

The Chancellor's Doctoral Incentive Program Collaborative Plan of Support

Applicant: Your Name here (Graduate School Applicant, _____, CSU-_____)

Faculty Advisor:

Faculty mentor Professor, Department of _____, CSU-_____) will supervise the student's Research, Teaching, and Service activities.

Schools the student has applied to: UC Irvine, University of Southern California, UC Los Angeles, UC Santa Barbara, UC Merced, and UC Riverside.

Since the dimensions of a career as a faculty member at a California State University include teaching, research, and service, we have included those three aspects in the plan of support.

The following work plan outlines activities that the applicant will participate in, under guidance from her advisor.

Career Dimensions	Activities	Action	Description	Target Date
Teaching	Collaborative Teaching and Syllabus Development	Teaching practicum	The applicant's teaching experiences will include/has included: (1) a Teaching Assistant position for the Faculty mentor in 2 professional development courses, (2) a paid Teaching Assistant position for the Faculty mentor in an Introductory Gerontology course, (3) as well as a paid Teaching Associate position as the instructor on record for 2 semesters of Introductory Psychology courses through the Teaching Intern Program (TIP) in the Department of _____ at CSU .	2009-2013
			In conjunction with her duties as a teaching assistant for Professor _____, the applicant attended a series of Peer-Assisted Instruction seminars covering topics such as the importance and preparation of a syllabus, evaluating student writing/projects, and pedagogical information. Furthermore, through her involvement in the Teaching Intern Program, the applicant was provided rigorous training in construction of lectures, syllabi, exams, etc.	
		Teaching experiments	As part of the Ph.D. programs the student has applied to, the student will undertake teaching experiences in which the applicant will teach undergraduate-level courses within the university. Additionally, teaching pedagogy is strongly encouraged among the doctoral programs (e.g., at UC Irvine). The Faculty Mentor will consult with the applicant monthly during this time period to offer advice and mentorship relevant to teaching and pedagogical development.	3 rd year

Research Apprenticeship	Learning about being a Researcher	Courses	The student has taken several courses to aid in her development as a researcher, including (but not limited to): Summer Research Institute, Quantitative Research Methods and Lab, Qualitative Research Methods and Lab, advanced statistical courses (i.e., multivariate analyses & latent variable analyses), Community (Participatory Action) Research, as well as two courses of Senior Honors Thesis as an undergraduate.	2008-2010
			The student will be taking courses focused on research methodology and statistics during her graduate coursework that will enhance her skills as a researcher, such as: Research Methods, Analysis of Variance, Multiple Regression, Structural Equation Modeling, Hierarchical Linear Modeling, Meta-analysis, etc.	1 st , 2 nd , 3 rd year
	CDIP Grant	CDIP Fellow Doctoral Education Support Grant (\$2,500)	Year 1: Books, minor lab equipment, software (\$2500) Year 2: Books, minor lab equipment, software (\$2500) Year 3: Books, minor lab equipment, software (\$2500)	Potential Funding: Total \$7500 Fellow
	Collaborative Grant Proposal Development	Grant Preparation	The student has worked, in the past, as a quantitative methods consultant on a grant proposal (with a Faculty member from the Pan African Studies department on another CSU campus).	Winter 2011
	Collaborative Grant Proposal Development Research Assistant/ Lab Coordinator	Grant Preparation IRB application	The student has taken a professional development class as an undergraduate that included topics on Grant preparation. Additionally, as a graduate student, the applicant has attended presentations/training sessions focused on grant preparation.	Spring 2009 & Fall 2012
			The student will continue, throughout their doctoral program, to work on future projects in collaboration with the Faculty mentor that will include grant preparations.	1 st , 2 nd , 3 rd year
			The student has taken a professional development class as an undergraduate that included constructing an IRB application.	Spring 2009
		IRB application NIH-funded Behavioral Medicine	The student has conducted an undergraduate senior honor's thesis as well as a Master's thesis project that each included completing & submitting an IRB. Additionally, the applicant has attended a presentation/training session regarding IRB preparation through the	2009-2010 & Fall 2011

