

A large, blue-tinted image of the UC Davis water tower, featuring the text 'UC DAVIS' on its spherical top. The tower is a lattice structure with a spherical tank on top. The background is a solid dark blue color.

UC DAVIS

WELCOME TO

Supporting Graduate Students & Scholars Remotely

AGENDA

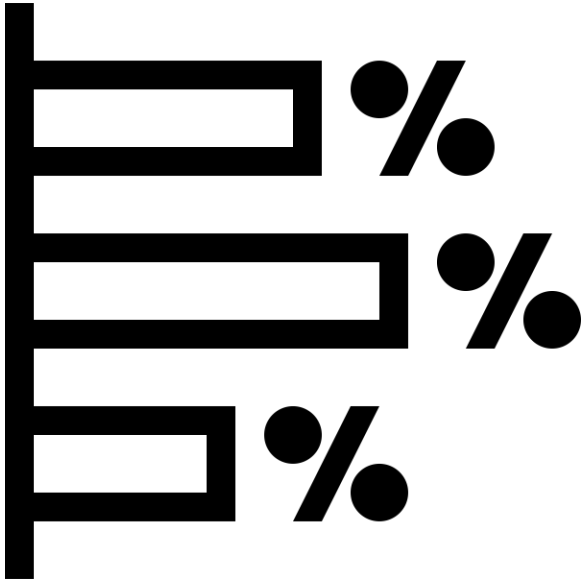
- Introductions
- Impact of COVID-19 on grad students and postdocs
- Remote mentoring of:
 - New students & scholars
 - Advanced-stage students
 - Students in distress

Sponsors:

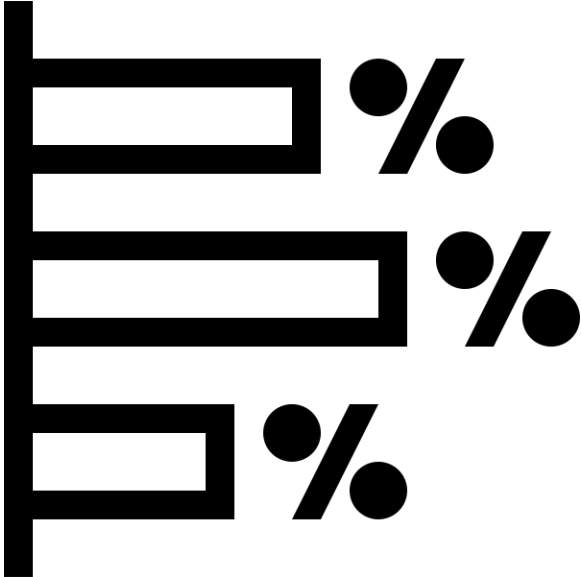
UCDAVIS
GRADUATE STUDIES

UCDAVIS
ACADEMIC AFFAIRS

**POLL: REMOTE
ADVISING
CHALLENGE**



**POLL: REMOTE
ADVISING
INSIGHT**



IMPACT OF COVID-19 on GRAD STUDENTS AND POSTDOCS

- Mental health and physical health challenges due to isolation and illness
- Additional caregiving responsibilities, especially with the closure of daycares and schools
- Academic timeline concerns, leading to loss of confidence in research, scholarship, and graduating
- Financial concerns
- Lack of community and informal networks
- Fewer interactions with mentors/faculty/support staff
- Concerns about career prospects
- Lack of motivation
- Grief in accepting the loss of pre-COVID plans

WHAT CAN HELP

- Regular check-ins and conversations
- Connect to resources (writing support, counseling, basic needs)
- Help establish additional professional connections
- Build confidence, encourage
- Acknowledge and validate concerns
- Brainstorm ways to adjust research and writing plans
- Invoke hope

Remember: Investing in a good mentoring relationship will support your student's or postdoc's long-term success.

