



# Welcome New Graduate Students



MS student   Country   Mentor, Department	PhD student   Country   Mentor, Department
Rithu <b>CHANDRAN</b>   INDIA   A Pellissery, CDPM	Marcela <b>DE OLIVEIRA PLATENIK</b>   BRAZIL   D Santoro, SACS
Modesto <b>ELVIR HERNANDEZ</b>   Honduras   K Galvão, LACS	Gabriela <b>HERY</b>   USA   R Milner, SACS
Julia <b>ENGELIEN</b>   USA   R Milner/S Bechtel, SACS	Kirsten <b>JAEGERSEN</b>   USA   C Martyniuk, PS
Jacqueline <b>HARRISON</b>   USA   B Case, SACS	Wanling <b>LIU</b>   CHINA   L Zhou, IDI
Andre <b>MIRANDA</b>   USA   P Davenport, SACS	Amber <b>MOODY</b>   USA   D Freeman, LACS
Eva <b>RUZICS</b>   USA   K Ham, SACS	Stephen <b>MWALIMU</b>   KENYA   J Moore, IDI
Ayusha <b>SHRESTHA</b>   NEPAL   A Allison, CDPM	Rita Grace <b>SACHARIA</b>   INDIA   A Allison, CDPM
Monalisa <b>SOUSA DIAS LIMA</b>   BRAZIL   J Bittar, LACS	Kelly <b>SALUTE</b>   USA   B Sahay, IDI
Austin <b>SURPHLIS</b>   USA   K Subramaniam, IDI	Elizabeth <b>SCHERBATSKOY</b>   USA   I Larkin, LACS
Yihan (Nancy) <b>XIA</b>   CHINA   R Dinglasan, IDI	Alexis <b>SLACK</b>   USA   E Schachner, PS
Jennifer <b>ZAMORA</b>   USA   D Santoro, SACS	Puttawat <b>SUPHAPRUEKSAPONG</b>   THAILAND   A Tuanyok, IDI
	Jason <b>THORNTON</b>   USA   A Tuanyok, IDI
	Maria Belen <b>UGARTE MARIN</b>   ARGENTINA   R Bisinotto, LACS
	Tiffany <b>ZOROTRIAN</b>   USA   N Stacy, CDPM

# Agenda

Time	
10:25	<b>Review of the Previous Day:</b> Jorge Hernandez
10:30	<b>Creating an Authentic Sense of Community:</b> Michael Bowie
11:30	<b>UF Office of Graduate Professional Development:</b> Talline Martins
12:00	<b>Lunch</b>
1:00	<b>Roles of Graduate Assistants with TA Responsibilities:</b> Heather Walden
1:15	<b>Mentor-Mentee Best Practices (Introduction):</b> Alice Lee
2:30	<b>Round Table(s) Mentor-Mentee Best Practices (Conversation):</b> Liz Brammer-Robbins/Chris Martyniuk, Lopa Kher/Domenico Santoro
3:00	<b>Summary:</b> Jorge Hernandez
3:35	<b>Q&amp;A</b>
3:45	<b>Class Composite Photos:</b> Sara Rubinstein
6:00	<b>VGSA Social:</b> 4th Ave Food Park

# Summary of Yesterday

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**Jorge Hernandez**

Professor and Director of Graduate Education

Deriso Hall, Room 120

hernandezja@ufl.edu

352-294-4305

# Creating an Authentic Sense of Community

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**Michael Bowie**

Assistant Dean And Clinical Assistant Professor



# Creating an Authentic Sense of Community

Dr. Michael V. Bowie and Ms. Wendy Mesa, Community Building & Engagement

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**“One of the marvelous things about community is that it enables us to welcome and help people in a way we couldn't as individuals.”**

**– Jean Vanier**

# Community Agreements

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**Speak from the “I” Perspective:** Avoid speaking for others by using “we,” “us,” or “them.” It is critical to draw a line between individual experiences and communal experience to prevent alienating someone whose experience may be different.

**Listen actively:** Listen to understand, not to respond. Sometimes we are tempted to begin formulating what we want to say in response, instead of giving 100% of our focus to the speaker.

