THE COMMUNITY DEVELOPMENT GRADUATE GROUP

Handbook and Reference Guide

2024-2025

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COMMUNITY DEVELOPMENT GRADUATE GROUP

Purpose and Vision

Welcome to the Community Development Graduate Group! The CDGG is a community of transformative thinkers building knowledge useful to meet local community goals in the context of regional, national and global change. The program emphasizes interdisciplinary, collaborative, and project-based learning, as well as community-engaged scholarship. The CDGG challenges students to integrate theory and practice, to develop constructive solutions to contemporary problems, and to lead in building a healthy, sustainable, and equitable society. For more than 40 years the Community Development Graduate Group has combined social theory and scientific research with the acquisition of practitioner skills. In our program, we aim to integrate learning, action, and reflection with these goals:

- Understand the history of community development and apply theory related to the field
- Work with institutions and systems of power within communities
- Engage and collaborate with different communities of place, practice, and interest
- Build upon community assets and uniqueness to identify constructive solutions
- Develop skills and knowledge related to their particular interests

Graduate Group Structure

Here's a breakdown of where you are in the structure of UC Davis. The *university* has four undergraduate *colleges*: (1) Letters and Science, (2) Engineering, (3) Biological Sciences, and (4) Agricultural and Environmental Sciences. Cutting across these colleges is *Graduate Studies*, which administers over 80 graduate programs offered by *departments* and *graduate groups*. Each *department* may have multiple *programs* which offer undergraduate degrees.

The *Community Development Graduate Program* is sponsored by the *Community Development Graduate Group (CDGG)*, which has its administrative and financial center in the *Community and Regional Development Program (CRD)*. *CRD* is a unit of the *Department of Human Ecology*, which is in the *College of Agriculture and Environmental Sciences*. The Chair of the CDGG is Clare Cannon, a Professor in the in the *Department of Human Ecology*.

There are two types of graduate programs on campus: those directly sponsored by departments and those sponsored by graduate groups. The CDGG falls in the latter category. About half of all graduate programs (80+) on campus are sponsored by graduate groups. The primary benefit of the *group* structure is that it "permits faculty to be affiliated with graduate programs in more than one discipline and offers students flexibility and breadth by crossing the administrative boundaries of the various departments, colleges, schools and sometimes campuses." The flexibility is very helpful in that it allows students to create their own paths as much as possible, and to work with a very wide range of faculty in many home units. At the same time, it gives students the sole responsibility of defining their individual programs. Those students who apply to CDGG tend to be independently driven folks already, but the task can be daunting (especially at first).

Knowing the University's structure can help you figure out who has power to do what, and where to get information. For most CDGG student needs, the program's staff advisor (Carrie Armstrong-Ruport), the program's chair, and your own faculty advisor are the people to start with.

Who is My Faculty Advisor?

U.C. Davis recognizes that the mentoring of graduate students by faculty is an integral part of the graduate experience for both. Faculty mentoring is broader than advising a student on the program of study to fulfill coursework requirements and is distinct from formal instruction in a given discipline. Mentoring encompasses more than serving as a role model. While the faculty advisor will be the primary mentor during a student's career at UCD, program faculty other than the student's advisor may perform many of the mentoring functions.

Mentoring has been defined as: (1) Providing a clear map of program requirements from the beginning, making clear the nature of the coursework requirements and qualifying examination, and defining a timeline for their completion; and (2) Providing clear guidelines for starting and finishing thesis work, including encouraging the timely initiation of thesis research. Beyond these general expectations of faculty advising, there are specific advisee requirements of all entering students in Community Development. Two important steps, outlined below, include meeting with your initial advisor before classes begin and selecting a permanent advisor before completing your first year. Additional milestones are outlined on p. 21 of this handbook, and mentoring guidelines are on the CDGG website.

As an incoming student, you will be paired with an initial **First-Year Faculty Advisor**. The goal of assigning you this advisor is to provide you with an initial point of contact and get oriented to faculty and resources on campus in your area of interest. This is a temporary assignment so you will need to choose a permanent advisor by the end of the first year. At the beginning of the school year, 1st year students are required to meet with their assigned advisor to: (1) discuss and review your list of proposed courses for the year, (2) discuss the alternative plans of study (Plan I: Thesis Option and Plan II: Comprehensive Exam Option), and (3) Discuss upcoming deadlines and milestones for the 1st year of study. During this meeting, the Degree Requirements Planner (see p. 28) will need to be signed by your advisor followed by a signature from the CDGG Chair.

Before the end of your first year, you are strongly encouraged to select a **Permanent Advisor** that will also serve as your thesis or exam chair, depending on your chosen plan of study. This is often the same person as your initial advisor, as every effort is made to pair faculty and students that share research interests. The permanent advisor will sign your progress report as well as continuing to review and guide your plan of study. In terms of mentoring, the advisor will assist you in choosing remaining courses to complement your research interests and guide independent studies related to your thesis topic/professional interests. The advisor will also provide suggestions concerning the composition of your thesis or exam committee as well as on-going review of thesis work and necessary steps toward graduation. However, it is worth noting that any forms

requiring signature from the Office of Graduate Studies will need to be signed by one of the "Graduate Advisors" listed in the next section.

Community Development Graduate Group Key Personnel

Graduate Advisors

(These are the people authorized to sign student forms)

Clare Cannon, Human Ecology, chair and advisor, 2311 Hart Hall, cebcannon@ucdavis.edu

Amanda Crump, Plant Sciences, advisor, 3045 Wickson Hall, (530) 754-0903, acrump@ucdavis.edu

Jonathan London, Human Ecology, advisor, 2335 Hart Hall, jklondon@ucdavis.edu

Graduate Group Governing Committees and Officers

Executive Committee: Makes decisions about program requirements and nominates new faculty members to be voted upon by the CDGG—graduate students nominate new student members. 2024-25 members are: Natalia Deeb Sossa, Catherine Brinkley, David de la Peña, Amanda Crump, Clare Cannon, Haven Kiers, and Brittany Chambers. Usually a student from each of the first and second year cohorts serves on the committee as well. Cohorts should choose these student representatives early in Fall Quarter.

Admissions Committee: Reviews Community Development applications to the program and makes decisions on admissions, fellowships and work-study awards. There are usually 2-4 faculty and 1-2 students on this committee. The 2024-25 chair is Brittany Chambers.

Core Staff People

You can find the **Graduate Program Coordinator**, **Carrie Armstrong-Ruport,** in Room 129 Hunt Hall (530) 752-4119 – caruport@ucdavis.edu. She is the first point of contact for all graduate students and the graduate program. She has records of transcripts and grades, assists with forms and communication between departments, provides translation of the UC policies, and can offer tips and direction for daily survival on campus. Carrie sends out a plethora of announcements regarding jobs, classes, and messages from faculty. She also keeps track of Teaching Assistant and Reader positions for the department, and can help match students up with these on-campus work opportunities.

Carrie assists with internships by keeping in regular contact with certain organizations that have had interns in the past. She can give tips or suggestions about possibilities that fit students' interests. You should also talk

with your initial or permanent faculty advisor about possible internships. Please see Appendix 1: *Academic Guidelines for Awarding Academic Coursework Requiring Contracts* (p. 37); and Appendix 3: *The Rationale and Structure for Internships* (p. 39). If you have any leads for new internship opportunities, we urge you to let Carrie know this so that she can let other students know and enter the information into her data bank. Carrie can broadcast these opportunities on our student listserv.

The administration of the Community Development Graduate Group is handled within an administrative cluster (called Cluster 5) that includes the departments of Environmental Science and Policy, Agricultural and Resource Economics, and Human Ecology**.** In nearly all cases, your first point of contact for any administrative matters should be Carrie Armstrong-Ruport, but at times you may end up interacting with other administrative support staff, particularly related to TA and GSR hiring paperwork and payroll submissions, for information technology support, and for office keys, so it is useful to know who they are. They are all essential and valued staff for ensuring our program and departments continue to thrive. Full contact information is on the website at: http://caes-cluster5.ucdavis.edu.

Community Development Graduate Group

Dept. of Human Ecology

CRD and HDE
Noli Brazil
Catherine Brinkley
Clare Cannon
Brittany Chambers
Mark Cooper
Ryan Galt
Jonathan London
Anne Visser

Agricultural Sustainability Institute

Cooperative Extension

Vikram Koundinya
Keith Taylor

LDA
David de la Peña
Haven Kiers
Patsy E. Owens
Claire Napawan
Michael Rios
Brett Milligan
Emily Schlickman
Haven Kiers

Natalia Deeb-Sossa
Susy Zepeda — **Chicana/o Studies**

Gail Feenstra — **Sustainable Ag. Research & Edu. Program**

Liza Grandia
Beth Rose Middleton — **Native American Studies**

Amanda Crump — **Plant Sciences**

Julie Sze, Javier Arbona
Erica Kohl-Arenas — **American Studies**

Robin Hill — **Art**

Susan Kaiser — **Textiles & Clothing**

Jesus Barajas
Susan Handy
Tom Tomich — **Environmental Science and Policy**

Lisa Pruitt — **School of Law**

Jesse Drew — **Cinema and Digital Studies**

Heidi Ballard
Nancy Erbstein — **School of Education**

Bettina Ng'weno — **African American and African Studies**

Bruce Haynes
David Kyle — **Sociology**

Last update: August 2024

CDGG Faculty Members

Name	Department	Areas of Interest
Javier Arbona	American Studies	Race, space, memory, military landscapes, policing, surveillance, and global infrastructure
Heidi Ballard	Education	Environmental education that links communities, science, environmental action and learners of all ages.
Jesus Barajas	Environmental Science & Policy	Environmental justice and transportation equity; sustainable travel among immigrants; bicycle and pedestrian safety; cross-cutting issues in transportation and education equity.
Noli Brazil	Human Ecology	Spatial demography; neighborhood social equity issues; connections between people and places.
Catherine Brinkley	Human Ecology	Community food; healthy food access; farm-city networks; One Health; community energy; on-farm clean energy solutions; sustainable development
Clare Cannon	Human Ecology	Political economy and the environment, global and urban sustainability, gender and society, climate change and disasters, and mixed-methodologies.
Brittany Chambers	Human Ecology	My research aims to merge critical and public health theories to increase sexual and reproductive health equity among marginalized populations.
Mark Cooper	Human Ecology	Technological and social innovations in the decarbonization of the meat & dairy sectors and the plastics industry; policy and politics of greenhouse gas mitigation in CA and New Zealand; geography of field-based scientific research; private-sector animal welfare standards and government regulations.
Amanda Crump	Plant Sciences	International and domestic adult agricultural education. Improving educational outcomes for women and other vulnerable groups who have less access to formal education.
Natalia Deeb Sossa	Chicana/o Studies	How Mexican immigrant farm worker mothers are negotiating power and resisting practices and policies of educational and health inequity.
David de la Peña	Human Ecology	Participatory urbanism, design activism, sustainable cities, community design, landscape education, occupational location of Hispanics.

