



TEACHING ENHANCEMENT SYMPOSIUM

ON BEING A MENTOR
AUGUST 14, 2018
UF HILTON

Agenda

8:30 – 9:00 AM	Registration
9:00 – 10:15 AM	Concurrent Session I
10:15 – 10:45 AM	Coffee Break
10:45AM – NOON	Concurrent Session II
12:15 – 1:30PM	Luncheon Keynote Speaker: Dr. Brad Johnson <i>The Art (and Science) of Outstanding Mentorship in Higher Education</i>
1:45 – 3:00 PM	Concurrent Session III

Concurrent Session I 9:00 – 10:15 AM

I-A Integration of Research and Teaching Program Panel

Join five faculty describing how they integrate teaching and research, providing information on resources to support integration (most notably federal grant programs) and tips for successful projects.

Presenters: *Gilles Bassett, Horticultural Science; Adam Dale, Entomology & Nematology; Lisa House, Food & Resource Economics; David Julian, Biology; Anne Mathews, Food Science & Human Nutrition*

Facilitator: *Kelly Grogan, Food & Resource Economics*

I-B Teaching Innovation Showcase

Get inspired by recent teaching innovations from CALS faculty! Faculty from five different units will highlight recent enhancements they have created to engage students with course material. Creation of an interactive web-based case study, a study abroad cultural competence training, an electronic multi-entry insect identification tool, a construction kit for hands-on plant science labs, and virtual reality tours for experiential learning will be showcased and discussed.

Presenters: *Laura Acosta, Food Science & Human Nutrition; Victor Harris, Family, Youth & Community Sciences; Andrea Lucky, Entomology & Nematology; Martha Monroe, Forest Resources & Conservation; Gerardo Nunez, Horticultural Sciences*

I-C Navigating Difficult Mentoring Conversations

This session will give practical tips on how to navigate difficult conversations in mentoring relationships, utilizing the basic skills of cognitive coaching. Participants will utilize the skills learned in a practice role-play in the session.

Presenter: *Linda Searby, College of Education*

I-D Online Learning

Fostering Engagement through Personal Connections in Online Learning

We all know that teaching online requires a different approach, but it can be daunting to make the leap from teaching in person to teaching online. We have experienced success in our online courses by using research-informed practices and student feedback to foster student engagement and build valuable relationships. This session will provide you with techniques that can be applied to any online class, regardless of content-area focus. The main goal of this session is to share our experiences with online instruction, and give you the tools you need to build connections with your students, even online.

Presenters: *Kati Lawson, Cecilia Suarez & Kellie Goughnour, Agricultural Education & Communication*

Mentoring Teaching Assistants to Build Community in Online Learning Environments

Feedback data from both Graduate Assistants and undergraduate students in AEC3414 Leadership Development (both qualitative and quantitative) will be reviewed to discuss best practices in mentoring Teaching Assistants to build community during an online undergraduate course. In particular, the presentation explores different ways to engage Teaching Assistants in building community in an online course by addressing the type of Teaching Assistant feedback, frequency of feedback, and participation in course lectures/activities.

Presenters: *Matthew Sowcik, Saneh Ste.Claire, Jonothan Orsini & Jennifer Wert, Agricultural Education & Communication*

I-E Universal Design Tips, Tools, & Resources

UF has adopted an Electronic and Information Technology Accessibility policy in furtherance of the commitment to provide equal access to its services, programs, and activities for all users. This policy applies to all electronic media including web pages, online course material, and forms of communication. There are campus-wide tools and resources available to assist in this effort, and we will discuss their use and how to access them. An accessible EIT environment enhances usability for everyone.

Presenters: *Ann Allen, UFIT & Gerry Altamirano, Disability Resource Center*

Coffee Break 10:15 – 10:45 AM

Concurrent Session II 10:45AM – NOON

II-A Multicultural Mentoring

More than Meets the Eye: Mentoring the Multicultural Student

Utilizing student narratives, this presentation will provide insight into multicultural students' mentoring experiences, both challenging and productive, and highlight ways in which educators can implement support strategies that provide stronger and more fruitful mentorship to the multicultural student. Mentorship theories, identity development theories and overall best practices will be briefly reviewed to provide a general understanding of the ways in which multicultural students develop in college.