**Step up, step back:** If you usually speak up often or you find yourself talking more than others, challenge yourself to lean in to listening and opening up space for others. If you don’t usually talk, know that we would love to hear your contributions.

**Respect silence:** Don’t force yourself to fill silence. Silence can be an indication of thought and process.

# Community Agreements

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**Share, even if you don't have the right words:** Suspend judgment and allow others to be unpolished in their speaking. If you are unsure of their meaning, then ask for clarification.

**Uphold confidentiality:** Treat the candor of others as a gift. Assume that personal identities, experiences, and perspectives shared in this space are confidential unless you are given permission to use them.

**Lean in to discomfort:** Learning happens on the edge of our comfort zones. Push yourself to be open to new ideas and experiences even in they initially seem uncomfortable to you.

**Any others?**



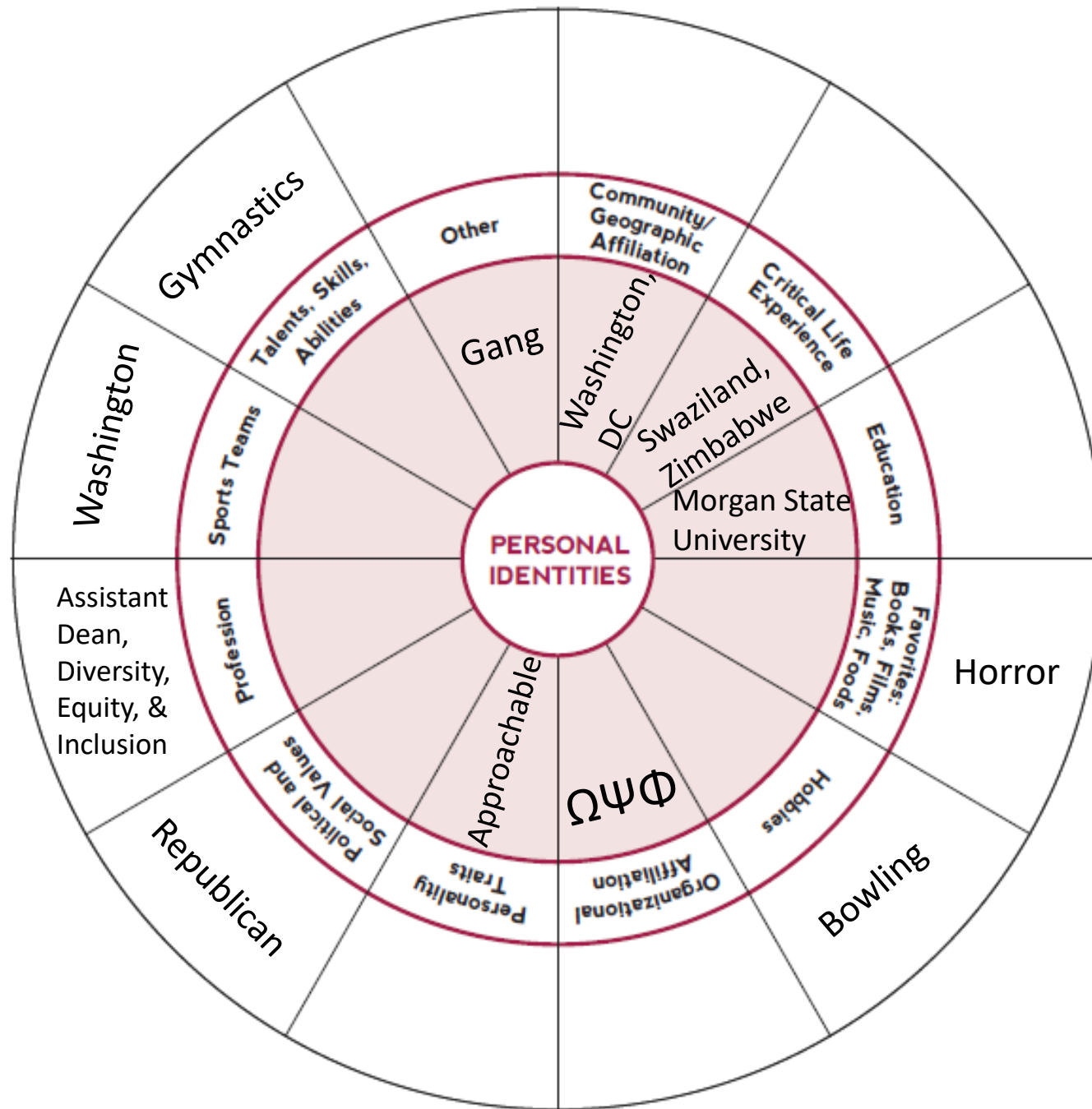
What Does A  
Negative  
Environment for  
You Look Like?