Name	Department	Areas of Interest
Jesse Drew	Techno Cultural Studies	Theory and practice of alternative and community media, particularly electronic media, including practices such as blogging, Low Power FM Radio, social computer networking, cable/satellite television, peer-to-peer computing, and on-line activism.
Nancy Erbstein	Education/Global Affairs	Youth development, well- being, health, and civic engagement; global education; qualitative methods
Gail Feenstra	(SAREP)	Applied and evaluative research on community food systems; education and outreach to community-based groups to build their capacity and leadership skills.
Ryan E. Galt	Human Ecology	People-environment geography, cultural and political ecology, agricultural and environmental governance, political economy of sustainable agriculture, cartographic design.
Liza Grandia	Native American Studies	Indigenous community development; corporate trade and globalization; foreign aid and empire; political ecology, biodiversity conservation; environmental justice; land grabbing, agrarian change and rural development. Countries of interest: Guatemala and Belize.
Susan Handy	Environmental Science and Policy	Transportation and land use; travel behavior; the impact of transportation investments on land development patterns; strategies for enhancing accessibility and reducing automobile dependence, including land use policies and telecommunications services
Bruce Haynes	Sociology	Race and ethnicity, urban, community and sociology of knowledge
Robin Hill	Art, Art History	Public art; tuning in to the frequency of daily life and seeing things as they truly are. "Ideas are encountered, rather than gotten."
Susan Kaiser	Textiles and Clothing	Fashion theory and feminist epistemologies, youth style and cultural anxiety, cultural studies approach to appearance style and identity, focusing on intersections among gender, race and ethnicity.

Name	Department	Areas of Interest
Haven Kiers	Human Ecology	Sustainable design, green infrastructure, drought tolerant planting strategies, and green roofs.
Erika Kohl-Arenas	American Studies	Critical studies of philanthropy and the nonprofit sector, participatory community development, grassroots social movements and cultural organizing
Vikram Koundinya	Human Ecology	Program evaluation design and capacity-building, qualitative and quantitative methods, agricultural extension, needs assessments
David Kyle	Sociology	International migration, development and globalization.
Jonathan London	Center for the Study of Regional Change	Environmental justice, Environmental/ natural resource policy, Community and youth participation, Political ecology, Rural development, Social movements.
Mark Lubell	Environmental Science and Policy	Watershed management, environmental activism, and agricultural best management practices.
Beth Rose Middleton	Native American Studies	North American and Caribbean Native American community/economic development; political ecology; Federal Indian law; Native American natural resource policy; qualitative GIS; indigenous geography and cartography; Afro-indigeneity; intergenerational trauma and healing; participatory research methods; rural environmental justice; multi-cultural dimensions of conservation, land use, and planning.
Brett Milligan	Human Ecology	Landscape architecture, design activism, environmental design and planning; climate change adaptation; ethnography and ecology of infrastructure, sustainable food systems.
N. Claire Napawan	Human Ecology	Design of the built environment; landscape change and adaptation; global cities; productive landscapes
Bettina Ng'weno	African American and African Studies	Urban and rural communities with a particular focus on space, citizenship and justice in Latin America and more recently in the Indian Ocean region
Patsy Eubanks Owens	Human Ecology	Environments of children and adolescents, community participation
Lisa Pruitt	School of Law	Law and Rural Livelihoods, Critical Race Theory, Feminist Jurisprudence, Legal Profession, Critical Whiteness Studies, Torts
Michael Rios	Human Ecology	Human geography, urbanism, marginality, social practice of planning and design, placemaking, political participation, and social movements.

Name	Department	Areas of Interest
Emily Schlickman	Human Ecology	Digital representation, urban futures, landscape management, and climate change adaptation.
Julie Sze	American Studies	American studies; environmental, urban and ethnic studies; race, class, gender and environment; environmental justice, urban environmentalism and environmental health.
Keith Taylor	Human Ecology	Community economic development, cooperatives, natural resources, collaboration, rural communities
Tom Tomich	Human Ecology	Agricultural sustainability, sustainable food systems, sustainability metrics and indicators, sustainability science.
M. Anne Visser	Human Ecology	The informal economy; non-standard work arrangements; low wage labor; governance; social and economic integration, equity, and equality.
Susy Zepeda	Chicana/o Studies	Chicana/Latina decolonial feminisms, social justice, critical race and ethnic studies, U.S. women of color feminist theory, LGBTQI and queer of color studies, oral history, collaborative methodologies, and intergenerational healing.

PLANS OF STUDY & OTHER REQUIREMENTS

Plan I. Thesis and Thesis Project Option + Thesis Defense

The Thesis Option requires completion of the following:

- A minimum of 51 upper-division units (>100 series) and graduate units (200 series), including core courses. Note: upper-division undergrad courses count towards grad degrees.

- A 200-hour internship and a written report (7 units) on the internship analyzing the application of community development concepts to the internship work.

- A thesis, which is a study or research project undertaken in conformance with standards and practices of scholarly investigation for the topic being studied under the guidance of student's Thesis Committee (consisting of three faculty).

- Students should plan to give a public presentation of their thesis, usually during the CRD 290 lecture

series in Spring Quarter of their second year, or at some other pre-arranged time.

- An oral defense answering questions from the student's committee concerning the research & analysis.

Minimum course distribution is as follows:

Units

Core courses: 24

Concentration & electives: 20

Internship: 7

Total: 51

Remember: The student needs to be the one to keep the process going. You need to stay in touch with each committee member—keep informed. The faculty and staff won't do this for you!

CD students who elect this option should take into consideration the following suggestions:

- Begin to organize early. Preferably have research ideas conceptualized if not formalized by the end of your first year. This is important if you want to conduct research in the summer between first and second years.

- Consider aligning your internship and other coursework with your thesis topic. This will give you more time to do background research and build relationships in your field sites.

- Get your Graduate Studies Thesis Guidelines information from Graduate Studies or from their webpage. http://gradstudies.ucdavis.edu/forms

- Prepare and submit your Human Subject Protocol with the UC Davis Institutional Review Board (IRB) if you will be doing research with human subjects. Information on the IRB is found here: https://research.ucdavis.edu/policiescompliance/irb-admin/.

- Select a thesis chair (this is typically, but not necessarily your existing Major Professor) and a thesis committee (total three faculty.) The chair must be a member of the Community Development Graduate Group. The Chair and the student should take the initiative to determine an appropriate protocol and to set initial deadlines. The thesis committee's role is to guide the thesis process. The faculty will help the student plan and monitor research design and data collection methods, suggest literature to review, edit the student's thesis drafts, ask questions during the thesis defense and decide on whether the student passes the defense and has successfully completed their thesis.

- When forming the committee select individuals who know you and your work and have knowledge of the field you have studied. Also select people who can help you get jobs or get into a Ph.D. program if that is your goal.

- The University normally requires three Academic Senate members (faculty) on a thesis committee. Consult the Graduate Advisor for assistance with this process. Regulations on committees are at http://www.gradstudies.ucdavis.edu/gradcouncil/advanced_degree_committees.pdf. Students working

closely with a mentor in their case study organization/ field site sometimes opt to have this person serve on their committee. One person on the committee (ideally with a Ph.D. but at minimum a master's degree and equivalent professional experience) can be selected from outside the University, though this requires a petition to Graduate Studies.

- Keep track of the deadlines for the quarter you're graduating as you need to file for candidacy before completing the thesis and thesis defense. Anticipate potential delays such as faculty review time, re-writes and revisions and problems with faculty members being gone on sabbatical or over the summer.

- All Graduate Studies approval forms (and your transcripts) need to be evaluated by Carrie and signed by a faculty advisor before you go to Grad Studies with the paperwork.

The thesis defense is generally up to two hours in length. There should not be any surprises if everyone has reviewed drafts of the student's thesis in advance. Members of the committee generally ask the student to make a presentation of ~20 minutes on their thesis, and then ask questions. Committees frequently request minor changes before the student files the thesis with Graduate Studies. The oral exam is a great conclusion to the thesis project and a well-deserved celebration. Ask your faculty committee what you should expect in an oral exam. Some students take in beverages and food to celebrate (but this is not an expectation of the faculty).

Please make sure to submit an electronic copy of your finally approved thesis to Carrie upon completion. Many of these will be posted on the CDGG website and with the UC Davis Library to share your excellent work with the world!

Plan II. Written Comprehensive Exam + Orals Option

The examination option calls for satisfaction of the following requirements:

- A written comprehensive exam and orals consists of a written and oral examination under the guidance of the student's Thesis Committee (consisting of three faculty members).

- Prior to the written examination, the committee members and the candidate agree on a minimum list of literature and areas of knowledge likely to be covered in the written and oral exam.

- The committee will meet with the student for an oral defense of the written exam within a reasonable time after submission of the written exam.

Requirements before the exam:

- A minimum of 55 upper division or graduate units.

- A 200-hour internship and a written report (7 units) on the internship analyzing the application of community development concepts to the work, written with the supervision of a faculty member of the Community Development Graduate Group.

- A comprehensive written examination.

Minimum course distribution:

Units

Core Courses: 24

Concentration & electives: 24

Internship: 7

Total: 55

CD students who elect this option should take into consideration the above suggestions as well as the following, which apply, specifically to the exam option.

The oral exam is intended to test your mastery of three interrelated areas of community development.

- Begin to organize early. The formal part of the exam option can be completed in one quarter. However, you should start studying early.

- Form a three-member faculty committee. This committee will give literature suggestions, prepare written questions, score your exam, and sit on your orals committee. The student and the committee Chair should set the deadlines that apply to the exam option:

  1) The written exam. Each member of the committee formulates questions for the written exam. Students should initiate preparations for the reading list used in their exam. The areas to be covered and any particular emphasis that you want to develop. You have 72 hours for the exam and it is an open book exam that you can do in your study or home. You are expected to work

alone on it.

2) Normally, students get the questions by email on Friday morning and return their responses on Monday morning. Students are normally expected to write 10-15 typewritten pages (not including references) in response to each question.

The oral exam is a rigorous defense of the written examination questions. It can also extend beyond the specific questions to test the student's ability to integrate other literature on the reading list to demonstrate analytical capacity in the student's three chosen areas. Oral examinations normally last 2 hours.

Internship Requirement

This is the "practicum" portion of our program. You should visit Carrie Armstrong-Ruport and talk to your faculty advisor and other faculty for ideas and advice about finding an appropriate internship. Not all internships are paid, unfortunately, but you can take CRD 292 Internship units for the experience. The Internship time commitment amounts to a half-time job for one quarter (or quarter time for two quarters). You need to arrange for a faculty sponsor **before** you start your internship and complete the departmental contract. At the completion of the 200-hour internship, CD students should complete a report on this internship that becomes part of their file. The format of the report should be negotiated with the student's internship Advisor.

You will have to complete 200 hours of internship and receive 7 (seven) units for this requirement. According to UCD policies, 30 hours of internship work are required for one unit. Thus, the remaining 10 hours to complete this requirement will be satisfied when you submit a written account and analysis of your internship experience and the skills learned under the supervision of your faculty mentor.

