

Dear Dean Frierson,

I am on the Faculty Senate Welfare Council. One of the areas discussed for improving graduate student outcomes would be to have workshops on faculty mentoring of graduate students. The University of Florida Graduate School has the annual Doctoral Mentoring Award that "encourages and rewards excellence, innovation and effectiveness in mentoring doctoral and Master of Fine Arts students through their final dissertation or fine arts thesis project". The Welfare Council suggests that there be formal workshops that faculty to attend to learn and enhance their mentoring skills of graduate students. The obvious purpose is to improve the graduate learning experience and to increase the retention and speed of graduation of talented graduate students.

IFAS/CALS has the Teaching Enhancement Symposium every August directed to CALS faculty but open to all. This could be one venue for the workshops. At the University wide level, the Graduate School would be the steward of such workshops.

Do you have any suggestions of how the Faculty Welfare Council should proceed and who should be the organizers of such important workshops?

James Maruniak

Department of Entomology & Nematology

Dr. Maruniak,

I know of several who explicitly interested in mentoring and I am sure would be willing to engage in preparing mentoring workshops for faculty members if the interest is really there on the part of the faculty. My previous experiences have suggested that faculty members who are interested in mentoring and participate in mentoring workshops are already engaged as good mentors, the others tend not to participate. Given that though, I think that we should give it a shot nonetheless. Individuals, among others, I know who are interested in promoting graduate student mentoring are Ben Dunn, Colette St. Mary, Carolyn Tucker, Marianne Schmink, Rick Yost, Vasudha Narayanan, Katie Indarawis, Rimjhim Banerjee, and Sandra Russo.

I know that Colette St. Mary is interested in developing such a workshop. I am sure that she and others would be encouraged if such workshops are encouraged and backed by the Faculty Senate Welfare Council.

Hank

Hi Jim,

Got your phone message regarding ideas for mentoring workshops. In my view, one of our biggest opportunities at UF is recruiting, supporting, and enhancing climate for students (undergrad and grad) from underrepresented backgrounds, including women, racial/ethnic minority students, and sexual minority students. Workshops focused on the current state of resources for this a UF, and opportunities for garnering/allocating additional resources and implementing strategies to this end would be very valuable. Hope this is helpful.

Take care,

Bonnie

Bonnie Moradi, PhD

Professor of Psychology

Director of the Center for Women's Studies and Gender Research

Request for Proposals – Teaching Enhancement Symposium 2014

Proposals Due May 9, 2014

The 2014 CALS Teaching Enhancement Symposium will be held **Tuesday, August 19, 2014**. The Teaching Resource Center (TRC) and the CALS Dean's Office are working to build a program that will help you advance your teaching. This year, we are soliciting proposals from CALS faculty for presentations that will be a part of the program that align with this year's theme of "The World is our Classroom" or one of the six Teaching Resource Center programmatic Themes.

Mentoring Award Winners

Current and past winners of this mentoring award are listed below. Click on their names below to read their statements about their approach to mentoring of doctoral and Master of Fine Arts students, and the theory and methodology behind their successes.

