

PACE

Fire Up Fridays

Instructor(s)	Katy Rodriguez Wimberly, Arianna Brown, Franklin Dollar
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Class Information	One Friday of most months (see detailed dates below), (early start at 11:30a) 12:00-12:50p, Room TBA for each session
Office Hours	By Appointment Only
Website	https://uci-pace.github.io

Introduction

The goal for Physics and Astronomy Community Excellence (PACE) Fire Up Fridays is to provide regular meeting space and programming that is designed specifically in the interest of supporting and developing incoming graduate students in our department. This includes both structured and unstructured activities that will foster a sense of community and inspire resilience within our community of graduate students.

Student Learning Outcomes

After successful completion of this course, students should be able to:

1. feel a sense of belonging to a diverse and inclusive community within their cohort and the department as a whole,
2. identify and engage their mentoring network,
3. understand and employ various professional development and healthy work practice tools.

How to Succeed

Attend each meeting ready to critically evaluate your habits and opinions towards the topic for that session. Be open to adjusting, and hopefully improving, your outlook and toolkit for success in grad school.

Assignments

Students will be expected to complete a survey at the end of each quarter to help better inform this course throughout this and future years. This survey will serve as part of the completion grade. Additionally, each student will be encouraged to submit their quarterly goals and subsequent goal completion progress. There will be no other assignments for this class as our

goal is simply to build community and foster excellence through mentoring and professional development. *Additional relevant resources will be shared with students prior to our meetings, as well as posted to the website for further exploration.*

100% Attendance

The grade for this course is entirely based off attendance - so come to the meetings. There will be a sign in sheet at the start of each meeting.

How to Properly Contact The Instructors

Arianna Brown & Katy Rodriguez Wimberly are the primary instructors for this class. Please send your correspondence to both instructors and include in the subject line 'Fire Up Fridays'. We encourage you to use proper guidelines and email etiquette.

Resource:

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.1xcuo9rvq>

Confidentiality, Conduct, and Behavior in Class

Students must agree to keep any personal information/discussions which occur at these meetings or in their mentoring groups confidential - *the single exception to this is Title IX and other such legal reporting requirements.*

As this is an inclusive community building class, all students will be encouraged but never required to speak from personal experience and no student will be denied the reality of their lived experience. Remember, no one person is a full representation of a larger group to which they identify. **Each person in the classroom will be cognizant of how much and how long they speak, and make a deliberate effort to hear typically silenced voices.** Students will display mutual respect and will treat disagreements respectfully.

Adopted from:

<https://www.hastac.org/blogs/danicasavonick/2017/08/28/community-guidelines-fostering-inclusive-discussions-difference>

UCI Physics & Astronomy's Code of Conduct:

<https://www.physics.uci.edu/inclusion/conduct>

Disability Services

Accommodations for students eligible for disability services will be arranged for and provided by the Disability Services Center (DSC). Please, contact them to make the appropriate arrangements. If the DSC cannot accommodate you, and you feel comfortable doing so, please discuss accommodations with the instructors.

Tentative Schedule

Date	Lecture Title
September 24	Welcome! What is PACE and mentorship really all about?
September 28	Meet Your Mentors
October 26	How Do You Do It All?
November 30	Tell All About the Qual
January 11	Stressing Less: Part 1
February 8	Finding an Advisor...and Other Mentors Too!
March 1	Stressing Less: Part 2
April 19	You did it! - Ice Cream & Fellowships
May 3	Post-Qual Priorities: What Do I Do Now?
June 7	Sweet Summer Success

Session Descriptions

Orientation - During the orientation, mentors and mentees will have a crash course on the PACE program and how to be an effective mentor/mentee. This includes highlighting the NCFDD online resource.

How Do You Do It All? - This session serves as a guided discussion/panel on balancing grad student responsibilities. In small group settings, senior students will share their experiences, including their successes and failures, as well as trips and tricks for studying, TAing, etc.

Tell All About the Qual - Senior grad students will share their experiences to help demystify the qual exam experience, as well as provide tips on surviving the Winter Quarter leading up to exams.

Stressing Less Parts 1 & 2 - We will explore as a group some methods of stress reduction - or rather stress expression - to use for when times get rough. This includes discussions that facilitate the normalization of our struggles.

Finding an Advisor...and Other Mentors Too! - We will discuss how and when to find an advisor across subfields, what to look for in an advisor, and what it means to have multiple mentors.

Celebration & Funding - Congratulations for making it through the Qual! This session we'll enjoy ice cream while discussing fellowships opportunities and (very briefly) applications.

Post Qual Priorities: What Do I Do Now? - Students will take time to identify their personal professional goals for the quarter (now that there is more free time), learn how to break them down into an NCFDD Semester Plan, and celebrate small wins along the way.