See Appendix II & III for more information about Internship requirements.

Filing Fee Status

If you want to save considerable money after you've finished your coursework, you can go on filing fee status and pay much less than you would as a full-time student. The Filing Fee was established expressly to assist those students who have been advanced to candidacy and who have completed all requirements for degrees, including all research associated with the thesis or dissertation, except filing theses or dissertations and/or taking final (comprehensive) examinations. **It is expected that students will have a near-complete thesis draft before going on filing fee.** Filing fee is typically allowed for only one quarter. Be aware that it is a one-way process, and once you are on Filing Fee status you may not:

1. Use any University facilities (e.g. Health Center, Housing, Library, Rec Hall, laboratories, desk space). However, you may purchase a library card and/or health insurance, if you wish;

2. Make demands upon faculty time other than the time involved in the final reading of the thesis/dissertation or in holding final examinations;

3. Receive a fellowship, financial aid or academic employment beyond a single quarter;

4. Take course work of any kind;

5. Conduct your thesis research

The University is now also limiting students to one quarter of filing fee status.

You should be aware that many loan agencies do not recognize this status and may require early repayment of student loans.

Graduation

The program generally takes 2 years (20-24 months) to complete. Students can complete the degree in this time if they select the exam option or begin their thesis research early in their second year. However, some students finish their writing during the summer following their second year or take an extra quarter. It is important that students proactively identify any obstacles to completing the degree on time and discuss them with Carrie and/or their faculty advisor.

After the thesis or exam is completed you will have a final exit interview with Graduate Studies and if everything is completed to their satisfaction you will be placed on the next final degree list. After graduation, your UCD email address will remain open for a few months.

If you want to continue to get UC Davis information you can request an alumni email account from the Alumni Center.

We strongly encourage you to become an active alumnus of the CDGG program to stay connected to your classmates, contribute your expertise, networks, and financial support to benefit the current students in the program. Please inform Carrie of your new contact information so you can be added to the alumni website.

Core Community Development Courses (required)

CRD 240. Community Development Theory (4)

Lecture/discussion—4 hours. Introduction to theories of community development and different concepts of community, poverty, and development. Emphasis on building theory, linking applied development techniques to theory, evaluating development policy, and examining case studies of community development organizations and projects.—Fall.

CRD 200 (formerly 250). Professional Skills for Community Development (4)

Seminar—4 hours. Prerequisite: course 240. The intersection of theory and case studies to develop practical skills needed to work as a professional community developer, program administrator, and/or policy consultant.—Spring.

CRD 290. Seminar (1) — Doing and Debating Development

Seminar—1 hour. Analysis of research in applied behavioral sciences. (S/U grading only.)—I. II. III.
- In the Fall, the DDD is typically focused on faculty presentations of their research
- The Winter DDD provides workshops practical skill development
- The Spring DDD is devoted to thesis presentations of the graduating students.

Methodology (Required) - To be taken in the **winter of the first year**.

LDA 202. Seminar (4)

Methods in Design and Landscape Research

Seminar – 4 hours. Explores many of the research and advanced design and planning methods employed in landscape architecture. Exercises provide the student with a vehicle for designing independent landscape research and creative activities. Lectures provide a historical overview of research methodology. – Winter.

GEO 200DN. Seminar (4)

Socio-Spatial Anal-Geog

Seminar – 4 hours. Introduction to methodologies of socio-spatial analysis in interviews, and ethnographic fieldwork. Students develop a critical understanding of different methodological and theoretical approaches, and their appropriate applications in overall research design.

Not required but strongly recommended for winter of the second year:

CRD 260. Thesis Seminar (2)

Workshop to help finalize thesis proposals and complete thesis. Also reviews basic principles of research design, research strategies from a feminist point of view, and strategies to connect research to policy and social change. May be repeated for credit. —Fall.

Core Community Development Courses (electives)

Current scheduling as of September 2021 is marked below, but check with the relevant program or department to get up-to-date listings, as these frequently change.

CRD 241. The Economics of Community Development (4)

Seminar—4 hours. Prerequisite: graduate standing. Economic theories and methods of planning for communities. Human resources, community services and infrastructure, industrialization and technological change, and regional growth. The community's role in the greater economy. To be offered Fall 2021. Kenney.

CRD 242. Community Development Organizations (4)

Seminar—4 hours. Prerequisite: course 240. Theory and praxis of organizations with social change agendas at the community level. Emphasis on non-profit organizations and philanthropic foundations.

CRD 243 Critical Environmental Justice Studies (4)

Seminar- 4 hours. Introduction to the history, theory, policy, and social movement aspects of environmental justice issues in the United States and around the world. Focuses on the political, economic, social, and cultural factors that shape disproportionate exposures to environmental hazards in low-income communities and communities of color as well as the social movements that mobilize to contest these injustices.

CRD 244. Political Ecology of Community Development (4)

Lecture – 4 hours. Community development from the perspective of geographical political ecology. Social and environmental outcomes of the dynamic relationship between communities and land-based resources, and between social groups. Cases of community conservation and development in developing and industrialized countries.

CRD 245. The Political Economy of Urban and Regional Development (4)

Lecture—4 hours. Prerequisite: course 157, 244, or the equivalent. How global, political and economic restructuring and national and state policies are mediated by community politics; social production of urban form; role of the state in uneven development; dynamics of urban growth and decline; regional development in California.

CRD 246. The Political Economy of Transnational Migration (4)

Lecture—4 hours. Prerequisite: graduate standing. Theoretical perspectives and empirical research on social, cultural, political, and economic processes of transnational migration to the U.S. Discussion of conventional theories will precede contemporary comparative perspectives on class, race, ethnicity, citizenship, and the ethnic economy.

CRD 247. Transformation of Work (4)

Lecture/discussion—4 hours. Prerequisite: graduate standing in history or social science degree program or consent of instructor. Exploration of the ways that the experience, organization, and systems of work are being reconfigured in the late twentieth century. The impacts of economic restructuring on local communities and workers.

CRD 249. Media Innovation and Community Development (4)

Seminar – 4 hours. Role of innovative media in communities and social change. Studies historical, practical and theoretical issues involving media in community organizing, social justice movements, democracy initiatives, and economic justice.

CRD 251. Critical Social Science of the Environment (4)

Seminar – 4 hours. Relationships between forces of society and the environment through careful examinations of the interactions between politics, economics, and global dynamics. Schools of thought concerning society , gender, environmental dynamics, and political economic arrangements across local and global spheres.

CRD 298. Group Study (1-5)

GEO 220. Topics in Human Geography (4)

Seminar – 4 hours. Examination of philosophy and theory in human geography with an emphasis on contemporary debates and concepts in social, cultural, humanistic, political, and economic geographies. Specific discussion of space, place, scale and landscape; material and imagined geographies. – II. *Pending approval by academic senate*

ESP 174. Environmental Justice Policy and Practice (4)

Course Description: History and frameworks of environmental justice; environmental justice policy; methods of spatial analysis. Emphasis on California and the United States.

IAD 103 — Social Change & Agricultural Development (4)

How social and cultural factors influence technological change in agriculture; theories of diffusion of innovations; social impact analysis and technology assessment.

IAD 170 — Program Development for International Agriculture (4)

Principles of leadership and management for international agricultural development. Organizations and organizational behavior, and the implications for planning and administering organizations involved in the global development effort.

IAD 200N — Philosophy & Practice of Agricultural Development (5)

Introduces key elements of philosophy and practice of agricultural development in less developed countries; major paradigms of development; historical context within which these paradigms operate; various development techniques and initiatives emerging from agricultural production to institutional capacity building and management.

IAD 203N — Project Planning & Evaluation (4)

Interdisciplinary setting for application of student skills and specialization to a "real world" development project. Focus on team-building and effective interdisciplinary problem-solving methods, with the objective of producing a project document and presentation within a specified deadline.

LDA 201. Theory and Philosophy of the Designed Environment (4)

Major theories and ideas of environmental design and planning. The epistemology of design will serve as a framework to review critical theory in contemporary landscape architecture, architecture, planning, and urban design. Normative theories of design and planning will be reviewed along with relevant theories from the social and environmental sciences.

LDA 215. Ecologies of Infrastructure (4)

Focus on design practices and theory associated with ecological conceptions of infrastructure, including networked infrastructure, region/bioregion/regionalization, ecological engineering, reconciliation ecology, novel ecosystems, and theory/articulation of landscape change.

LDA 216. Food & the City (4)

Exploration of theory and practice related to the design and planning of alternative and resilient food systems, including urban agriculture, agrihoods, and agri-rural tourism. Includes investigation of urban-rural connections and case studies of regional urban agricultural projects. To be offered Fall 2021 Napawan.

LDA 270. Environment & Behavior (4)

Factors that influence humans' interaction with their surroundings and the mechanisms used for recognizing and addressing general and specific human needs in community design and development decisions. To be offered Spring 2022 Owens.

PLS 240 — Extension Education, Outreach & Science Communication (4)

History, theory, and current practice of extension education. Role and skills needed of the extension educator. Pluralistic nature of extension education. Development of skills to create lasting change through outreach and communication in an extension education program.

TTP 289 — Transportation Equity and Justice (4)

Elective Courses Appropriate for Community Development Master's Program

Note: *These are courses (primarily graduate-level) beyond those offered by our core CRD, LDA, and GEO program units (check those first when looking for courses) that may be useful to Community Development students as electives. This list is not inclusive; every year new courses are offered, and there are also many other upper-division undergraduate courses that you can count toward a graduate degree. Consult the UCD Catalog for full course listings in units that seem of interest. To find out more about when a course will be taught, consult the website of the relevant department or program. Some courses require prerequisites. If you lack prerequisites but believe you have sufficient background to take a course, contact the instructor.*

African-American and African Studies

AAS 201: Critical Foundations in African American Studies (4)

Agricultural and Resource Economics

ARE 112: Fundamentals of Organizational Management (4) ARE 115A/B: Economic Development (4)

ARE 120/233: Agricultural Policy (4)

Anthropology

ANT 122B: Capitalism & Power (4)

ANT 126A: Anthropology of Development (4) ANT 127: Urban Anthropology (4)

ANT 201: Critical Readings in Ethnography (4) ANT 212: Political Ecology (4)

ANT 221: Rural Transformation in Postcolonial Societies (4) ANT 222: Cities & Citizenship (4)

ANT 226: Consciousness & Resistance (4)

ANT 232: Political Movements (4)

Applied Biological Systems Technology

ABT 212: Path to Zero Net Energy (4)

Chicano Studies

CHI 100: Chicana/o Theoretical Perspective (4)

CHI 230: Chicano/Latino Hispanic Politics (4)

CHI 241: Community Based Participatory Research (4)

Cinema & Digital Media

CDM 104: Documentary Production (4)

CDM 105: Feminist Media Production (6)

CDM 111: Community Media Production (4)

CDM 113: Community Networks & Social Media (4)

Communication

CMN 202: Communication Theory Construction (4)