What Does A Positive Environment  
for You Look Like?



# **Personal Identity Wheel**

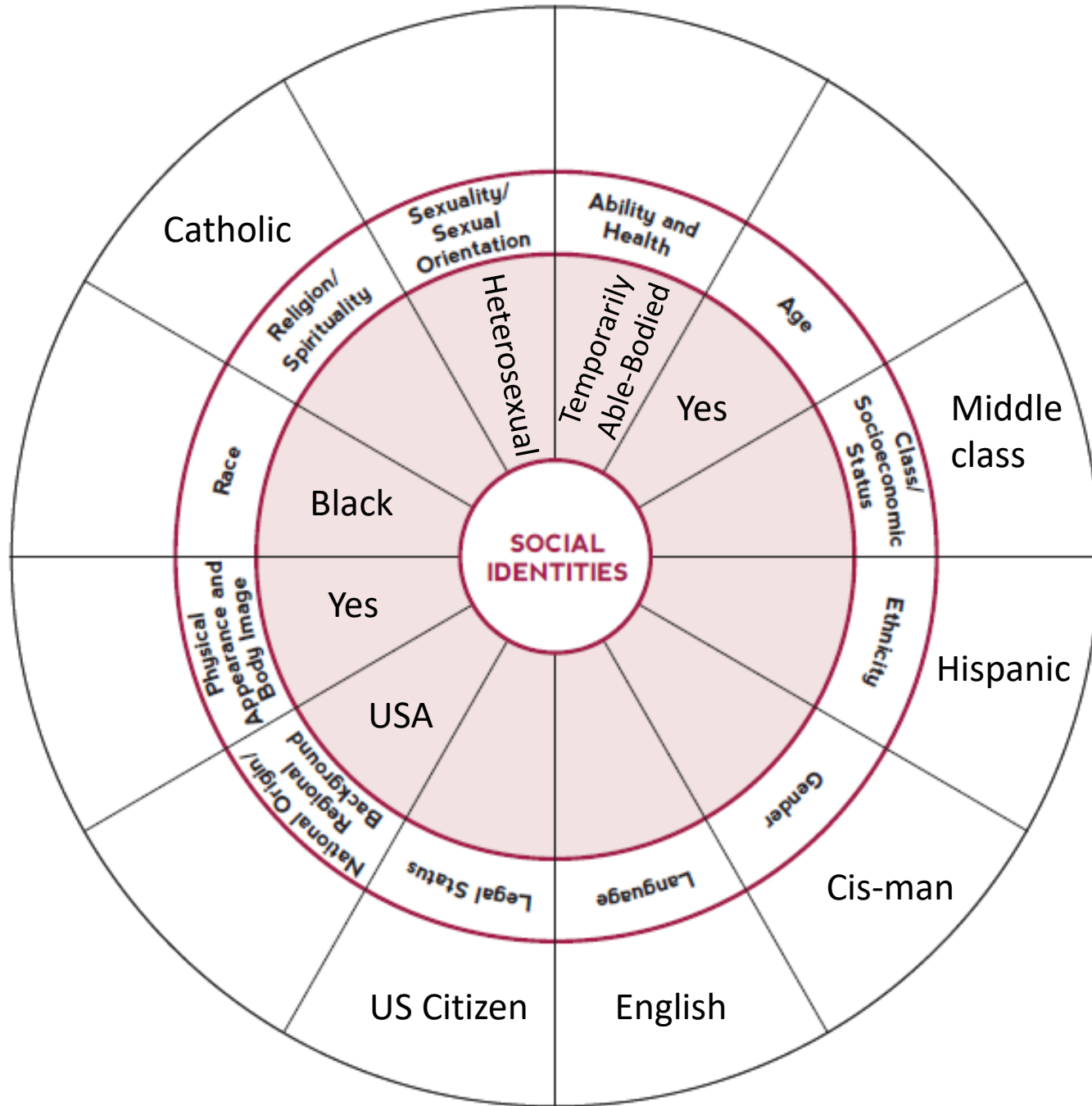


Fill out your own  
personal identity  
wheel

What do you think the  
definition of personal  
identities is?