New Students & Scholars

- How to build intellectual community (in a research group, lab, cohort)
 - virtual journal clubs, informal reading groups
 - invited speaker series
 - group wellness activities
 - new students may need more structure
- How to structure research rotations
 - sample projects and proposals
- How to orient a new student/postdoc into a lab or research group

COMMUNITY BUILDING & SUPPORT GROUPS

- Graduate Student Association
- Socially Engaged Scholars
- Community Dinners
- TA Well-being Program
- Healing Through Connections:
Graduate Student Therapy
 - Call Counseling Services at (530) 752-0871
- Postdoc Happy Hours
- Postdoc Support Group
 - (530) 752-2727 or Sharon Ree at slree@ucdavis.edu



COMMUNICATION TIPS

- Initiate calls and conversations.
- Discuss expectations of how often you will meet/interact.
- Be mindful of time zones.
- Ask about how they are doing directly, each meeting.
- Tools to consider (ask what your students prefer/use):
 - Slack
 - GroupMe
 - Zoom
 - Groups/teams (Google, Facebook, etc.)



Advanced-Stage Students

- How to adapt when a lab is temporarily closed and previous research cannot continue
 - writing and publication
- How to redesign a dissertation when the student cannot visit archives or complete field work
 - translations, digital sources, new archives, remote interviews
 - use grant-writing to motivate and articulate new paths
 - connect to other scholars in the field to maintain energy in project

DISSERTATION-WRITING SUPPORT GROUP

Thursdays, 11am-Noon via Zoom, Starting Oct. 15, 2020

This group is a support space for graduate students who are in the writing state of their dissertation or thesis. The group will focus on goal setting, time management, motivation enhancement, problem-solving, stress management, and building other skills relevant to completing the dissertation or thesis. Support Group Facilitator: Dr. Bai-Yin Chen, Psychologist, Counseling Services. Email Dr. Chen to register: bychen@ucdavis.edu.

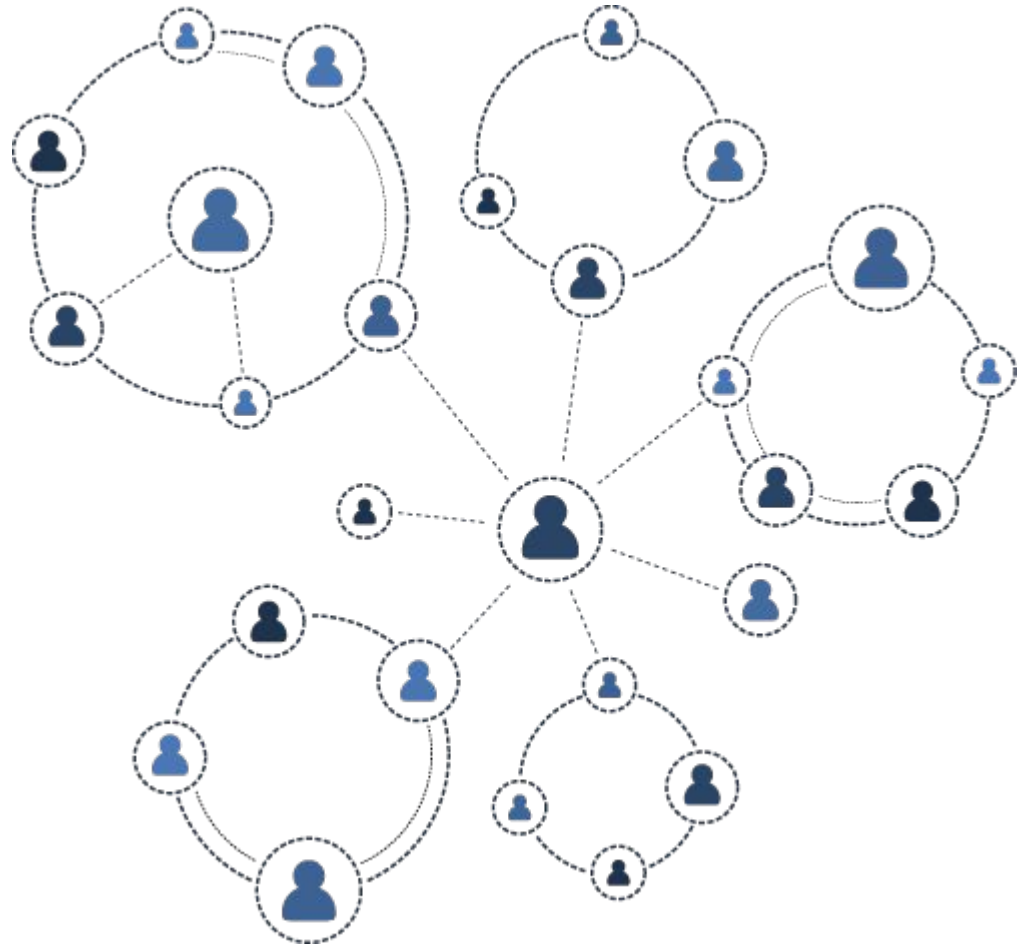


MENTOR NETWORKS

Encourage your mentee to seek additional sources of mentoring support.