CMN 220: Persuasion Theories & Message Design (4) CMN 230: Social Interaction Theory & Research (4) CMN 254: Communication Campaigns (4)

CMN 260: Political Communication (4)

Cultural Studies

CST 206: Studies in Race Theory (4)

CST 208: Studies in Nationalism, Transnationalism, & Late Capitalism (4) CST 214: Studies in Political & Cultural Representations (4)

Design

DES 111: Coding for Designers (4)

DES 116: Visual Communication: Graphic Design (4) DES 126: Design Ethnography (4)

DES 127: Sustainable Design (4)

DES 146: Mobilities (4)

DES 149: Information Design: Principles & Practice (4) DES 221: Theory & Issues in Design

Ecology

ECL 212B: Environmental Policy Evaluation (4) ECL 215: Social Ecological Systems (3)

ECL 216: Ecology & Agriculture (4)

ECL 245: Climate Change, Water & Society (4)

Economics

ECN 115A/B: Economic Development (4) ECN 130: Public Microeconomics (4)

ECN 131: Public Finance (4)

ECN 133Y: Poverty, Inequality & Public Policy (4) ECN 200A: Microeconomic Theory (4)

ECN 214: Development Economics (4) ECN 216: Energy & Climate Policy (4) ECN 233: Poverty & Public Policy (4)

Education

EDU 220: Concepts & Methods of Policy Analysis (4) EDU 223: Education and Social Policy (4)

EDU 235: Critical Pedagogy (4)

Energy Graduate Group

EGG 200: Introduction to Energy Systems (4) EGG 202: Energy & Climate Policy (4)

Environmental Policy & Management

ENV 200A: Analysis of Environmental Management & Policy (4) ENV 200B: Environmental Policy Evaluation (4)

ENV 201: Environmental Law (4)

ENV 202: Policy Development & Implementation

Environmental Science & Policy

ESP 171: Urban & Regional Planning (4) ESP 173: Land Use & Growth Controls (4)

ESP 174: Environmental Justice Policy & Practice (4)
ESP 179: Environmental Impact Assessment (4)

ESP 179L: Environmental Impact Reporting Using Geographic Information (2) ESP 212A: Environmental Policy Process (4)

ESP 212B: Environmental Policy Evaluation (4)

Food Science & Technology

FST 228: Sustainable Food Systems (3)

Gender, Sexuality, & Women's Studies

GWS 103: Introduction to Feminist Theory (4)
GSW: 200A: Current Issues in Feminist Theory (4)

Human Development

HDE 200A: Early Development (4)

HDE 200C: Development in Adulthood (4)

HDE 210: Theories of Behavioral Development (4)
HDE 232: Cognition & Aging (3)

Human Rights

HMR 135: Human Rights Tools For Advocacy & Practice (4)
HMR 138: Human Rights, Gender, and Sexuality (4)

HMR 160: Human Rights & Indigenous Peoples (4)

HMR 200A: History, Theory & Criticism of Human Rights (4)

International Agricultural Development

IAD 103: Social Change & Agricultural Development (4)

IAD 170: Program Development for International Agriculture
(4) IAD 200N: Philosophy & Practice of Agricultural Development
(5)

Native American Studies

NAS 200: Basic Concepts in Native American Studies (4)

NAS 212: Community Development for Sovereignty & Autonomy (4)

NAS 220: Colonialism, Neoliberalism, & Indigenous Self-Determination (4)

Plant Sciences

PLS 240: Extension Education, Outreach & Science Communication (4)

Political Science

POL 201: Urban Government & Politics (4)

POL 202: American State Government & Politics (4)
POL 207: Environmental Public Policy (4)

POL 208: Policy Analysis (4)

POL 219C: Contemporary Political Theory (4)

POL 246: Policymaking in Third-World Societies (4)

Public Health Sciences

SPH 108: Introduction to Program Planning & Evaluation
SPH 201: Introduction to Public Health (3)

SPH 202: Public Health Issues in California's Central Valley (3) SPH
210: Public Health Informatics (2)

SPH 212: Migration & Health (3)

SPH 213: Health Disparities in the U.S. (3)

SPH 222: Social & Behavioral Aspects of Public Health (3)
SPH 262: Principles of Environmental Health Science (3)
SPH 273: Health Services Administration (3)

Science & Technology Studies

STS 165: Built Environments (4)

STS 205: Contemporary Issues in Science & Technology Studies (4)

Sociology

SOC 225: Cultural Sociology (4)

SOC 227: Sociology of Reproduction (4)

SOC 230: Ethnic (Race) Relations (4)

SOC 233: Gender, Culture, & Local/Global Transformation (4)
SOC 234: Gender, Family & Society (4)

SOC 243: Urban Society (4)

SOC 245: Developing Societies (4)

SOC 248: Social Movements (4)

SOC 280: Organizations & Institutions (4)

Technocultural Studies

TCS 155: Introduction to Documentary Studies (4)
TCS 159: Media Subcultures (4)

TCS 175: Small Scale Film Production (4)

Transportation Technology & Policy

TTP 220: Transportation Planning & Policy (4)
TTP 224: Transportation Equity & Justice (4)
TTP 281: Transportation Seminar Series (1)

Women's Studies

WMS 136: Critical Food Studies (4)

WMS 170: Queer Studies (4)

WMS 175: Gender & Experience of Race (4)
WMS 182: Globalization, Gender & Culture
(4) WMS 187: Gender & Public Policy (4)

WMS 200A: Current Issues in Feminist Theory (4)
WMS 250: Cultural Study of Masculinities (4)

Internship/TA/Research Courses

292. Graduate Internship (1-12)

Internship—200 hours (7 credits). Individually designed supervised internship, off campus, in community or institutional setting. Developed with advice of faculty mentor. (S/U grading only.)

299. Research (1-12) (S/U grading only.)

Used when conducting thesis research or other independent study (advised by a faculty member).

396. Teaching Assistant Training Practicum (1-4)

Taken along with employment as a Teaching Assistant. (S/U grading only.)—I, II, III.

→ **NOTE: CRD 396 units are not currently offered for TAs Students employed as TAs should sign up for research units with their advisor/ major professor**.

Thesis Guidelines

A thesis is a research project of your choice undertaken in conformance with standards and practices of scholarly investigation for the topic being studied. It is developed under the guidance of the student's Thesis Committee, usually consisting of three faculty (see Outside Members section below). Students give a public defense of their thesis, during which they present their work to other students and members of the broader community, and answer questions from the audience and their thesis committee. Instead of the traditional research thesis it is also possible for CDGG students to prepare a professional project, in which students work closely with a client organization to produce an applied piece of professional work mutually agreed upon in advance. Theses become a part of UCD's library holdings and are made available to the public through the CDGG website.

The Proposal

To help clarify your project for both yourself and your committee at the outset, students should prepare a research proposal. Exact format is up to your committee chair, but in general it is good to start with a concise two-page outline of your proposed research (brevity encourages focus). Don't go on at length describing the context or why this work is important. Include the following:

- Title of your project
- Brief background. A one paragraph explanation of why you want to do this/its importance and relevance
- Identification of relevant literature and theory from academic and professional sources.
- Research questions and learning goals for the thesis
- Expected findings/hypotheses
- Methods. One paragraph explaining your method and data sources (e.g. interviews, case studies, focus groups, surveys, ethnography, participant observation, quantitative analysis, post-occupancy evaluation, site analysis and design, GIS analysis, direct observation and behavior mapping, etc.)
- Outline of final product (number of pages; a short list of 4-7 chapters with target lengths for each). Aim for 30-50 double-spaced pages total. Make a separate list of any essential graphics and maps.
- Committee, (chair plus two other members).
- Timeline. Work backwards from when you want to finish. Include the following:
  - Finalize proposal, confirm committee, obtain IRB approval if necessary
  - Review literature
  - Field research
  - First draft to committee (allow them at least 2-3 weeks to read and turn around comments)
  - Comments back from committee (give yourself at least 2 weeks to produce a final draft)

- o Final draft to committee (at least 2 weeks before defense)
- o Defense date (at least 2 weeks before final submission)
- o Final submission to UCD (check with Grad Studies or CD advisor for deadlines & procedure)

Drafts of professional documents are usually double-spaced. Use 12-point type and 1-inch margins. Grad Studies has requirements for the final document and other useful information at:

http://gradstudies.ucdavis.edu/students/degree_candidates.html.

Institutional Review Board

If you will be working with human subjects (doing interviews, focus groups, etc.) you will need to get an exemption or approval from the Institutional Review Board. Your thesis chair can provide guidance. The IRB will require a copy of your survey or interview questions. Many social science research projects involving interviews or surveys are exempt under the IRB's Category 2 Exemption as long as data from respondents are treated anonymously (no names recorded) or confidentially (no names provided or use of pseudonyms). Further information and the Exemption Form are available here: https://research.ucdavis.edu. Allow plenty of time to receive IRB exemption or approval before you start your work. The IRB also regularly provides seminars which are announced on GradLink.

The Thesis Project Option

The thesis project option involves students in working with one or more client organization to produce some kind of practical product (such as a policy report, curriculum, feasibility or evaluation study) and then documenting and reflecting upon the product and the process of developing it through the lens of community development and related theories. The structure is similar to the standard thesis (including an introduction, methods, literature review analysis, and conclusions) but the "data" for the thesis is the project product. Projects may be expected to utilize a broader variety of formats and media than theses. A good rule of thumb is that the thesis project consists of 20% Introduction/ Theory/ Methods, 60% Professional Project Product and 20% Analysis, Conclusions, and Recommendations.

For students planning to embark on professional work upon graduation, the project option can provide an opportunity to work with interesting community organizations and make useful contacts with professionals.

A letter of agreement between the student and client is required at the beginning of the project, detailing expected products and the expected working relationship. A second letter is requested from the client at the conclusion of the project, confirming successful delivery of the agreed-upon materials.

The Defense

The thesis defense is a session of up to two hours long. At the defense, plan to make a 30-minute presentation of your work. Committee members will then ask questions. Your Chair will serve as the

moderator. After the question period, your committee members will adjourn to discuss your work in private, and will then ask you to join them so that they can give you feedback and discuss any needed revisions. The defense is a great conclusion to your thesis or project and a well-deserved celebration.

Submitting an Electronic Copy of Your Thesis

In addition to the materials you file with Graduate Studies, provide a complete copy of your final thesis as a single PDF file to the Community Development Graduate Group master advisor. Your thesis will be made available to others electronically on the CDGG website.