2013-2014 Mentoring Award Winners

Dr. Leslie E. Anderson

UF Department of Political Science

Dr. Ann L. Horgas

UF Department of Adult and Elderly Nursing

Dr. Susan K. Jacobson

UF Department of Wildlife Ecology and Conservation

Dr. Kenneth E. Sassaman

UF Department of Anthropology

Dr. Stephen W. Smith

UF School of Special Education, School Psychology & Early Childhood Studies

Dr. Lynn Sollenberger

UF Department of Agronomy

2012-2013 Mentoring Award Winners

Dr. Edward K.L. Chan

UF Department of Oral Biology

Dr. Kara Dawson

UF School of Teaching and Learning

Dr. Michael Marsiske

UF Department of Clinical and Health Psychology

Dr. Bonnie Moradi

UF Department of Psychology

Dr. Jack Stenner

UF School of Art and Art History

2011-2012 Mentoring Award Winners

Dr. Gillian Lord

UF Department of Spanish and Portuguese Studies

Dr. Konstantin Matchev

UF Department of Physics

Dr. Michael E. Robinson

UF Department of Clinical and Health Psychology

Dr. Peter P. Sayeski

UF Department of Physiology and Functional Genomics

Dr. Yafeng Yin

UF Department of Civil and Coastal Engineering

2010-2011 Mentoring Award Winners

Dr. Allan F. Burns

UF Department of Anthropology

Dr. Yuguang "Michael" Fang

UF Department of Electrical and Computer Engineering

Dr. Lynda Lee Kaid

UF College of Journalism and Communications

Dr. Karen A. Kainer

UF Center for Latin American Studies

Dr. Douglas J. Levey

UF Department of Biology

Mentoring Award



Dr. Lynn Sollenberger

Professor

UF Department of Agronomy

2013-2014 UF Doctoral Mentoring Award Winner

Mentoring Style

In the book "Adviser, Teacher, Role Model, Friend" (National Academy of Sciences, 1997), a mentor is defined as one who takes a special interest in helping another person develop into a successful professional. Apart from the student, who more than the mentor determines the quality of the graduate experience, the likelihood of career success after degree completion, and the student's lasting impression of the lab group, department, and university? Thus it is imperative that exceptional mentoring be a core value of the graduate education mission.

On personal and professional levels, my role as mentor provides some of the greatest joys and most satisfying experiences of academic life. It is extremely gratifying to observe the growth and maturation of an advisee during their graduate program and to chronicle their achievements as they follow various career paths in the discipline. Graduate student mentoring is not a casual task, and like being a parent, it should not be treated casually. Acceptance of the role of mentor implies significant commitment of time, creative energy, and enthusiasm to ensure a successful program. Effective leaders delegate, but effective mentors are hands on, interactive, and engaged with their students, recognizing that although maximizing efficiency is critical to many areas of their job, it is not an effective mentoring style. Few things are more demoralizing to a student than a mentor who fails to find time for them, does not share ownership of the student's program, or does not follow through with commitments that are critical to the student's progress.

Most of my students go on to a scholarly career with research as an important component of their job description. Thus at the heart of the graduate program is the scientific method, and I try to model for my students the excitement of defining a problem, developing and testing hypotheses, and delivering real-world solutions that impact people's lives. As a mentor, I also seek to model behaviors that equip students for success in their future careers including always "showing up", enjoying both the process and the product, demonstrating unwavering commitment to colleagues and each task that I have accepted, consistently working hard and to the best of my ability, and being willing to reach beyond my comfort zone to learn new things and engage new areas of science. Experience suggests that enthusiasm, camaraderie, and hard work are contagious, and a lab group that exemplifies these traits is very productive and great fun to associate with.

I have learned that effective mentoring is advisee specific. It depends upon their personality, motivation, maturity, and experience. Thus, critical early steps in effective mentoring are learning as much as possible about how to motivate each advisee and defining where they are on their path of professional development. Once these are defined, an effective mentor can institute strategies to maximize an advisee's potential by sharpening existing strengths and implementing a plan to address areas of weakness. My ultimate goal for the advising process is to graduate capable, independent, and productive scientists, who are excited about what they do, who have the experience and demonstrated accomplishments to qualify for the life's work to which they aspire, and who are equipped to carry out that work successfully.

Mentoring Effectiveness

Various metrics can be used to assess mentoring effectiveness. The following narrative lists metrics that I value, with each followed by selected examples from my mentoring experience.

1. Effective mentoring is evidenced by students being attracted to a mentor and by mentor-advisee interaction that leads to successful graduate program completion.

I have been a sought-after mentor, having served on 119 graduate committees. I have chaired or co-chaired the committees of 48 graduate students, including 26 doctoral students, and served on the supervisory committee of an additional 71 students (47 Ph.D.). Of the 26 doctoral students for whom I chaired or co-chaired their committee, 25 of 26 have completed or are on track to complete their degree program. My doctoral mentoring extends beyond UF. During 2013 alone I served as mentor to six Ph.D. students from other institutions, each at UF for six months of specialized training in my lab.