# Personal identities

- Individual traits that make up who you are, including your hobbies, interests, experiences, and personal choices.
- Many are things that you get to choose and that you are able to shape for yourself.
- Might determine whether or not you have a natural inclination to go in a certain personal direction.





<b>SOCIAL IDENTITY CATEGORIES</b>	<b>EXAMPLES</b>
Ability and Health	Living w/a Disability, Living w/a Chronic Disease, Temporarily Able-Bodied (TAB)
Age	Child, Adolescent, Young Adult, Middle Age Adult, Senior/Elder
Class/Socioeconomic Status	Owning Class, Upper Class, Middle Class, Working Class, Poor
Ethnicity	African, Anglo, Chicano/a, Cuban, Dutch, French, Guamanian, Hispanic, Iranian, Irish, Jewish, Lakota, LatinX, Navajo, Puerto Rican, Vietnamese
Gender	Cis-Woman, Cis-Man, Trans-Woman, Trans-Man, agender, genderfluid, nonbinary, genderqueer
Language	English, Farsi, French, Mandarin, Spanish, Portuguese
Legal Status	US citizen, permanent resident, non-immigrant (visa holders), undocumented immigrant
National Origin/ Regional Background	Barbados, Dominican Republic, Ireland, Japan, Puerto Rico, United States
Physical Appearance and Body Image	Person of Size, Skinny, Underweight, Thin, etc.
Race	Asian/Pacific Islander, Biracial, Black, Indigenous Peoples/Native American, LatinX, Middle Eastern, Multiracial, white
Religion/Spirituality	Agnostic, Atheist, Bahá'í, Christian, Hindu, Jewish, Muslim
Sexuality/Sexual Orientation	Bisexual, Fluid, Gay, Heterosexual, Lesbian, Queer, Questioning

# **Social identity wheel sharing**

# Group Discussion Questions

- Which aspects of your social identity do you think about most often and why?
- Which aspects of your social identity do you think about least often and why?
- Do you think about some identities more in the context of your personal versus professional life or vice versa?
- Which of these identities are uncomfortable for you to discuss? Why?
- Which of these identities have the strongest impact on your decision-making?
- Are there any identities that you hadn't thought of before today, and if so, why do you think that is?
- What experiences have you had that make the identities in your inner circle more salient to you?
- Which of these identities have the biggest impact on how you view yourself?
- Which of these identities do you believe have the biggest impact on how others perceive you?
- Share stories about when you felt especially proud to be associated with one of the identifiers you selected, and about a time it was particularly painful to be associated with one of the identity dimensions you chose.
- Share a stereotype you have heard about one dimension of your identity that fails to describe you accurately.
- Which, if any, of your personal identities are informed by your social identities?

# **Social identities—dichotomies**

- Are each of your identities:
  - Visible or invisible?
  - Inborn or chosen?
  - Permanent or changeable?
  - Socially valued or socially marginalized?

Where do your salient (important) and less salient identities fall on this chart? How does that affect how you identify most strongly, and how does it affect your life?