Key Milestones to Completing the M.S. in 2 Years

Key Milestones, Required Forms and Target Date	Milestone	Form required to be filed with Carrie Armstrong-Ruport
Last week of September incoming students first year	Meet with Initial Advisor before the beginning of classes	Degree Requirements Planner form --signed by Initial Advisor
December 1st, each year	Submit plan for courses to be taken for the current year	Updated Degree Requirements Planner form --signed by Initial Advisor
May 1st, first year	Select Permanent Advisor and/or Change of Graduate Advisor	Selection of Permanent Advisor form and/or Change of Graduate Advisor --signed by Permanent Advisor
Spring first year	Select a thesis committee Develop thesis proposal	Appointment of Master's Thesis Committee form --signed by committee chair
June 1st each year	PROGRESS REPORT*	Meet with Permanent Advisor and signed by Graduate Advisor
End of Spring first year	Present thesis proposal to thesis committee	Advisor's Report on Master's Thesis Proposal Defense form --signed by Permanent Advisor
Summer between 1st and 2nd year	Internship (can also be conducted during the school year) Begin thesis research	Report on Internship --completed by student and submitted to Carrie Armstrong-Ruport
May 1st, second year	Advanced to Candidacy* (completed all degree requirements except Thesis/Exam)	Advanced to Candidacy form signed by Graduate Advisor --submitted to grad studies and Carrie Armstrong-Ruport
Spring of 2nd year	Defense and completion of thesis	Copy of thesis, including Thesis Committee Approval page --signed by thesis committee
Upon Graduation	Submit electronic copy of thesis Join the CDGG Alumni Association	Copy of thesis submitted to Carrie Armstrong-Ruport

*Office of Graduate Studies Forms

III. RESOURCES

Sources of financial assistance include: loans, grants, fellowships, work-study, Teaching Assistantships (TAs) and Graduate Student Researchers (GSRs).

Loans, Grants, and Fellowships

Loans, grants and fellowships are available through the Campus Financial Aid Office, and information regarding them is available through Graduate Studies, the Graduate Student Association (GSA) and the Financial Aid Office. Also consult Carrie and your initial or permanent faculty advisor about financial assistance opportunities. There are listings of UC Davis sources of financial support for graduate students at: http://gradstudies.ucdavis.edu/ssupport/index.html   There is also a useful listing of external fellowship opportunities at:

http://gradstudies.ucdavis.edu/programs/external_fellowships.cfm

The Erna and Orville Thompson Graduate Student Fund

The Erna and Orville Thompson Graduate Student Fund is funded by an endowment that is to be used to support graduate studies in community development, in particular to support research projects and/or travel to present either a poser or paper at professional meetings. Grants are awarded based on a competitive review of proposals. A call for proposals, with detailed guidelines, will be issued early in the winter quarter, with a deadline towards the end of the winter quarter. This is a good way to fund summer research trips between the first and second year of study. Specific grant sizes vary from year to year (depending in part on available of funds), but in recent years the maximum amount for research expenditures has been $2,000, and $500 for travel to professional meetings.

Graduate Research Assistant – Work-study

Work-Study is basically a grant that partially funds your employment on campus. Graduate Financial Aid, in collaboration with Graduate Studies and individual academic departments, awards Work-Study to graduate students based on student eligibility, as determined by the student's FAFSA need analysis, and the completion of any open financial or federal aid requirements.

To be considered for Work-Study funding, graduate students are required to:

- File the Free Application for Federal Student Aid (FAFSA), available online at fafsa.ed.gov.

- Work with their academic program to request a Graduate Student Researcher (GSR) Work-Study position. Academic Program staff hire the GSRs and notify students when Work-Study awards are posted online.

If you receive a work-study award, you still must find a paid *Graduate Student Researcher* position that will enable you to take advantage of it. In a few words, work-study is subsidized employment,

which eligible faculty employers like very much. Carrie will put out a call to update your FAFSA and look for work-study opportunities during Spring Quarter. Research positions don't necessarily require a job announcement, and they definitely tend to go to students the faculty member has already seen in action. So—*the best way to get hired is to develop relationships with instructors and researchers and be persistent.* Be up front about desired employment, interest in teaching or the person's on-going research. Ask about potential new projects.

TAs and Readers

The department has a limited number of TA and Reader positions. Normally those TAs and Readers are selected before 1st year students arrive. However, many other departments on campus routinely need TAs and post such jobs throughout the year. Carrie will send out emails about jobs as these positions become available. Look up the courses you have experience in and would like to TA, then approach the instructors. It may be a long shot your first time, but these contacts may well bear fruit the next time the course comes around. It's a lot like pursuing any job—schmoozing helps. And when you get a job, be dependable.

If you intend to TA, there's a mandatory TA training workshop you will need to attend. It is held only once a year in September and is offered by the campus Center for Excellence in Teaching and Learning. If you simply want information about TAing or help along the way, the Center is very helpful (1321 Haring Hall). Student academic jobs vary in intensity of work. Readers simply read and grade exams. Teaching Assistants take an active role in the teaching process by leading discussions and giving guest lectures. Not all classes have discussion sections. The department also recognizes a TAship with special units that count for our overall progress and that will appear on your transcripts.

Traditionally, the responsibilities of reading and grading and copying fall under the job title of "Reader." Jobs as TAs Readers and Grad Student Researchers pay relatively well. Carrie can provide you with the current pay scale. TAs/Readers receive a partial fee remission. To obtain your remission, however, you must be appointed within one week of the start of the quarter at a minimum of **25% (**10 hours) for the entire quarter. The remission is processed after employment paperwork has been completed.   The deadline for advanced payment of fees is one month prior to the start of the quarter, but Student Aid Accounting will issue refund checks if your qualifying appointment is processed after the late fee deadline. Students are responsible for any late registration fees.

The Center for Educational Effectiveness (CEE)

Offers a wide array of resources, classes and overviews on a wide variety of teaching related topics. Their activities are listed under http://cetl.ucdavis.edu and you will additionally get information about them through the newsletter 'GRADLINK" of the Graduate Studies. Please note, if you plan to work as a Teaching Assistant or Reader, you must take the Teaching Resource Center's Sexual Harassment Classes held in September.

The UC Davis Center for Regional Change

Directed by Catherine Brinkley, this Center conducts interdisciplinary and solutions-oriented research to support the building of healthy, prosperous, sustainable, and equitable regions in California and beyond. Information can be found at: regionalchange.ucdavis.edu) and in the CRC's Community and Regional Development Mapping Laboratory in 152 Hunt Hall. The CRC often has paid employment as well as internship and volunteer opportunities for graduate students on its projects. These projects focus on four major themes: civic engagement, environmental justice, rural and regional development, and youth well-being and empowerment.

Getting By, Getting Around

One of your first big tasks in settling into the CD graduate program will be to "research" the faculty relevant to your course of study. Carrie will provide summaries of the respective research interests and courses taught by the different faculty of our graduate group, which can get you started. Most likely you'll find yourself going outside of the grad group to find other faculty involved in your area of interest. One simple way to find these folks is to go through the course catalog and look up the instructors of the courses you find interesting. Your Initial Advisor also can help locate appropriate courses and faculty.

The process of "researching" the University faculty relevant to your studies is basic and essential to making your graduate studies complete. It may seem a bit daunting or intimidating at first, but you'll find most faculty are more than eager to talk to new students interested in their research. Their research can give you insights that go beyond current literature. Faculty can also turn you on to new literature, or even take you on board as a researcher or TA. This process is also basic to the nature of a graduate group—a lot of work is self-initiated, not much is laid out for you as a path—though previous students' course lists and experiences can be a guide. It is up to the student to carve his/her own path of coursework and study, which means researching courses and faculty in other departments.

To help you understand the structure of the university it is useful to be familiar with the titles of the academic you will encounter and work with.

- *Instructor:* Hired on a year to year basis to teach undergraduate classes.

- *Lecturer:* Usually hired on a year to year basis, primarily to teach undergrad classes. Members of the Academic Federation. Can serve on a thesis committee, but not as Chair.

- *Assistant Professor:* A person in a tenure track position and member of the Academic Senate who is trying to publish and teach at a high enough level (up to seven years) to achieve tenure as an Associate Professor

- *Associate Professor:* Tenure is awarded based on the quality and quantity of publications (research), teaching effectiveness, and University and community service. The rank

subsequent to Associate Professor is Full Professor

- *Full Professor:* Promotions follow the same criteria, teaching research and service.

- *Note*: The title of "professor" (Assistant, Associate or Full) is only given to members of the Academic Senate.

In addition, Cooperative Extension Specialists are hired by UC Agriculture and Natural Resources (part of all land-grant colleges) for University outreach and engagement. Many Extension Specialists are members of graduate groups. Senate faculty and CE Specialists with Lecturer without Salary titles can serve as Chair of thesis committees.

Other Resources

California State Library

When you use the University Library's computer catalogue system, you may occasionally come across listings that are only available at "CSL." That is the acronym for the California State Library, located just to the southwest of the Capitol building in Sacramento. If you are researching any state or local histories within California, the CSL is often your best source. Fortunately, it's less than 20 minutes away by car and accessibly by Yolo Bus. Its text collection and historical archives are extensive, but unfortunately not available for loan to people who are not State employees. They do offer an in-house reproduction service of some documents, however.

The UC system is host of CDL, the California Digital Library, which gives you access to vast resources of databases free of charge. Anyone can access the full range of the library's licensed databases from one of the UCD campus libraries. Remote or off campus access, however, is restricted to UCD students, faculty, and staff. Use your Kerberos User ID and password (obtain at the Information Technology/IT help desk in Shields) to logon to my.ucdavis.edu, or go to http://www.lib.ucdavis.edu/ul/services/connect/ for additional ways to connect.

We highly recommend you participate in one of the seminars that Shields Library organizes to make full use of its resources is recommended. A current schedule can be found on the library's home page at www.lib.ucdavis.edu (path is Library Services/Instruction.) Also, you can download for free a very useful and easy to master bibliographical program for the MyUCDavis Website (called "Endnote") that you should get familiar with as soon as possible and use from the very first day you start reading and researching.

Electronic mail and Internet. The most important way to communicate is over the E-mail network, made very accessible to us here on campus. The University has a complete infrastructure of support for those needing help with or acquaintance to the campus E-mail system and Internet. Nearly everything you could need is available at: http://iet.ucdavis.edu/

UC Davis expects all students to own a computer with an internet connection, CD-ROM drive, and printer. Computers must be able to run a word processing program, spreadsheet program, email

program, and Web browser. The campus features a wireless network throughout the majority of the campus that is free to all UC Davis affiliates. For coverage maps and connection information, visit wireless.ucdavis.edu.

There is a computer lab available for your use on the 3rd Floor of Hart Hall. Carrie will give you the combination to the door.

The Community Development Grad Group has its own listserv on which students can send each other messages and on which Carrie Armstrong-Ruport and Faculty can post information. Note: no one except current CD students can read your correspondence on this list. To post to this listserv, send email to: cd-students@ucdavis.edu. CD Grad students and CD alumni also have a discussion group outside the UC Davis domain and you are highly encouraged to enroll in that list: cdlinks@yahoo.com.