Sweet Summer Success - This session will serve as a time to discuss tackling conferences and self promotion. We will discuss balancing intense research time with developing important professional skills/materials such as personal websites, CVs, posters, etc.

Quarterly Goals!

This worksheet is designed to help you quickly and briefly contemplate your goals for this summer and (post Fall quarter) reflect your goals from the previous quarter. This structure is set up using the S.M.A.R.T. guidelines. Here is a great concise intro:

<https://www.mindtools.com/pages/article/smart-goals.htm>

Academic Goal

- ❖ What is your **specific** academic goal for the quarter? (To to keep it to one short sentence.) _____
- _____
- ❖ How will you **measure** this goal to know when it is accomplished? _____
- _____
- ❖ How will you **achieve** this goal? (Remember be brief.) _____
- _____
- ❖ How **relevant** is this goal to your efforts/needs? (Again with the briefness.) _____
- _____
- ❖ What are your **time-bounds** for this goal? What are some major deadlines to accomplish this goal? _____
- _____

Research Goal

- ❖ What is your **specific** research goal for the quarter? (To to keep it to one short sentence.) _____
- _____
- ❖ How will you **measure** this goal to know when it is accomplished? _____
- _____
- ❖ How will you **achieve** this goal? (Remember be brief.) _____
- _____
- ❖ How **relevant** is this goal to your efforts/needs? (Again with the briefness.) _____
- _____
- ❖ What are your **time-bounds** for this goal? What are some major deadlines to accomplish this goal? _____
- _____

Personal Goal

- ❖ What is your **specific** personal goal for the quarter? (To to keep it to one short sentence.) _____

- ❖ How will you **measure** this goal to know when it is accomplished? _____

- ❖ How will you **achieve** this goal? (Remember be brief.) _____

- ❖ How **relevant** is this goal to your efforts/needs? (Again with the briefness.) _____

- ❖ What are your **time-bounds** for this goal? What are some major deadlines to accomplish this goal? _____

Reflect on the Previous Academic Goal

- ❖ What was your **specific** academic goal for last quarter? (To to keep it to one short sentence.) _____

- ❖ How well did you **achieve** this goal? (Remember be brief.) _____

- ❖ Any further reflections on this goal? _____

Reflect on the Previous Research Goal

- ❖ What was your **specific** research goal for last quarter? (To to keep it to one short sentence.) _____

- ❖ How well did you **achieve** this goal? (Remember be brief.) _____

- ❖ Any further reflections on this goal? _____

Reflect on the Previous Personal Goal

- ❖ What was your **specific** personal goal for last quarter? (To to keep it to one short sentence.) _____

- ❖ How well did you **achieve** this goal? (Remember be brief.) _____

❖ Any further reflections on this goal? _____

Example 1 - Quarterly Goals!

This worksheet is designed to help you quickly and briefly contemplate your goals for this summer and (post Fall quarter) reflect your goals from the previous quarter. This structure is set up using the S.M.A.R.T. guidelines. Here is a great concise intro:

<https://www.mindtools.com/pages/article/smart-goals.htm>

Academic Goal

- ❖ What is your **specific** academic goal for the quarter? (To keep it to one short sentence.) *Complete Stat Mech: A Survival Guide before I start the graduate level course.*
- ❖ How will you **measure** this goal to know when it is accomplished? *When I can do 90% of the problems in each chapter without guidance and when I can summarize each chapter confidently in 3 sentences or less.*
- ❖ How will you **achieve** this goal? (Remember be brief.) *Study one chapter a week during the Fall quarter until I complete all 11 chapters.*
- ❖ How **relevant** is this goal to your efforts/needs? (Again with the briefness.) *Very relevant as Stat Mech is a topic on the qual exam and a class I haven't taken/took 3 years ago.*
- ❖ What are your **time-bounds** for this goal? What are some major deadlines to accomplish this goal? *Study this book 3 times a week for an hour at a time, on MWF. Halfway through the Fall quarter, check in on my progress and reassess.*

Research Goal

- ❖ What is your **specific** research goal for the quarter? (To keep it to one short sentence.) *Read one paper each for two faculty I might want to work with and set up meetings to discuss them.*
- ❖ How will you **measure** this goal to know when it is accomplished? *When I can summarize what two faculty do in their research, including what tools they use and phenomenon they study.*
- ❖ How will you **achieve** this goal? (Remember be brief.) *Rad one paper by the faculty, set up a meeting with the faculty to discuss it, and make sure I have a couple of questions for them about their work prior to the meeting. I may also e-mail or set up a meeting with one of their grad students to discuss what their work is like and maybe ask for a recommended representative paper to read.*

- ❖ How **relevant** is this goal to your efforts/needs? (Again with the briefness.) *Very relevant to my search for a faculty advisor and research area.*
- ❖ What are your **time-bounds** for this goal? What are some major deadlines to accomplish this goal? *I will read two papers in the first month of this quarter - on Sundays. Meet with faculty and their students in the second and third month.*