		Laboratory	psychology department's Graduate Peer Mentoring Program.	
			The student has previously been a research assistant to the Faculty mentor for over 3 years. Since August 2011, the applicant has worked as the Faculty Mentor's paid lab coordinator. Her duties as a lab coordinator have prepared her for doctoral-level research (i.e., supervision of various projects, training of lab members, manuscript preparation, co-authoring conference presentations, data analyses, etc.).	Ongoing
	Summer research internship	Psychosocial Rehabilitation & Recovery Center, West LA VA Medical Center (UCLA program)	The student spent a summer as a research intern to Dr. _____ from UCLA as part of the NSF Alliance for Graduate Education and the Professoriate (AGEP) program during which the applicant conducted a meta-analysis which was later submitted and accepted for publication.	Summer 2009
Research Apprenticeship	Collaborative publications	Risky and Self-harmful Behaviors thesis project	Both advisors will help to write paper(s) on the analysis of the student's thesis data on sexually risky behaviors and non-suicidal self injury which will include various publication submissions at later dates.	Current/Ongoing
	Collaborative publications Joint participant in professional seminars and meetings	Predicting Computer Self-Efficacy among Older Adults	The applicant is currently in the processes of collaborating with the Faculty mentor on various articles (i.e., predicting computer self-efficacy among diverse older adults) through the use of latent variable analyses which will be submitted for publication at later dates.	Current/Ongoing Current/Ongoing
		Psychological Conference Presentation(s)	Student has presented at numerous professional conferences with various faculty at CSU _____, two of which have garnered awards.	
	Joint participant in professional seminars and meetings	Psychological Conference Presentation(s)	Student will present research projects conducted with the Faculty mentor once a year at a professional psychological conference (Annual Western Psychological Association Conference) throughout her graduate study.	1 st , 2 nd , 3 rd year
	CDIP Grants	CDIP Fellow Conference Travel Grant (\$1,500)	Year 1: Fall and Spring (Joint Participation) \$3,000 Fellow+ \$3000 Mentor Year 2: Fall and Spring (Joint Participation) \$3000 Fellow + \$3000 Mentor Year 3: Fall and Spring (Joint Participation) \$3000 Fellow + \$3000 Mentor	1 st , 2 nd , 3 rd year Potential Funding: Total \$9000 Fellow Total \$9000 Mentor

	Dissertation	CDIP Dissertation Award (\$5000)	Dissertation Writing Stage (Year 5): \$5000	Potential Funding: \$5000
	Off-campus Involvement	Action Research Internship	The applicant has spent a year as a research intern at the Didi Hirsch Community Mental Health agency to aid in program review.	2008-2009
Service	On-campus committees and activities	Lecture/Talk at CSUN	The student will give a Professional Development talk about graduate school and/or research.	2 nd or 3 rd year
	On-campus committees and activities	Lecture/Talk at CSUN	The student will give a lecture on meta-analysis to her Faculty mentor's lab team and provide various forms of professional development mentorship.	Completed before 1 st year ends
		Graduate Peer Mentoring Program	The applicant has served as a peer mentor to first-year General Experimental Master's students in which the student provided guidance & aided them in adjusting to their first semester as a graduate student.	2012-2013
		Graduate student committee/campus involvement	The student will become involved in a committee membership in her graduate program if possible or will become involved in available campus' peer mentorship program(s).	2 nd or 3 rd year

Since the applicant is the current lab coordinator as well as an ongoing collaborator on various manuscripts planned for publication submission for the CSU _____ advisor Dr. _____, regular communication is ongoing. For example, the research team meets on an average of once a week. These meetings are run by the advisor. The plan is that the applicant continues to collaborate with the advisor throughout her graduate study. The student will meet with Dr. _____ once per semester/quarter to discuss progress at graduate program as well as career/professional development.