IV. FORMS

MASTER OF SCIENCE PROGRAM IN COMMUNITY DEVELOPMENT
Degree Requirement Planner

(File copy of signed and updated form with Graduate Coordinator)

STUDENT NAME: _____ DATE: _____

GRADUATE ADVISER:_____ MAJOR PROFESSOR _____

Community Development Core Courses (24 Units)   Quarter/Year

		Planned	Completed
CRD 240	Community Development Theory (4) (Fall Qtr of Yr 1)	_____	_____
CRD 200/CRD 250	Professional Skills for Community Development (4) (Spring Qtr of Yr 1)	_____	_____
CRD 290	Community Development Seminar (4) (p/np) (4 quarters of enrollment required) (Fall, Winter, Spring Qtr of Yr 1; Spring Qtr of Yr 2)	_____	_____
CRD 260	Thesis Seminar (optional; 2 units) (Fall Qtr, Yr 2)	_____	_____

Choose 1 course from the following to complete the research design requirement:

LDA 202	Methods in Design & Landscape Research (4) OR	_____	_____
GEO 200DN	Socio-Spatial Analytical-Geography (4)	_____	_____

Choose 2 courses from the following to complete the core course requirement:

CRD 241	Economics of Community Development (4)	_____	_____
CRD 242	Community Change Organizations (4)	_____	_____
CRD 243	Environmental Justice and Community Development	_____	_____
CRD 244	Political Ecology of Community Development (4)	_____	_____
CRD 245	Political Economy of Urban & Regional Development (4)	_____	_____
CRD 246	Transnational Migration (4)	_____	_____
CRD 247	Transformation of Work (4)	_____	_____
CRD 248	Social Policy, Welfare Theories and Communities (4)	_____	_____
CRD 249	Media Innovation and Community Development (4)	_____	_____
ESP 174	Environmental Justice Policy and Practice (4)	_____	_____
IAD 103	Social Change and Agricultural Development (4)	_____	_____
IAD 170	Program Development for International Agriculture (4)	_____	_____
IAD 200N	Philosophy and Practice of Agricultural Development (5)	_____	_____
IAD 203N	Project Planning and Evaluation (4)	_____	_____
LDA 201	Theory and Philosophy of the Designed Environment (4)	_____	_____
	_____ _____		
LDA 215	Ecologies of Infrastructure (4)	_____	_____
PLS 240	Extension Outreach and Communication (4)	_____	_____

Electives (20 elective units plus thesis, or 24 elective units plus exam)   Quarter/Year

Courses must be LETTER GRADED unless the course is S/U only and at least HALF of electives must be 200 LEVEL OR HIGHER

One course must be a methods course appropriate to areas of specialization

		Number	**Title**		
(methods)	1.	_____	_____	_____	_____
	2.	_____	_____	_____	_____
	3.	_____	_____	_____	_____
	4.	_____	_____	_____	_____
	5.	_____	_____	_____	_____
(exam option)	6.	_____	_____	_____	_____

Internship (Required—200 Hrs or 7 units)

IMPORTANT NOTE: Internship units DO NOT count toward core unit requirements. Meet with Carrie Armstrong-Ruport, Program Coordinator before pursuing any internship.

Copy of completed Report on Internship must be filed with Carrie Armstrong-Ruport.

Faculty internship sponsor: _____

Agency: _____

Dates of Internship: _____

Required Signatures:

Faculty Advisor: _____   **Date:** _____

Grad Chair: _____   **Date:** _____

SELECTION OF PERMANENT ADVISOR

Student Name: _____

With mutual agreement, I have selected _____ as my permanent advisor.

_____ _____

Permanent Advisor's Signature   Date

Please return to Graduate Program Coordinator by May 1 of the first year in program.

CHANGE OF GRADUATE ADVISOR

Student Name: _____

With mutual agreement, I have selected _____as my new permanent advisor.

_____ _____

New Advisor's Signature   Date

_____ _____

Graduate Group Chair's Signature   Date

APPOINTMENT OF MASTER'S THESIS COMMITTEE

Student's Name: _____

What is the nature of your research?

Committee Members:

Thesis/Permanent Advisor: _____

Second Reader: _____

Third Member: _____

How will each member contribute to your research program?

Committee approved by:

_____   _____

Graduate Group Chair's Signature   Date

REPORT ON INTERNSHIP

See Carrie Armstrong-Ruport in 129 Hunt Hall to pick up internship forms.

ADVISOR'S REPORT ON MASTERS THESIS PROPOSAL DEFENSE

(Due at the end of fall quarter in the second year of the program)

Student Name: _____

Meeting Date: _____

Committee Members Present: _____

_____

_ Approved

_ Approved with revisions as described

_ Not approved

Proposal Evaluation: _____

_____

Permanent Advisor's Signature_____ Date_____

**Attach proposal copy to this completed form and return to Graduate Program Coordinator

Filing Deadlines

Please visit https://grad.ucdavis.edu/academic-dates *for the official degree filing deadlines.*

All dates are subject to change.

Forms for both the Thesis and Exam Options are found on the Grad Studies website.
http://gradstudies.ucdavis.edu/forms/

- Candidacy for the Master's Degree – Thesis Plan I. This form establishes for thesis committee. It must be signed by your faculty advisor and the Chair of your thesis committee)
- Candidacy for the Master's Degree – Comprehensive Exam Plan II. This establishes your exam committee.
- Graduate Program Exit Information. Passes on contact information for post graduate residence.
- Master's Candidate Checklist for Completion of Degrees. A checklist.
- Master's Exam Report Form – Plan II. This form needs to be signed by all members of your examination committee.
- University Library Release. Allows the library to file your thesis.

V. APPENDICES

Human Ecology Department

Policy adopted by HCD Unit February 23, 2005

Guidelines for Awarding Academic Credit for Coursework Requiring Contracts

1. Written internship and research contracts signed by the faculty sponsor and student (and field supervisor if appropriate) are required to be submitted to the HCD Advising or Internship offices by the UCD Registrar's deadline for adding classes, in order to receive a valid CRN number to enroll in a course requiring a contract.

2. The UCD Registrar's deadline for adding classes is the 12th day of instruction. Advising office staff will attempt to remind students and faculty of the finality of this deadline and will not issue any CRN's after this date.

3. It is the student's responsibility to obtain and complete the proper contract forms, to collect the required signatures on the contract form, to submit the forms to the appropriate office (HCD Advising or HCD Internships) , to collect the course related CRN#, and to enroll on or before the UCD Registrar's last day to ADD course work for the current quarter. If the student does not meet this deadline, they will need to enroll for unit credit at the start of the next academic quarter. No credit will be awarded for research or internship work started before students have turned in a completed contract to the HCD department.

4. If a student manages to enroll in a course requiring contracts without submitting the proper forms to the appropriate office (HCD Advising or Internships) the HCD academic advisors will request that the student's registration for that class be invalidated.

5. Undergraduates must be enrolled in Summer Session I or II if they wish to receive academic unit credit for research or internship work during the summer months.

6. Graduate students may engage in research or field work during the summer months and receive unit credit for this work during the next Fall Quarter if they have a completed contract on file (indicating faculty approval) with the HCD department prior to the start of their work.

7. The 200-hour internship requirement for CD graduate students earns 7 units credit. (200 hours internship work plus 10 hours for preparation of a written report, for a total of 210 hours, at 30 hours per unit.)

(This policy is in effect for the following majors and programs: Community Development, Community and Regional Development, Human Development, Child Development, International Agricultural Development)

Appendix II:

How to Select a Faculty Sponsor for Internships
Department of Human Ecology

PROCEDURES

The Internship course is CRD 292 and contracts are located in Carrie's office at 129 Hunt Hall. Special study and research courses are numbered CRD 299. To obtain a CRD 299 CRN, please contact Carrie via email at caruport@ucdavis.edu.

When a student wishes to enroll in an internship, special study, or research coursework, it is the student's responsibility to first identify, locate, and secure written approval from a faculty sponsor (this can be your faculty advisor). Enrollment for CRD unit credit can be sponsored by any of the faculty within the graduate group.

To apply for academic unit credit, CDGG students are required to complete an internship contract (work plan) BEFORE they begin counting hours toward the fulfillment of their internship or special study/research course work. This contract (with approval signature from CDGG faculty) must be on file with the Community Development Graduate Group before the internship begins. Faculty demonstrate consent to sponsor internships or special study course work by listing an academic assignment on the "*To be Completed by Faculty and Student,*" page of the contract and by signing their name on the form.

Obtain a CRN# for internship course work by delivering a completed internship contract to the CDGG internship coordinator in 129 Hunt Hall.

Faculty are under no obligation to sponsor internships, special study, or student research projects. Those who do agree to serve as sponsors are voluntarily increasing their academic work load. Please keep this in mind and be courteous when asking faculty to sponsor (and eventually evaluate) your internship or special study course work.

QUESTIONS? Please contact Carrie Armstrong-Ruport, CDGG Internship Coordinator for 530-752-4119 or send an email message to caruport@ucdavis.edu. Her mail box is in 1 Hunt.

Appendix III:

Structure for CDGG Internships

Rationale:

A reflexive period in a professional environment is an essential part of education in community development. The concepts of "praxis", or the critical interaction between knowledge and action, requires opportunities for students to subject their theoretical learning to the test of professional practices. One, though not the only, way is to pursue this goal in an internship setting. The CDGG places a high value on this praxis experience and therefore requires this of all students, regardless of level of prior professional experience.

Student internships provide opportunities for students to gain valuable experience in their prospective field, expand their grasp of possible careers, create a network of contacts, and/or gain school credit. Both students and employers benefit from the prospect of interns returning to the organization after completing their education and requiring little or no training.

The experience that CDGG strives for, however, goes beyond the job opportunities and networking possibilities. The emphasis for CDGG is to use the internship time as field experience, as part of the educational goal to apply and analyze the use of knowledge in professional settings. This way it constitutes an experience in which the student reflects about what has (not) been learned to a professional situation with both a close mentoring sponsorship as well as an academic relationship.

That experience of bridging these two closely related, yet usually separated activities, the world of application and the world of theory, is the central concern of the internship experience for Community Development Graduate students: bridging the particular with the universal, defining the limitations of the general to the specifics of development intervention.

Definition:

In an internship, the student works in a temporary position with an emphasis on on-the-job training to develop new skills, networks, or other professional capacities, rather than merely employment.

An internship may be either paid, unpaid or partially paid (in the form of a stipend). Internships in non-profit organization such as charities and think tanks are often unpaid, volunteer positions. Internships may be part-time or full-time; typically, they are part-time during the university year and full-time in the summer, and they typically last 6-12 weeks, but can be shorter or longer. The total internship requirement is 200 hours (7 credits), which can be met in one or multiple placements.

Roles:

A successful internship depends on the performance of three parties: the intern, the field supervisor, and the faculty sponsor.

(1) The **intern** is responsible for brokering the relationship with the field/ host organization and working to link her academic training with the field experience of the internship. The

students should consider the relative values of using the internship to explore new fields and settings, on the one hand; and providing an opportunity to develop/ enhance relationships with organizations associated with a thesis project or future career goal, on the other.

(2) The **internship field supervisor/ mentor** supports the intern to see the work performance as an educational experience and needs to be open to training and supporting the student to meet her learning goals.