Personal Goal

- ❖ What is your **specific** personal goal for the quarter? (To to keep it to one short sentence.) *Get involved in one departmental or campus activity.*
- ❖ How will you **measure** this goal to know when it is accomplished? *When I have meetings or other tasks that I am committed to that aren't related to my coursework.*
- ❖ How will you **achieve** this goal? (Remember be brief.) *Attend at least one meeting / event for each departmental group during the Fall quarter. Set up 1-1 meetings with some members to ask what it's like being involved in these groups. E.g. one Physics Grad Caucus meeting, one Women in Physics meeting, one outreach event, etc.*
- ❖ How **relevant** is this goal to your efforts/needs? (Again with the briefness.) *Very relevant as I wish to be involved in departmental organizations, for both professional and personal reasons.*
- ❖ What are your **time-bounds** for this goal? What are some major deadlines to accomplish this goal? *I'll be committed to one effort by the end of Fall quarter. I should check in on this goal halfway through the quarter to make sure it was feasible and that I've been available to attend organizational events. If not, I will set up 1-1s with grads to talk about their groups before the last month of the quarter.*

Example 2 - Quarterly Goals!

This worksheet is designed to help you quickly and briefly contemplate your goals for this summer and (post Fall quarter) reflect your goals from the previous quarter. This structure is set up using the S.M.A.R.T. guidelines. Here is a great concise intro:

<https://www.mindtools.com/pages/article/smart-goals.htm>

Academic Goal

- ❖ What is your **specific** academic goal for the quarter? (To to keep it to one short sentence.) *Create a regular weekly S.M.A.R.T. studying schedule around my TA/other responsibilities.*
- ❖ How will you **measure** this goal to know when it is accomplished? *Keep track of which weeks I do my Sunday planning meeting, commit to the schedule for that week using my Google Calendar (and track when I overcommit / missed a commitment), and reflect how that schedule felt at the next Sunday meeting and adjust accordingly for the next week.*
- ❖ How will you **achieve** this goal? (Remember be brief.) *30 minutes of every Sunday to sit down and assess my study goals for the week. E.g, if I need to complete homework for Math Methods and review Chapter 3 of Classical Mechanics, I will reflect on how much time I should commit to each and block of that time in bits on my weekly Calendar.*
- ❖ How **relevant** is this goal to your efforts/needs? (Again with the briefness.) *I will be juggling a lot of responsibilities this Fall, so it is very important that I take the time to reflect and align my time with my priorities.*
- ❖ What are your **time-bounds** for this goal? What are some major deadlines to accomplish this goal? *Every Sunday from 7:30pm-8pm I will sit down, reflect on the previous week, and block time on my calendar for the upcoming week.*

Research Goal

- ❖ What is your **specific** research goal for the quarter? (To to keep it to one short sentence.) *Sit in on two research meetings for a faculty member I might want to work with and take notes on the meeting atmosphere (content, discussion, etc.)*
- ❖ How will you **measure** this goal to know when it is accomplished? *When I can confidently summarize what it's like to be a grad in that research group in the following*

areas: advisor expectations, student authorship, major technological tools used, collaborations outside UCI, cordiality/mutual respect, advisor support.

- ❖ How will you **achieve** this goal? (Remember be brief.) *E-mail faculty in first week of classes to meet and discuss my interests. Then request meeting attendance / schedule meeting attendance. Take notes on topics of interest while there. Reflect and assess.*
- ❖ How **relevant** is this goal to your efforts/needs? (Again with the briefness.) *Very relevant to my search for a faculty advisor that I will work well with.*
- ❖ What are your **time-bounds** for this goal? What are some major deadlines to accomplish this goal? *E-mail in first week, meet in second week. Attend two meetings before the last month of the quarter and reflect after the quarter is over.*

Personal Goal

- ❖ What is your **specific** personal goal for the quarter? (To to keep it to one short sentence.) *Spend 1 hour a day (or less) on social media.*
- ❖ How will you **measure** this goal to know when it is accomplished? *I will use a social media tracking app on my phone and computer to automatically track when I log on and check in once a week to assess progress.*
- ❖ How will you **achieve** this goal? (Remember be brief.) *Check in once a week to see how much time I spent on social media. When I have the urge to check it, go on a quick 15 min walk or ask an office mate how their day is going.*
- ❖ How **relevant** is this goal to your efforts/needs? (Again with the briefness.) *Very relevant as I wish to spend less time on SM and more time on healthy stress relief practices.*
- ❖ What are your **time-bounds** for this goal? What are some major deadlines to accomplish this goal? *Every Sunday at 7pm, check my tracker app for progress. 1st week: just tracking (no limits) to get an idea, 2nd week: half the time of the 1st week, and so on until I reach 1 hour a day or less.*