Presenters: *Cecilia Suarez, Agricultural Education & Communication*

Understanding Student Differences and Becoming a Culturally Competent Educator/Mentor

As our country's population shifts, diversity is increasing. Students are often different from the instructor (and other students) in many ways, including culturally, preferred learning style, and generational differences. Understanding diversity is a key step to providing a more inclusive learning environment that fosters acceptance of differences and promotes belonging. Whether you are traveling internationally or simply working with students or colleagues locally, recognizing your own hidden biases and developing an appreciation for the differences in others are essential for becoming an empathetic and successful teacher/scholar/mentor in a changing world.

Presenters: *Keith Diem, Family, Youth & Community Sciences*

II-B Field and Fork Faculty Fellow Experiences

Join three faculty as they share strategies for integrating Field & Fork Program as experiential learning and service learning experiences within various courses.

Presenters: *Kelly Grogan, Food & Resource Economics; William Pellitier, Agricultural & Biological Engineering; Corwin Nelson, Animal Sciences*

II-C Academy of Distinguished Teaching Scholars

Join three members from the Academy of Distinguished Teaching Scholars as they share some of the best teaching tips and answer questions about their teaching journey.

Presenters: *Gail Kauwell, Food Science & Human Nutrition; Lynn Sollenberger, Agronomy; Mike Kane, Environmental Horticulture*

II-D Introducing the New Honor Code and Tips to Deter Academic Misconduct in Classes

We will discuss the newly revised UF Conduct and Honor Code and what that means for students and faculty. In addition we will share tips to deter academic misconduct as well as gather tips from the audience. Lastly, we will seek input on the process of reporting academic misconduct and how that process can be improved.

Presenters: *Joel Brendemuhl, CALS; Pam Malyk, Dean of Students Office*

II-E Teaching Millennials and Gen Z Students

Join in a discussion regarding how to best work with and not against the upcoming generation of students. Generational differences in approaches to learning and the classroom will be discussed.

Presenter: *Kelli Peck Parrott (tentative)*

Luncheon 12:15 – 1:30PM

Keynote Speaker

Dr. Brad Johnson - *The Art (and Science) of Outstanding Mentorship in Higher Education*

Concurrent Session III 1:45 PM – 3:00 PM

III-A The Elements of Excellent Mentorship: A Skill-Building Workshop

This practical session provides evidence-based rules of engagement for developing high-impact mentoring relationships in Higher Education. Topics include the interpersonal qualities and behavior strategies of highly-effective “Master” mentors, techniques for forming effective mentorships, and key ethical obligations and considerations. There will be a strong focus on using mentorships to leverage inclusion and diversity with particular focus on gender and race. Cultural humility and egalitarian values in the context of mentoring relationships will be emphasized. This session is also dedicated to helping CALS faculty think in an informed way about the key obstacles to mentoring and several strategies for streamlining mentoring activities without reducing their efficacy.

Presenter: *Dr. Brad Johnson, TES 2018 Keynote*

III-B Course-based Undergraduate Research Experiences (CUREs) Initiative

This presentation will address the new UF Course-based Undergraduate Research Experiences (CUREs) initiative. This session will also highlight the concept and implementation of CUREs, the benefits faculty and their lab members gain from offering such courses, and the assessments of past CUREs offered by members of Dr. Christine Miller’s Evolutionary Ecology Lab.

Presenters: *Anne Donnelly & Michael Forthman, Entomology & Nematology*

III-C Equipping CALS Graduate Students to Communicate about their Research

In addition to developing expertise in their science, CALS graduate students increasingly need to be able to convey its significance to policy makers, funders and the general public. In Spring 2018, we offered a new online graduate course focusing on the planning and production of communication materials designed to support outreach programs in the sciences. We addressed how engagement and outreach can be used to convey the public value of their work. Course topics included storytelling, communicating about crises and contentious issues, communicating to news media, video storytelling, social media, civic dialogue, effective posters and presentations, Extension and reporting/evaluation of outreach efforts. This presentation will provide an overview of the rationale for training CALS graduate students to communicate about their work and we will share qualitative research related to the students’ experience in the course.

Presenter: *Lisa Lundy, Agricultural Education & Communication*

III-D Strengthening the Curriculum to Build Career Opportunities

FYCS provides a broad-based education for careers addressing problems and risks for children, youth, and families. We undertook a curriculum review process examining how we prepare graduates for the complex field of human services. A deliberative process identified gaps in the curriculum based on multiple sources, including alumni, community employers, and faculty. We describe the outcomes and discuss the effectiveness of this process.

Presenters: *Suzanna Smith, Martie Gillen, Tracy Irani, Larry Forthun & Gregg Henderschiedt, Family, Youth & Community Sciences*