(3) The **academic sponsor** helps the student frame a set of conceptual questions to bring to the field experience and to reflect upon these questions in relationship to the internship experience. The advisor also needs to be open to new information outside his/her direct field of expertise and share his/her insights about the analytical and theoretical approaches and methods to cope with unexpected social problems.

Process:

1. The student seeks out internship opportunities through their professional networks, research interests, and campus resources. *See the Internship and Career Center Graduate Student program and the Center for Regional Change (regionalchange.ucdavis.edu) for a diverse set of internship opportunities, internship fairs, and other resources.*

2. The student works with a field supervisor to develop an internship contract that specifies the work activities, outputs, and other requirements.

3. The student identifies a faculty sponsor. This can be, but does not need to be, the student's major professor. The faculty sponsor fills out the sponsor section of the internship contract specifying writing requirements, additional reading (if appropriate), meeting schedule, and any other agreements.

4. The student submits the field supervisor and the faculty sponsor forms to the CDGG student advisor within the course registration period.

5. At the conclusion of the internship, the field supervisor completes the internship evaluation form. The students submits this form to the CDGG student advisor by the last day of classes.

6. The student submits the agreed upon paper or other required product to the faculty sponsor by the last day of class.

Interns in a CDGG cohort should consider organizing a participatory seminar in which they explore the various internship experiences and experiences in a collaborative and reflexive manner. This could be organized through a 298 course with a faculty advisor.

Elective Courses Often Taken (and enjoyed) by CDGG Students

Community Development	Geography	Landscape Architecture & Environmental Design	Sociology	Education
CRD	GEO	LDA	SOC	EDU
151 Community Development Theory	236 Transportation Planning/ Policy	202 Research Design	201 Research Methods	238 Participatory Action Research
247 Transformation of Work	200DN Socio-spatial Analysis in Geography		230 Race and Ethnicity	150 Cultural Diversity and Education in a Sociopolitical Context
244 Political Ecology		215 Ecologies of Infrastructure	185Y Social Policy	239 Interview Methods
298/158 Community Governance		150/ ABT150 Introduction to Geographic Information Systems	106 Introduction to Statistics	244 Literacy as a Civil Right
243 Environmental Justice		205 Urban Planning and Design	170 Demographics	204A Statistical Analysis
142 Rural Change in the Industrial World		201 Theory and Philosophy of the Designed Environment	233 Gender, Culture, Transformation	? Survey Methods
246 Transnational Migration			292A Field Research	

171 Housing and Social Policy				

International Agricultural Development	Gender & Women & Sexuality Studies	Economics	Chicano/a Studies	Native American Studies
IAD	GWS	ECON	CHI	NAS
203 Project Planning	165 Feminist Media Production	201 Policy and Poverty	298 Community Based Participatory Research	212 Sovereignty/ Autonomy
172 Agroecology	182 Global Gender and Culture			220 Colonialism, Neoliberalism, and Indigenous Self-

Transportation Technology and Policy	Engineering: Civil and Environmental	Miscellaneous
281 Transportation Seminar	289 Data Analysis in the Built Environment	Ecology 298 Social Ecological Systems
282 Transportation Studies Orientation		Communications 250 Mediated Communication Theory
289B Housing and Transportation Seminar		Public Health 205 Health Disparities in US Spatial Epidemiology
		Ecology 290 Conservation Ecology
		Plant Sciences: History of the Scientific Method
		D-Lab (Kurt Kornbluth)

The Strategy for a Two-Year Thesis

THESIS TIMELINE

IDENTIFY

year one, fall &winter quarters

Research topic   Paper vs Project   Research style   Committee chair

Ongoing

Lit Review
Figure out a system to track and organize authors and articles that apply to your interests

Make **EVERY** assignment count

Get to know CDGG faculty

SUBMIT

year one, winter & spring quarters

research proposal   IRB human research only

summer "vacation"

Begin research   Internship

THESIS COMMITTEE

Year two, fall quarter

Select committee by Oct 1st   Present research proposal

Know your filing dates check grad studies website

"A little [writing] goes a long way"

Work on pieces that don't require research or analysis completion to get started like the introduction, methods and lit review

Year two, winter quarter

Draft thesis   Spend time with your thesis advisor

Year two, spring quarter

Advance to Candidacy by May 1st   Public Presentation

Appendix VII:

How to be an Advisee and Managing Your Advisor
By <u>Nick Feamster</u>

The notion of an advisor is an interesting concept for many new [graduate] students. Incoming graduate students typically have one of two backgrounds: some come straight from undergraduate studies (and, hence, may have never had a manager or a boss overseeing their career); others have spent some time in the workforce and have decided to return to the university and begin a career in research (and, hence, have some notion of what it is like to have a manager). An advisor-student relationship is unique, though, and will be a new experience for both types of incoming students. The relationship is similar to a manager relationship, but has several differentiating features. First, your advisor is often a collaborator on equal footing. Although an incoming Ph.D. student is not (yet) a peer of his or her advisor, the goal is that by the end of the Ph.D. process, the student and advisor will be peers. In this sense, the Ph.D. is a true apprenticeship. My students don't work *for* me; they work *with* me. Second, your advisor is *not* a manager in the strict sense, but is literally an advisor: You are in control of shaping your own graduate career, from what you choose to work on to who you work with. Your advisor should be a catalyst and facilitator for your success and should not be treating you as an employee or "hired labor". Although some research contracts have deliverables, you should be suspicious of any advisor who wants to constantly hold you to tight deliverables, as it will constrain your autonomy and creativity; that type of advisor will ultimately be more like a manager, and you can find plenty of managers in industry who will pay you a much higher salary. If you find that your advisor is bossing you around or restricting your autonomy or creativity, change advisors as soon as possible.

In any advisor or managerial context, it is important to recognize the importance of "managing up". While there may be strategic reasons to do this in any context, the most important reason to learn how to manage your advisor is to **make the most of your graduate career**. Many things compete for your advisor's attention—papers, grants, proposals, teaching, committees, other students, outside opportunities, etc. At the same time, everyone's Ph.D. experience is unique, and it is incumbent on you to work with your advisor to help you define your own trajectory and also to create a working relationship that works for both of you.

In my seven years as an advisor, I have learned a few things about my working style. Here is some of the advice I have offered my students about how to manage me. Many of these tips may be useful in general for other Ph.D. students who want to help build a better relationship with their advisor and help get the most out of their graduate careers:

- **Ask your advisor for what you need.** Want to attend a conference, get an introduction to a senior colleague in the field, buy a book or other equipment, find an internship, get a travel grant, or something else? *Be proactive.* The answer will be "yes" more often than you think.

- **Scheduling meetings.** I have a Google calendar that I share with all of my students. If a meeting or event is not on my calendar, the student should assume that the meeting is not happening, even if the meeting has been discussed (and agreed on!) in the hallway. There is no way to keep track of hallway discussions for scheduling and they are quickly forgotten. Though it's not strictly necessary, I advise my students to consider sending a reminder/minutes/confirmation before the meeting; this relates to the point below on making meetings count. Scheduling meetings sometimes can generate an explosion of email—this is a recipe for disaster and ensuring that you never get to meet your advisor (see below on email); if scheduling is proceeding slowly, limit the email thread to 1-2 emails before suggesting a meeting invitation by Google calendar. If all else fails, send a meeting invitation during an open slot; in the worst case, your advisor will react by moving it to a time that works (it is on the calendar and thus can no longer be deferred indefinitely).

- **Try to meet your advisor once a week, even if you _think_ you have nothing to talk about.** Make an effort to schedule a meeting once a week, even if the meeting is short; in my experience, I have found that sometimes even a ten-minute meeting with a student can make a huge difference for working around a mental block or changing an approach to a problem. Do not assume that a meeting cannot happen simply because your advisor is not in town. Short meetings by Google hangout are often very handy. In fact, throughout the summer of 2013, I was rarely at Georgia Tech; many of my students actually found it _easier_ to meet me when I was traveling because I wasn't being constantly bombarded by things related to the daily drumbeat at the university (_e.g.,_ committee meetings, interruptions from admins, teaching, etc.). Consider having a meeting even if you think there's nothing to report. You may find you are stuck in a rathole, and you may not even realize it. You should be particularly worried if you have spent 2-3 weeks "debugging" or on some "implementation" without getting any feedback. Chances are, you are ratholing on something that probably isn't getting you any closer to a publication. Seek help immediately!

- **Attend every single group meeting.** Do not miss group meetings. These are one of the most important structural elements of your graduate career that actually relates to your research. Group meetings are important for several reasons: (1) You learn about what others in the group are doing, which may be a useful resource (or, you may find out you can be a resource to someone else). This all helps with collaborating across the group. (2) You find out what your advisor has been up to and why he or she has not been replying to your emails immediately. (3) You can quickly identify if you need to have a longer meeting with your advisor, with other students in the group, etc. This can be a huge timesaver. (4) Group meetings mark the passage of time. It is useful to hold yourself accountable and make sure that weeks and months don't slip away without progress. I have group meetings with my students three times a week; initially, I thought that this might be excessive, but it turns out to work pretty well. Three short group meetings can often be a lot better than one extended group meeting. I will expand on this more in a later post.

- **If you need more of your advisor's time, ask for it.** Students are often confused or concerned that an advisor spends more time with some students than with others and may even (wrongly) think that the advisor is either less excited about a particular project or (worse) doesn't like some students as much as others. (I remember comparing notes with my fellow Ph.D. students in grad school about how much time our advisor was spending with each of us.) Yet, it is important to remember that good advisors don't play favorites. The time that an advisor spends with a student (or on a project) is typically determined by the advisor's perception of how much time is needed; the required time can vary dramatically according to both the stage of the project and the stage of the student's development. Students who are early in their careers typically need (and should be asking for) a lot of guidance and "closed loop" feedback. Students who are close to graduating also tend to need more attention of a different sort—help with building their professional network, seeking out job prospects, practicing job talks, and generally landing on their feet. Similarly, nascent research projects or projects with substantial coordination components (e.g., large systems-building efforts) often need a lot of advisor attention, since they have lots of moving parts and can involve coordination between multiple sub-projects and students. Do not be overly concerned about strict time accounting. If you feel you need more time, simply ask for it—or, better yet, just try to take more time (walk into your advisor's office, approach him or her on IM, send regular email updates…whatever it takes). Advisors tend to spend more time with students who demand more of their time.

- **Keep your emails short and to the point.** Here is a simple rule of thumb: If the email is longer than one paragraph, it probably won't get read right away, particularly if there is no summary at the beginning of it. It almost certainly won't get an immediate response. Additionally, consider whether email is the fastest way to resolve something, or whether it's quicker to have a 5-10-minute meeting, hangout, IM chat, phone call, or whatever. Use the right communication mode for the job.

