home department.
- How to be an effective grad student
- How did you find a mentor, how to approach faculty
- Did you make the right choice when I came here?
- In autumn quarter, it is also getting progressively darker and colder. People not from Seattle (or even locals) can get depressed or low energy.
- Building community and connection
- Need to hear info more than once – the orientation info is often lost in a sea.
- Checklist of what I need to do in the program, and by when (milestones). Maybe this is better in winter quarter. Expect that it is going to be tough in first quarter. “You aren’t alone; you don’t need to hide. Ask for help. The first quarter (or winter!) can be the hardest and loneliest."
Throughout the past few months, Core Programs has sent out newsletters offering wellness, intellectual, and professional development strategies to help you thrive during—and beyond—graduate school. As part of our continued efforts to connect you with ideas and resources that support you in being your whole self, we dedicate this newsletter to the topic of peer mentorship.

Who is a graduate peer mentor? What do they do? Why is connecting with a peer mentor critical to your success? We looked toward the insights and wisdom of several experienced graduate student mentors by organizing an event called *Thriving in Graduate School with Peer Mentoring* in November.

Here is what they had to say:

- A peer mentor draws from their authentic voice as an experienced graduate student to listen and connect with you on a human level.

- A peer mentor opens a space for the mentee to drive the mentoring relationship in terms of frequency of meetings, what to talk and not talk about, and any goal setting.

- A peer mentor does not try to be your best friend or counselor and encourages you to grow a mentoring and support team of faculty, colleagues, and when needed and appropriate, licensed mental health care professionals.

- A peer mentor is not a problem solver, yet will reflect back to you potential options.
and refer you to campus and community resources.

- A peer mentor has “gone through it too” and you do not need to put on your best face when seeking peer support.

- A peer mentor acknowledges that while all grads and professional students go through imposter syndrome, it is experienced differently based on race, gender, class, sexuality, nationality, and ability.

- A peer mentor shares wisdom on cultivating healthy norms (validating small and big milestones) versus unhealthy norms (“the comparison game”) in graduate school.

- A peer mentor appreciates and learns from the knowledge and experiences of their mentees.

Some departments have their own peer mentoring programs, and others are based on affiliation or on particular identities. For those interested in a broader, University-wide program, the Graduate and Professional Student Senate (GPSS) runs its very own graduate peer mentoring program called Grads Guiding Grads (G3), in partnership with the Graduate School and the Counseling Center, G3 is currently recruiting new peer mentors. If you are interested in becoming a grad peer mentor, or are seeking mentorship, learn more here.

Core Programs extends a warm thank you to the following grad students who participated in the Thriving in Graduate School with Peer Mentoring event, held on November 12, 2015.

Julie Cass, Physics Peer Mentoring Program
Federico Fabbri, Grads Guiding Grads (G3)
Sarah Vorpahl, Women in Chemical Sciences
Ben Wiselogle, Husky United Military Veterans (HUMV)

PROFESSIONAL DEVELOPMENT

Mapping Past Experiences for Future Career Ideas
Tuesday, December 15, 2015, 3:30 – 5:00 pm
Mary Gates Hall (MGH), Room 134, UW Seattle

Considering alternative career options? Wondering how to generate some new career ideas? In this workshop the Career Center staff will use a mind-mapping tool to explore possibilities, identify themes and plan next steps. Bring a pen/pencil. All other materials provided and no artistic ability needed. No registration required.

Identifying Transferable Skills from PhD Work
PhD work yields lots of “transferable” skills—skills that apply to jobs outside of academia. If you ever wonder “so what are my transferable skills and how do I apply them?” join this workshop. The workshop will mine PhD work (research, teaching, administrative service, etc.) to isolate transferable skills and gather evidence to support them. You'll have an opportunity to cross-check your skills with actual job postings and leave with a personalized list of your transferable skills.