# Important for Community

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- **Seen and valued for unique contributions and identities**
- **Connected to community (e.g., coworkers, other graduate students, labmates)**
- **Supported in daily work and career development**
- **Proud of organization's values and purpose**



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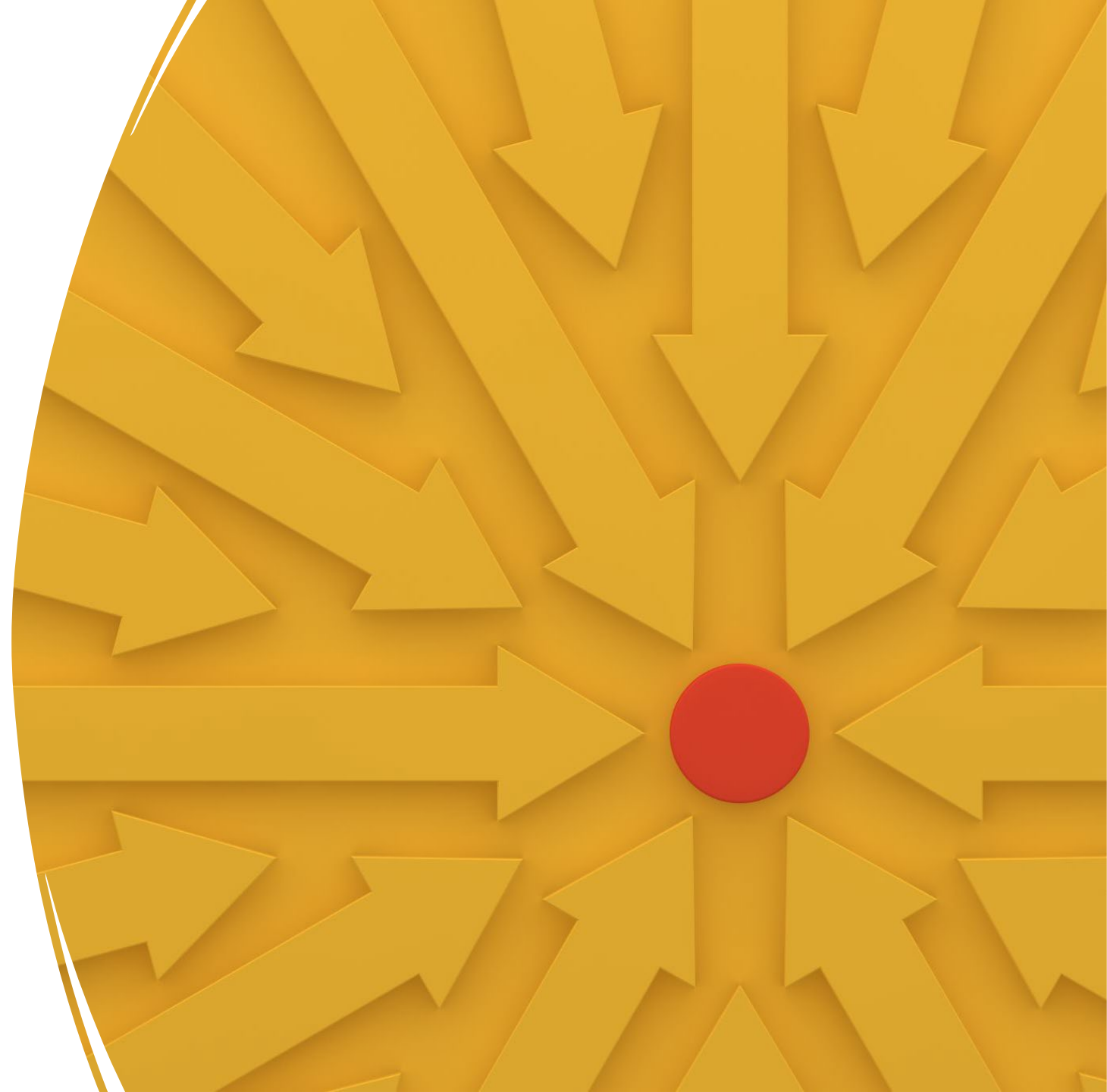
## Seen and valued for unique contributions and identities

- Consider any unique experience you have, such as working with a team, handling unique or complex problems or working in a unique job niche.
- Talk about unique skills like job-specific technical skills.
- Develop a team mentality.
- Be open to the ideas of teammates (e.g., labmates, lab staff).
- Be respectful of others.

# Connected to community

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- Go after it.
- Have courage.
- Welcome awkwardness.
- Be convincing.
- Get positive.
- Listen.
- Be grateful.
- Make it a habit.
- Be nice.