- **Do not assume that if your email doesn't get a reply, it hasn't been read.** I read everything in my inbox, almost always on the same day that it arrives. Unfortunately, I also receive 300-500 emails per day *in my inbox* (not mailing lists), many of which are actionable. Suppose that half of those emails required action, and that each one required one minute to process and respond to—that's already six or seven hours a day just to process email. That is insane and can kill anyone's productivity. I am convinced that it is possible for a professor to do nothing else in life except reply to email. To control this insanity, I often process emails "in batch mode"—leaving email to (mostly) pile up for a few days and then responding to a bunch at once. I tell my students that if they do not receive a reply right away, "retransmission" after a few days is fine. I do not consider this to be rude, nagging, or pestering behavior; most likely I have simply just forgotten (I have found that it's surprisingly difficult to even keep a to do list for all of these things that students ask professors to do, as doing so becomes a monster mega-task in and of itself). Before sending a retransmission (or initial email), however, consider whether you have

chosen the best medium for your message. Sometimes an in-person meeting or IM follow up to an email will get the response you want/need.

- **Make the meetings count.** Many meetings are wasted by not asking yourself simple "does this make sense?" questions before presenting a plot/result. I ask my students to read Jon Bentley's "**Programming Pearls**", particularly **the chapter on back of the envelope calculations**. Also, I advise my students to read Vern Paxson's "**Strategies for Sound Internet Measurement**". Your advisor has almost certainly seen a ton of plots/experiments/data and is pretty good at quickly determining whether a graph that you spent two days producing makes any sense at all. You can have a more productive meeting if you do some simple debugging of plots beforehand. On this note, bringing specific, concrete things that your advisor can react to is helpful. "I ran some experiments and things seem to look OK." is a report I have heard many times from students. Such a report is utterly useless. Even if it were true (often things may not be OK), it is impossible to give feedback on or brainstorm based on vague statements. You are likely to get a "sounds good!" in response, which is equally useless for you. Bring something concrete to discuss. You can present anything: A performance number, a paragraph of writing, a plot, ... something to react to and figure out next steps. Even a plot that appears buggy or inexplicable is sometimes a good topic for a meeting, too, presuming you've recognized the discrepancies and can't figure out the problem. Sometimes what appears to be a bug might in fact be an interesting artifact, or even the spark for a new paper or discovery.

- **Take notes and organize them.** The students who make the best use of meetings tend to have: (1) an agenda beforehand; (2) minutes afterwards; (3) something focused and concrete to discuss/think about/talk about; (4) a consolidated place to keep minutes. Your advisor can read these minutes to prepare for the upcoming meeting, think about problems offline, review/think about the problem outside of meetings, and guide progress. Sometimes your advisor may take notes, sometimes not. Don't count on it. Even if your advisor is taking notes, your notes will complement and fill in gaps. Different people remember different things. Taking notes is also an important opportunity to practice writing—and students need to practice writing at every opportunity (more on that in a later post).

- **Do not wait until the last minute to write your paper.** Most graduate students are working on one or at most two papers or projects at any given time. It can thus be easy to overlook the fact that your advisor is involved in many more things (albeit at a higher level) and, from a purely practical standpoint, might be submitting two or three papers to the same conference deadline. Thus, waiting until the last minute to write a paper draft (or complete a project) is an invitation for scattered, distracted, and superficial feedback (and severely diminished chances of a strong paper submission). Can you write a good paper or think clearly while doing four things at once? If not, consider your poor advisor, whose aging brain is no longer as agile as yours. Write early, write often. Writing is not a task that happens after the research is done; rather, it is part of the research and thinking process, not something that is done when the research is done. Writing is part of the research. I ask my students to have a *complete* paper

draft at least one week before the deadline. Nobody ever follows this advice, and I think that we can recognize that it is idealistic. I've periodically threatened to ban paper submissions if there is no draft a week before; I don't have the will to do that, although I know at least one of my collaborators who enforces this rule. Still, the point remains: early attention == focused attention == good attention.

- **Do not ask for a recommendation letter with less than one week's notice.** A letter takes at least an hour to write—longer if there is no earlier draft from another instance. Short notice makes for letters that will probably not be as strong as they could be, because a good letter takes time to polish. Consider writing the first draft yourself, or at least putting some points into bullet form or providing an up-to-date CV, for quick reference. All of this stuff makes the letter stronger and easier to write.

Appendix VIII:

Graduate Student Guide for Managing UCD Expenses

If your funds have not been set-up with a UCD account number please first contact your Graduate Group Coordinator &/or Account Manager to establish the funds as needed. Be sure to include an account number with all processing requests.

Reimbursements & purchases fall into the following categories:

A. **Travel Purchases/Reimbursement:** (Please note there is a Pre-Trip form to use for conference registration and airfare that must be paid several months in advance. However if paid by personal means these purchases are not reimbursed until after the travel dates. These expenses can be purchased through the Business Processor on your behalf)

During your travel keep in mind:

1. The daily allowance while traveling in the USA for Meals, Incidentals and Tips is $62 per day. For most recent allowances check site: <u>A&FS/travel</u> (International travel allows for a Per Diem set By the US State Department, search by country/city/season: <u>https://aoprals.state.gov/web920/per_diem.asp</u>. Any amount spent over the daily allowance will be marked as *Personal/Non-Reimbursable* and will not be reimbursed.
2. Meal expenses should be claimed for only the amount spent, if maximum is claimed for all trip days, receipts may be required.
3. On the days you are traveling you may only claim meals consumed while actually traveling. (i.e. Return flight scheduled 8am to 2pm you may claim breakfast & lunch - NOT dinner)
4. Receipts, especially for airfare and lodging, need to include the method of payment (typically showing the last four digits of credit card used)
5. Airfare documents should include the purchase receipt and the flight itinerary.
6. Lodging has a domestic daily allowance of $275 (pre-tax). The receipt needs to include the folio that will have a breakdown of daily expenses and is provided at check-out. (meals & incidentals charged to room will be applied to daily M&I allowance) (Parking charged to room will not count toward lodging allowance)
7. Meal receipts need to be itemized + credit card transaction slip (alcohol will NOT be reimbursed)
8. If needed there is a Lost Receipt Form on the Cluster 5 website (below) Note: Lost Receipt Form is not accepted for airfare or lodging expenses.
9. A good rule of thumb: Anything related to a trip i.e. printing needed during or before a conference or meals while traveling is part of Travel.

In addition, to avoid out-of-pocket travel expenses, flights can be booked through BDC in <u>AggieTravel</u> NOTE: New UC travel registration policy for international travel. Flights booked outside of AggieTravel need to be registered, with UC Away, found in your AggieTravel dashboard. Failure to register may cause deduction or disqualification of reimbursements. <u>Policy details</u> *pg2

B. **Entertainment Purchases/Reimbursements:** Venue, food, napkins, note pads, etc. purchased for meetings or events are covered under Entertainment.
   1. Use Entertainment ExpenseForm
   2. Include all receipts (must show method of payment)
   3. Food & beverage receipts must be itemized.
   4. Guest list or sign-in sheet is required for Entertainment meal expenses. List to include: First & Last Name, email and their affiliation with UC Davis.

C. **Supplies/Equipment, Misc. Purchases/Reimbursements** UCD prefers to avoid out-of-pocket expenses as much as possible. To prevent this, purchase requests should be sent to the Business Unit with the following information:
   1. Item name with details. Specific URLs work best to ensure the exact size, color, etc. is purchased.
   2. Approximate price of each item.
   3. Quantity of each item.
   4. The account number to use. (Multiple accounts can be used)
   5. A brief Business Purpose for the item(s) purchased/requesting to purchase.
   6. Date needed.
   7. Non-travel reimbursements over $500 will result in obtaining a confirming order from the Dean's office that could be denied. Therefore any purchase that is over $500 (including tax & shipping) must come through the Business Unit.

<div align="center">

**It is important to confirm there are sufficient funds with your

Account Manager before booking BCD travel or making large purchases.

</div>

Submitting receipts for reimbursement processing:

1. Scanning and sending receipts via email is the most time efficient, however whatever works best for you is fine.
2. Please fill out the appropriate reimbursement form(s) which you will find on the Cluster 5 website: https://cluster5.ucdavis.edu/forms
3. *Mileage form is required for multiple trips per month. List each start-finish address, check the appropriate box at the bottom for auto-calculation. If only 1-2 trips you may provide the start & finish addresses on the Travel Expense Form for processor to input with Google Map in AggieTravel. Note on Expense Form: Mileage Log attached.*
4. Signatures at the bottom of the forms:
   a. Traveler, you. Turn in signed
   b. P.I., Principle Investigator, monitors spending. Turn in signed. (Adobe digital signatures acceptable)
   c. Account Manager, approves use of account based on funds & related UC policies. Processor will obtain Account Manager Approval.
5. Once the report is ready, give to Grad-Group Program Coordinator for review, then send/bring to your Business Unit Processor located in 1309 Hart Hall.
   - ESP: Corina Lopez, cclopez@ucdavis.edu, 530-752-3558
   - ARE: Susan Sloan, smsloan@ucdavis.edu, 530-752-3980
   - HE: HDE, LDA, CCFS: Cheryl Piety cpiety@ucdavis.edu, 530-752-8916

The Business Unit staff will be glad to answer any questions regarding your UC Davis business processing needs.

Office hours: Monday-Friday, 8:00am-12:00pm & 1:00-5:00pm.

Appendix IX:

CDGG Poster Symposium

The program generally takes 2 years (~20 months) to complete. Students can complete the degree in this time if they select the exam option or begin their thesis research early in their second year. However, some students finish their writing during the summer following their second year or take an extra quarter. It is important that all students proactively identify any obstacles to completing the degree on time and discuss them with Carrie and/or their faculty advisor.

Students can expect to be part of the departmental graduation ceremony at the end of their second year. Faculty, students, friends, families, and staff are invited to this fun social event separate from the large general university-wide commencement ceremony. The event consists of 1) a poster symposium and 2) a ceremony.

During the poster symposium, attendees informally review student posters presenting their thesis topic or sharing information on some other interest they acquired during the program. This tradition encourages students to share their knowledge and experience with peers and the broader community. Students should coordinate the design and printing of their poster with their advisor and IT staff, for example by sending their file (pdf or ppt) along with the poster dimensions to both Chris Collier (ccollier@ucdavis.edu) & Ken Tran (kentran@ucdavis.edu).

Before printing the posters:

- Be sure your poster size is correct: 24"x36" is recommended based in prior experience (vertical orientation preferred)

- Double-check for any spelling errors and make sure that the images scale well (to avoid re-prints and waste).

- Think about the environment. Please avoid the use of overly colorful backgrounds as this requires a LOT of ink. Very large spaces should remain white. **Think before you print**

- Feel free to ask students from the previous year's cohort for help!

General instructions for the CDGG graduation ceremony:

- Arrange the date, time, and location for the event with your program coordinator

- Ask for your faculty members, family, friends, and guests to participate in the event.

- Students of the cohort should select a faculty member of the CDGG program for the "outstanding faculty advisor" recognition (you may provide some form of award as a cohort if you wish to do so).

- Students of the cohort may choose to introduce one another to the audience participating at this event. This is recommended as it previously has appeared to build a great sense of community.