**Building a Sustainable Career Exploration Plan**  
Thursday, December 17, 2015, 3:30 – 5:00pm  
Mary Gates Hall (MGH), Room 134, UW Seattle

Think you should be exploring career options but really don't have much/any time to do it? Join us for a workshop in building and executing a sustainable career exploration plan—one that leaves open the door for real life stuff. No registration required.

**ACADEMIC SUPPORT**

**Writing Consultations for Graduate Students**  
Monday, December 14, 2015, 3:30 pm – 5:00 pm  
Wednesday, December 16, 2015, 2:15 pm - 3:45 pm  
Research Commons, Allen Library South, UW

Drop-in consultations for graduate students. Tutors are experienced in graduate-level research and writing at all stages for a wide range of academic and professional purposes (e.g., conference proposals, articles for publication, thesis/dissertation work.

**UW Writing Tutors**

Schedule an appointment with a writing tutor at your UW campus: Bothell, Seattle, and Tacoma.

**MENTORING AWARD FOR POSTDOCS**

The Graduate School is seeking nominations for exceptional UW postdoctoral trainees who dedicate time, energy and effort to mentoring graduate students. Please post your nomination by February 15, 2016. The awardee receives $2,000 in discretionary
FUNDING INFORMATION

The Bonderman Travel Fellowship
Thursday, December 17 & 24, 12:15 pm – 12:45 p.m.
Q&A webinar

Where would you go if you had eight months to travel solo? The Bonderman Travel Fellowship offers an opportunity to engage in independent exploration and travel abroad.

Boren Fellowship
Application deadline is December 31, 2015

The Boren awards provide an opportunity to study less commonly taught languages and do research abroad.

Winter Quarter Travel Grants
Applications open Friday, December 11, 2015
Deadline is January 29, 2016 (early consideration deadline is Jan. 4)

The Graduate and Professional Student Senate contributes funds to qualifying students’ travel expenses for conference participation in the US and abroad.

Project for Interdisciplinary Pedagogy
Application due Jan. 29, 2016

An opportunity for a diverse, highly motivated cohort of four to six UW doctoral candidates to develop teaching skills in the context of an integrative, interdisciplinary program that spans the arts, humanities, social and natural sciences. Graduate Student Service Appointment rate, including tuition waivers, and additional stipend. More information here.

*The UW Graduate School’s Core Programs sends out relevant events, resources, and opportunities directly to graduate students on a bi-weekly basis.*

*GPAs/GPCs: No need to repost to your students unless you want to emphasize a particular item!*
CREATING AN INDIVIDUAL DEVELOPMENT PLAN:
Making the most of your graduate and postdoctoral experience

Setting goals can help you be more intentional about the experiences you have in your training, and can provide key steps to heading in the right direction for you. The best goals are SMART: **specific, measurable, achievable** (actionable), **relevant, and timely**. They should also be aspirational, and move beyond merely a “to-do” list that becomes burdensome. Where do you see yourself heading? Who do you want to become? What experiences will help you get there?

1. **Do a self-assessment or inventory of your current skills, knowledge areas, talents, strengths, and passions.**
   Some existing tools to help with self-assessment are, for example:
   i. AAAS tool (science based but broadly applicable for research): [http://myidp.sciencecareers.org](http://myidp.sciencecareers.org)

2. **After some self-reflection, identify areas that you want to develop further over the next year keeping in mind your longer term goals.**
   Once you have a good handle on your skills and strengths, you can see where there are gaps between where you are and where you aspire to be. Are there classes, workshops, online tutorials, etc. that can help you grow your skill set in certain areas? Informational interviews, networking, or job shadowing that can help you break in to a career? See [Branchingpoints.com](http://www.branchingpoints.com) for great tips.

3. **Allow yourself to think creatively and broadly.**
   When you consider where you want to head in your professional life, for example, rather than focusing on a specific job think about what kind of contribution you want to make, or what kinds of problems you want to solve. Does this mind-set help you identify some of your passions or interests that could be fulfilled and utilized in various types of jobs or sectors?