These include networks for:

- Academic feedback
- Emotional support
- Professional development




Students in Distress: Case Study

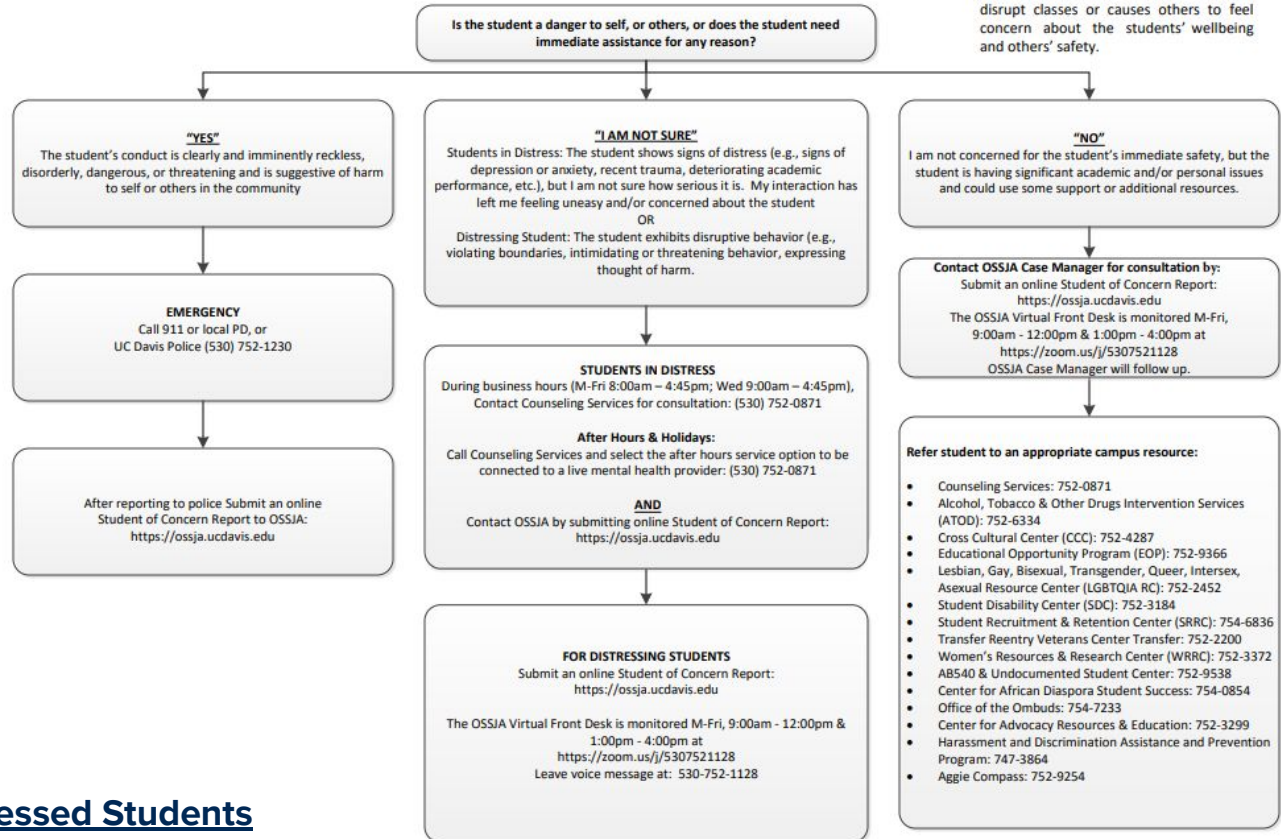
Nathan is a third-year international Ph.D. student who hasn't been in touch with his faculty mentor or graduate program coordinator since May. Nathan's Qualifying Exam is coming up, and his mentor is concerned about his well-being and preparation. The mentor hears from other third-year students that Nathan is isolated and very anxious about the exam.