2. Effective mentoring is evidenced by advisees receiving awards and recognition during their graduate training.

My four most recent Ph.D. students were recipients of the UF Graduate School Fellowship. Dr. Miguel Castillo was one of three graduate students at UF to receive the 2011 Alec Courtelis Award for Outstanding International Student, the highest award given by the UF International Center. During the nine years of existence of a graduate student oral paper contest at the pre-eminent national meeting in my discipline, my students (Dubeux, Castillo twice, and Mullenix) have won first prize four times.

3. Effective mentoring is evidenced by students demonstrating skills that will be critical for success in their future careers.

Recent graduate student Castillo and current student Mullenix wrote successful grants supported by NSF and USDA, respectively, to support their Ph.D. research. Students for which I was primary mentor and who have received their Ph.D. since 2005 have averaged five refereed journal articles per student from their dissertation research.

4. Effective mentoring is evidenced by students who demonstrate lasting enthusiasm for their career path and are equipped to succeed in the job market.

Every former Ph.D. student for which I served as chair or co-chair is working in the discipline of their training. Recent/pending graduates Castillo, Mullenix, Dubeux, and Liu started/accepted tenure track positions in 2013 at North Carolina State University, Auburn University, University of Florida, and China Agricultural University, respectively. In total, 12 students for whom I served as chair or co-chair occupy tenure track positions in the US. In addition to the three listed above, the other nine are located at Univ. of Missouri, Virginia Tech., Univ. of Georgia, University of Florida (two), Mississippi State, Texas A&M, Univ. of Hawaii, and Univ. of Puerto Rico. Other former students are working in eleven countries at major universities, federal research centers, research foundations, and for NGOs.

5. Effective mentoring is evidenced when students sustain personal and professional contact with their mentor and seek opportunities for subsequent collaboration._

My former students and I have participated in numerous multi-institutional grants, presented workshops, and wrote book chapters. Several have returned to UF for sabbatical leave. Each year at the national meeting, my group, now extending to several academic generations, goes to dinner to renew relationships and enjoy each other's company, and occasionally to plan a few experiments.

Mentoring Award



Dr. Susan K. Jacobson

Professor

UF Department of Wildlife Ecology and Conservation

2013-2014 UF Doctoral Mentoring Award Winner

My philosophy for advising and mentoring graduate students follows the graduate experience from "womb to tomb," from working with each student on the formation of a research question and experimental design to the publication and presentation of papers, development of a resume, an effective job search, and as a professional colleague. My goal is to maximize the potential of each student. I foster this through weekly meetings with my advisees and regular group lab meetings to discuss current research, practice presentations, and to enable my experienced students to actively share their expertise with new students. The diaspora of my former students has been gratifying as they now provide leadership in our field ranging from university research and teaching in the U.S. to directing the parks and wildlife organizations in Latin America and Africa.

I view graduate education as a cooperative enterprise in which I challenge and respond to each graduate student who actively manages and contributes to his/her graduate experience. My enthusiasm for our field helps in my mentoring as I try to define for my students the structure and standards of excellence of graduate work and the natural resources profession. In the past 18 months I graduated 4 PhD students who all garnered excellent post-doctoral research positions as post-doctoral research associates at Purdue, University of Arizona, Yokohama National University, and as research scientist with the Panthera organization. I currently supervise 5 doctoral students and two master's students and have served as chair for a total of 40 graduate students. The interaction with these bright, creative students is one of the most rewarding and stimulating facets of my job.

My objectives as a doctoral advisor are to enable students to synthesize and develop new information, foster critical thinking, encourage their creativity and independence, and acquire flexibility for achieving success in a professional career. This requires me to remain well informed on new developments in the subject area as well as make critical and creative judgments concerning the main trends in the field. The interdisciplinary nature of our profession results in my lab group being engaged in a number of different and innovative types of studies at one time, making the interaction and feedback among my lab group particularly helpful and stimulating. For example, when three of my doctoral students returned from giving papers at an international conference on "Human Dimensions of Wildlife," in Colorado, the feedback from my colleagues reported both superb presentations by UF (we practiced as a group beforehand), and innovation in cutting edge science.