4. **Searching for what to set goals about?**
   Reflect on your various daily activities, weekend hobbies, as well as your role models. What do you wish you knew more about, had the capacity for, or aspire to? Break that into concrete actions or experiences which will help you get there. Choose specific, measurable, achievable, relevant, and timely goals for the near term.

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1 The AAAS has developed an exceptional and vetted tool for IDPs in the sciences (myidp). Some may want to use this tool for your entire IDP plan. The self-assessment section is excellent and provides a print out of skills and interests that can be used to plan or share with others.
5. **Identify points in time to assess how you are doing with your goals.**
   Whether it is once a month or every three months, what evidence can you see that you are making progress? What new goals do you need to set? If you are not making progress on your goals identify why not. Is something getting in the way, or is it the wrong goal for right now? Re-commit to your goal, adjust your strategy, or release your goal and start again if it is not working for you.

6. **Choose a conversation partner.**
   This person could be your faculty mentor or a peer, someone to talk with about your goals and arrange to have a conversation about your progress on your own timetable. If it is helpful to check in more frequently, ask for that. Being accountable to others can help you stay focused on your goals when new tasks and opportunities arise.

7. **Keep your goals visible.**
   How you manage your goals will be personal. Some people make a “vision board” to literally map their goals and intentions for the year on a wall they can see regularly. Others tape their goals into their notebook or calendar to check on a weekly basis. Still others prefer an e-format to update more regularly. The important thing is to choose a method that works for you that will motivate you and feel satisfying, and not just be another task on the to-do list.

**INDIVIDUAL DEVELOPMENT PLAN for**

(Trainee/Year)________________________________

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Why is this goal important to you?</th>
<th>What do you need to help you accomplish this goal?</th>
<th>What is your timeline for this goal?</th>
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2 Think about what resources, experiences, activities you will need to help you accomplish your goal.

3 Think about what you will see, do, or be if you accomplish this goal, or make progress toward it. How will you know you are “done”? If you notice it is hard to say what you would see or do or be at the end of your goal-experience, you need to reframe the goal to be more concrete and specific and actionable.
In setting goals, think about what is possible, and even what is audacious. For some guidance on goal setting themes and topics, please refer to the next page. Think about what aligns with your vision and values and commitments. What would you do if you were 10% braver? Where do you get energy in your work and in your life? How can you cultivate more of that?

Discussed with Advisor or Mentor (date):

Plan to revisit with Advisor (date or time frame):

**Possible Themes and Topics for Goal Setting**

It can be challenging to think of what to set goals for in your life, here are some ideas to help jumpstart your thinking. The more specific the better.
Academic

- **What specific knowledge do you need to gain to accomplish your research projects?**
  - Are there courses or trainings you need to take?
  - Are there tutorials you would like to do with mentors or advisors?

- **What specific skills (methods or techniques) do you need to acquire?**
  - Are there graduate school or lab courses that would help you learn these skills?
  - Could working with other students, postdocs, or faculty members help you attain these skills?
  - Would collaborating with another lab help you reach your goals?
  - Would you like to gain more experience in teaching?
    - Are there specific teaching opportunities that you know of? How can you obtain these?
    - Is there any formal or informal training that may help you feel more confident teaching?

- **What presentations do you anticipate giving?**
  - Do you plan on presenting at conferences?
  - Do you plan on presenting to your dissertation committee?

- **Do you plan on publishing any papers?**
  - Are there certain journals that you are targeting?
  - What are the anticipated titles/topics of the manuscripts?
  - What are the anticipated dates of submission?
  - Are these first author or collaborative publications?
  - If you anticipate on co-authoring, do you need to reach out or follow-up with potential collaborators?

- **Are you planning on submitting applications for funding?**
  - Who are the sources of the funding and what type of award do you seek? When are the deadlines?
  - What are next steps to get ready to submit?