# Supported in daily work and career development

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Communicate	Communicate often.
Recognize	Recognize challenges.
Volunteer	Volunteer your time.
Give	Give advice.
Build	Build your relationship.
Offer	Offer praise.
Perform	Perform an act of kindness.
Inspire	Inspire positivity

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# Proud of organization's values and purpose



WHY ARE YOU HERE?  
(UNIVERSITY OF FLORIDA)



WHY ARE YOU HERE? (COLLEGE  
OF VETERINARY MEDICINE)



WHY ARE YOU HERE? (YOUR  
LAB)

# Example Scenario

Your company encourages employees to dress in costumes for Halloween every year. Last year, some employees wore inappropriate costumes that offended other employees and clients. Most of the problem costumes generically adopted culture as costume (e.g., Native American princess, Mexican bandito, geisha). While your company's executive director is all for Halloween costumes and a bit of fun, she is worried about a repeat of the inappropriate costumes from last year. She emails all employees an announcement of a Halloween party during the company's afternoon break. She invites everyone to wear costumes to work. To address the inappropriate costume issues, she adds this information to her email: "Please remember to choose an appropriate costume. If you are worried that your costume may not be okay, ask someone in HR about it." Did she choose the right way to handle the situation?

# Create A Scenario

- Create a scenario that could be used for the training of new students. Think about something that happen to you or you observed where you felt unsupported, under-valued or disconnected. Or you may choose a situation you have thought about.



# Questions & Answer

Dr. Michael V. Bowie  
Assistant Dean, Community Building & Engagement  
V1-136, Veterinary Academic Building (Dean's Area)  
[mbowie@ufl.edu](mailto:mbowie@ufl.edu)



# Graduate Professional Development

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**Talline Martins**

Director, Office of Graduate Professional Development

# Office of Graduate Professional Development



Talline Martins, PhD

Director, Office of Graduate Professional Development

[tmartins@ufl.edu](mailto:tmartins@ufl.edu)





# Office of Graduate Professional Development



**Caroline Reeg**  
Education/Training  
Specialist  
creeg@ufl.edu



**Kimone Simmons, MS**  
Graduate Professional  
Development and Training  
Specialist  
ksimmons2@ufl.edu



**Talline Martins, PhD**  
Director  
tmartins@ufl.edu

A successful graduate experience will equip you with the *skills* and *credentials* to get a job in your career of interest.

Your graduate program will provide you with the necessary *technical* and *theoretical* skills.