Many of my doctoral students take one of my two graduate courses, and also serve as a Teaching Assistant for my upper level undergraduate course, "Human Dimensions of Natural Resource Conservation." I try to ensure that I provide a significant opportunity for my TAs to gain valuable teaching skills for the future. I involve my TAs in all aspects of the course, from assisting with group activities, presenting a guest lecture, leading a classroom exercise, grading papers, and designing an exam. I believe an effective lecturer must combine the talents of scholar, writer, entertainer, producer, and teacher in ways to promote student learning. I try to model for my TAs the use of a variety of approaches, beyond classroom lectures, to address differences in learning styles and to motivate all students. This includes the use of case studies to develop students' problem-solving skills; role-playing to develop insight into the complexity of human/natural resource management problems; buzz groups and small group discussions to foster

critical thinking, and field trips to emphasize to students the relevance of the course for understanding and making effective contributions to the real world. My goal for my graduate student TAs is that by the end of the course, they have a working knowledge of a number of pedagogical techniques that will enhance their teaching and presentation skills.

I believe it is the advisor's responsibility to promote students' abilities and expectations to continue learning after graduation. Toward this end, I focus on stimulating student learning outside class as well as in the classroom. I encourage my students to attend a wide variety of seminars on campus, and I work hard to find funding for them to participate in workshops and meetings that will provide new skill sets that may be important in future job markets. This past year, I applied to and was selected to participate in a 10-day interdisciplinary field project in Belize for faculty mentors and their PhD students, funded by USDA/UF ACE. For Spring Break 2013, I spent 24 hours a day with one of my PhD students developing Reusable Learning Objects on climate change in Belize for use in undergraduate classes. My students have been remarkably successful at garnering research and travel awards to participate in a wide range of activities beyond the classroom. I spend a large amount of time with my advisees reviewing funding sources and polishing grant writing skills to ensure their research and subsequent activities are well supported. This is reflected in the success of my students in receiving research funding from a variety of sources, from the National Science Foundation to the MacArthur Foundation.

My commitment to graduate advising has led to my active involvement in promoting a new vision nationally for education in natural resource management. I have published scholarly articles on interdisciplinary education in *Conservation Biology*, *The Environmental Professional*, and *Ecopsychology*. I also have served on education committees for professional societies, as well as graduate committees at UF for the Center for Latin American Studies, the School of Natural Resources and Environment, and as graduate coordinator for the Department of Wildlife Ecology and Conservation. I also established and co-direct the UF Graduate Certificate in Environmental Education and Communications with colleagues in several colleges.

As the Director of the Program for Studies in Tropical Conservation at UF, I informally advise a large number of international students from matriculation to graduation. In the past 10 years, I have garnered more than \$1 million in grant support to fund 11 international graduate student fellowships and 40 primarily doctoral student research projects in 15 UF departments in the arena of environment and sustainable development in the past decade. I greatly enjoy my interactions with all of these students, sometimes as primarily the money bag, but for a number of students I provide advice and serve a valuable role as a cheerleader and backstop as they navigate a new culture, language and challenging graduate training.

Recent evidence of my efforts in graduate advising and mentoring include the joint publication of research in high quality journals. In 2012-2013 I published 17 coauthored journal articles with my graduate students. In 2012, I also was selected by our graduate students for the Dept. Wildlife Ecology and Conservation Graduate Faculty of the Year award and by my peers for the College of Agriculture and Life Sciences Graduate Teacher/Advisor of the Year award. I also was selected as one of only three university-wide 2012 UF Distinguished Teaching Scholars award.

Effective graduate mentoring is one key to a productive profession and healthy society. I will continue to strive for excellence in this arena. I feel extremely fortunate to be able to serve as an advisor/mentor to an array of gifted students who always keep me passionate and engaged and on my toes.