Career

- **What is your overall career goal?**
  - Where do you see yourself working, and in what capacity, in 10 years? (long-term)
  - Where do you see yourself working, and in what capacity, in 5 years (medium-term)
  - What do you want to accomplish towards reaching your career goals in the next year (short-term)

- **Are there relationships with mentors, advisors, or faculty that you hope to cultivate?**
  - What steps can you take to make these connections?
  - Are there letters of reference that you hope to obtain before you are on the job market?
• Are there any professional development workshops or trainings that you hope to take?
  o What are the topics? (e.g., leadership, management, collaboration, mentoring)
• Are you interested in setting up informational interviews, job shadowing, or interning?
  o If so when does this fit into your timeline?
  o What companies would you ideally like to intern for?
  o Do you have any contacts at these places?
  o Are there upcoming networking opportunities where you can make contacts?

Personal Goals

• Are there things that you could do to make your life feel more balanced?
  o Would you like to set goals around fitness, eating more healthfully, contemplative time?
  o Do you want to spend more time with your partner, friends, or family? How can you make time in your schedule for this?
• Are there any financial goals you hope to reach or debts/loans that you plan on paying off by a certain time?
• Is having a child/children part of your life plan? If so when could this fit into your timeline?

This list was informed by templates developed by the UW Department of Medicine and Division of Pulmonary & Critical Care Medicine.
Key Concepts in Mentoring
UW Faculty Fellows Workshop 2015

“Mentoring is a collaborative relationship between two or more individuals that supports the career and/or personal development throughout one’s career.” – Audrey Murrell 2007

Mentoring Functions (Kathy Kram, 1988). Consider a mentoring team, from many domains of your life, to meet these functions:

- Career:
  - Advocacy, coaching, exposure and visibility, protection, challenging assignments

- Psychosocial:
  - Role modeling, counseling, acceptance and confirmation, friendship

Ideal Qualities in Mentorship¹:

- Admirable people (enthusiastic, compassionate, thoughtful)
- Act as career guides, tailoring support
- Commitment shown through regular, frequent, high-quality meetings
- Support personal/professional balance
- Model how to mentor others through setting clear expectations and standards

Healthy academic research cultures depend on several important dimensions²:

- Relationships/inclusion: feelings of trust, inclusion, connection
- Values alignment: alignment of personal values and observed institutional values
- Institutional support: perception of institutional commitment to faculty (feedback, support, credit)
- Work-life integration: institutional support for managing work and personal responsibilities
- Ethical/moral distress: feeling ethical or moral distress and being adversely changed by the culture

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<tr>
<th>What you can expect from your advisor</th>
<th>What you can expect from your advisee</th>
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<tbody>
<tr>
<td>1. Clear Communication</td>
<td>1. Agendas/Follow up from meetings</td>
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<tr>
<td>2. Constructive criticism</td>
<td>2. Requests for specific feedback</td>
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<tr>
<td>3. Positive feedback</td>
<td>3. Appreciation (and accountability)</td>
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<tr>
<td>4. Career mentoring</td>
<td>4. Questions about the future</td>
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<tr>
<td>5. Regular meetings</td>
<td>5. Proactive approach</td>
</tr>
</tbody>
</table>

What if it’s not working?
1. Don’t wait. Deal with it NOW. Good communication is key.
2. Poll your peers and other mentors. Who has had a similar experience and what helped them?
3. Talk with other known allies among the staff and faculty in the program. Always feel free to consult with the Graduate School, Postdoc Affairs (lgaya@uw.edu).

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4 From “Mentoring Up” handout, Core Programs, UW Graduate School.
**Student Presenters’ Biographical Information**

**Yasmeen Hussain** is a Ph.D. candidate in Biology, working in the lab to understand sperm-egg interactions. Yasmeen received a B.S. in Mathematics and a B.S. in Biology from the University of Utah in 2011, along with minors in Music and Chemistry, an Honors degree, the Undergraduate Research Scholar designation, and a Service Learning certificate.

