

Through graduate school and beyond

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Since the 20th century, emerging scholars have often been confronted with navigating graduate school in a “trial by fire” method. Of course, not all emerging scholars are faced with this prospect, but many are, in part, because that is how their professors were “mentored”. Graduate students are often left to navigate their early careers with either little mentoring (i.e., the student is left alone to navigate) or too much directing (i.e., the student is told everything to do in line with fulfilling a professor’s line of research instead of their own). Both can result in the stunted development as a scholar because the former doesn’t provide the student with enough direction and the latter doesn’t prepare the student for their own self-directed program of research).

In this poster, I will provide a model for the graduate school experience with effective mentoring and a decision-making process that leads to successful completion of a PhD program and subsequent transition to an academic position. The basis of this model relies on a four-pillar foundation for emerging scholars: opportunity, information, mentoring, and accountability.

The target audience is all graduate students seeking a career in academia. This poster will start with the first year of a PhD program to the third year of a tenure-track position. I have chosen a poster session for this transactive discussion to allow participants to discuss the model as tailored to their individual needs.