- What could the mentor do to support this student?
- What questions could the mentor ask Nathan to better understand his situation?
- What resources could the mentor offer?

RESPONSE PROTOCOL RESOURCE

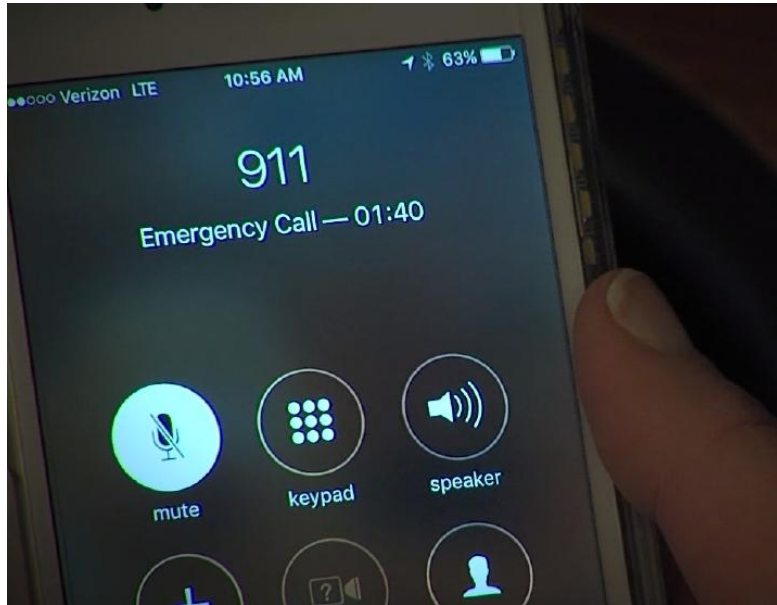
UC Davis Faculty and Staff Response Protocol for Distressed or Distressing Students

 Students who are in distress typically have difficulty coping or feel overwhelmed by the situation. These students can become distressing to others when their behavior starts to disrupt classes or causes others to feel concern about the students' wellbeing and others' safety.



Response Protocol for Distressed Students

STUDENT IN DISTRESS RESOURCES



- Call Police/911: Welfare check (after hours as well)
- Acute Care and Crisis consultation
- Talk with program coordinator
- Contact case manager at OSSJA
- HDAPP/Care
- Warm Hand-Off procedure can include asking a counselor to be ready in a Zoom waiting room when you meet with a student.

STUDENT SUPPORT REFERRAL

- Concerned about a student? Submit a [Student Support Referral](#) with the Office of Student Support and Judicial Affairs.
- A case manager will follow up with the student, assisting them with appropriate campus resources.

How can a Case Manager assist you? *

- No assistance needed, just an FYI
- I would like advice on how to help this individual
- I would like a Case Manager to reach out to this student directly
- Other (please explain)



Student Information *

Please include the **Full Name, Student ID #, and email** of the student(s) involved.

Description *

Please provide as much information as possible about the situation (no text limit).



RESOURCES RELATED TO MENTORING

- [Mentoring Guidelines](#)
- [Graduate Studies Mentoring Resources](#)
- Program Coordinators & [SAs in Graduate Studies](#)
- [Director of Advising & Mentoring-](#) Elizabeth Sturdy
- [Associate Dean of Graduate Students](#) – Ellen Hartigan-O’Connor
- [Graduate Diversity Officers](#) – Devin Horton & Josephine Moreno
- [GradPathways](#) – Teresa Dillinger & David Blancha
- [Counseling Services](#) – Bai-Yin Chen
- [Student Disability Services](#) – Abby Tilden
- [Office of the Ombuds](#)
- [Office of Student Support and Judicial Affairs](#) (Case Managers)
- [Harassment & Discrimination Assistance and Prevention Program](#)
(HDAPP)

FINAL INSIGHTS

- Be mindful that mentees have different needs depending on their personal circumstances and their stage in the program.
- Talk to your peers about approaches to remote advising and mentoring.
- Be aware of the offices that can assist with distressed students and postdoctoral scholars (OSSJA/ASAP).
- Your mentorship matters and can greatly help students and scholars get through this difficult time.