Yasmeen is an active member of the UW community. She is in her second year of an elected Executive Senator position with the Graduate and Professional Student Senate, which she has served on as a Biology representative for all four-and-a-half years of graduate school. Beyond the Senate, Yasmeen is currently on the Student Technology Fee Committee and served on the Bioscience Careers Committee for two years.

Yasmeen is passionate about science communication, and makes time to give tours of the UW Biology greenhouse, lead workshops to help other researchers make their science accessible, and present her research to both scientists and the public. Yasmeen volunteers as a mentor for the Girls in Engineering, Math, and Science program and as a workshop leader at the Seattle Expanding Your Horizons event, to help middle-school girls develop their science interests.

**Monica Cortes Viharo** is a second year doctoral student in the School of Drama at the University of Washington, and recipient of the McNair Graduate Fellowship. She earned a BA in Theater and Political Science from the University of California at Berkeley.

She is honored to represent her fellow graduate students as Vice President for Internal Affairs for the UW Graduate and Professional Student Senate and as a Steward for UAW Local 4121. She was also recently appointed as the Interim Director of the Department of Communication’s Speaking Center. Her research focuses on the creation, performance, and impact of Documentary and Political/Activist Theater.
Zahra Rehamani is a senior majoring in Sociology and Early Childhood and Family Studies, as well as minoring in Early Learning and Societies. Zahra was part of the Summer 2015 – GRDSCH200: Preparing for Graduate Education class. Her main focus is in teaching and she just applied to the UW MIT program and hopes to teach in Seattle public schools in grades 1-4 or overseas in India in an academy.

Zahra is a native of India and is anxious to give back to her community – her roots. The epiphany to become a teacher hit Zahra on a trip she took back to India to visit her family in 2007 where she observed many children – including her own niece – struggling to create better futures for themselves through education. Despite limited resources, the community pulled together to ensure the future of the younger generation. Zahra wants to be a part of that future building.

In addition to her studies at UW to further her knowledge in teaching, Zahra also has experience – having been a religious teacher in her community for the past 13 years, as well as teaching dance within her community. Outside of learning in school and teaching in her community, Zahra enjoys studying and performing art, music and dance.

Jordan Sherry-Wagner is a second year Master’s in Education student in Learning Sciences and Human Development who holds degrees from the University of Washington in Philosophy as well as Early Childhood and Family Studies. Raised first in Denver and then Seattle in a low-income household, Jordan is the oldest of 5 children and a first-generation graduate student.

Throughout his time at UW, Jordan has been heavily involved in many student unions and governmental groups, serving as a representative of the College of Education in the Graduate and Professional Student Senate, the Student Chair of the College of Education’s Academic Programs and Initiatives Committee, and the only ever undergraduate to sit on the College of Education’s Faculty Counsel. Jordan has also accompanied Dr. Nancy Hertzog, the director of the Robinson Center for Young Scholars, to Reggio Emilia, Italy in 2013 and 2015 to study and participate in the North American Study Tour of Reggio Emilia Schools in an effort to bridge cultural and philosophical divides in early learning and capitalize on the strengths that accompany diverse educational values and practices.

Along with his coursework, Jordan works as a curriculum specialist at the Childcare Quality and Early Learning Center, headed by Dr. Gail Joseph, where he contributes to meaningful efforts in early childhood education that work to bridge the many gaps between theory, practice, and policy. Additionally, Jordan is a founding member and current co-director of Little Heroes Childcare and Early Learning Center in Seattle. Established in 2008, Little Heroes is a full inclusion multiage learning center that promotes whole child development through an evidence-based emergent curriculum that focuses on the importance of developing executive function skills, social justice values, and ecological sustainability through long-term project work and play.

At this time, Jordan is preparing for doctoral studies in the Social and Cultural Foundations Department in the College of Education while working on his Masters thesis, tentatively titled, “Critical Education for Global Citizenship: An Introductory Framework for Young Children.”