***But you still need to learn how to best leverage your skills to be a successful professional.***



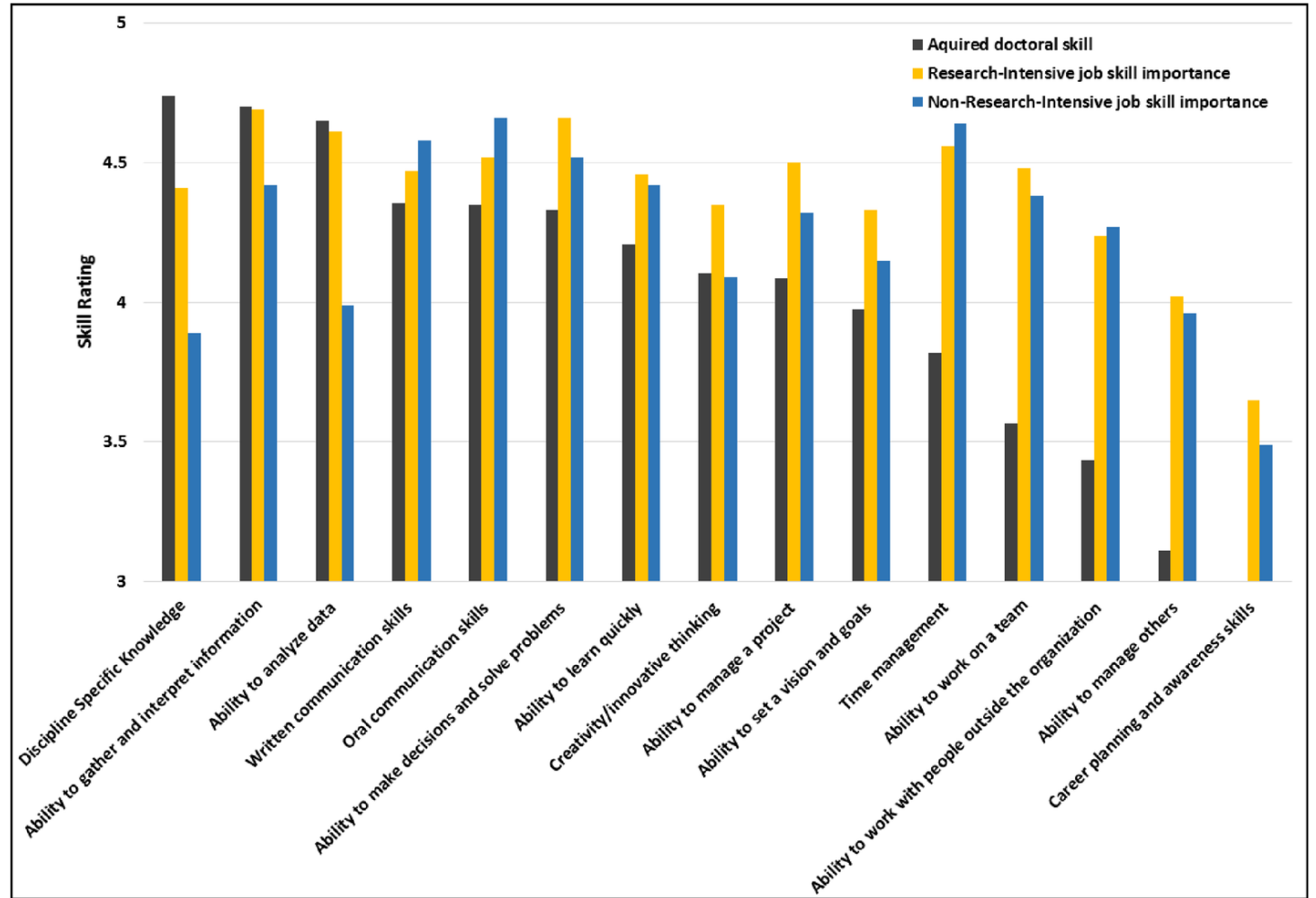
PROFESSIONAL AND CAREER DEVELOPMENT



# SKILLS FOR RESEARCH INTENSIVE AND NON-RESEARCH INTENSIVE CAREERS OVERLAP

An evidence-based evaluation of transferrable skills and job satisfaction for science PhDs

Sinche et al., PloS one, 2017



# Professional and career development

YES

*Strengthen and complement academic and scientific training*

NO

*Negatively affect preparation in research and scholarship*

# Professional and career development

## Career Advancement

Interviewing skills  
Career exploration

## Professionalism

Punctuality  
Reliability

## Management and Leadership

Conflict management  
Mentoring Up



## Research Skills and Knowledge

Research design  
Responsible conduct of research

## Effectiveness and Purpose

Time management  
Self care

## Communication

Grant proposal writing  
Public speaking

# Professional and career development

Etc., etc., etc.



## Training

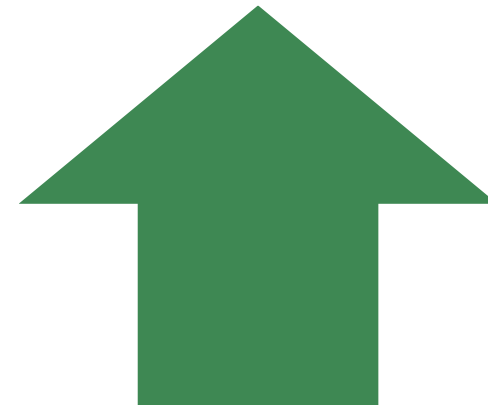
- Project
- Teaching
- Classes
- Presentations
- Publications

Challenging environment

Politics/  
relationships

## “Real Life”

- Finances
- Culture
- Health
- Family and Friends
- Safety
- Global challenges



Impostor Syndrome

# The Individual Development Plan

## Structured Planning Tool

Set **short-term** goals

Productive and intentional training

Set **long-term** goals

Build professional skills, meet interests & values

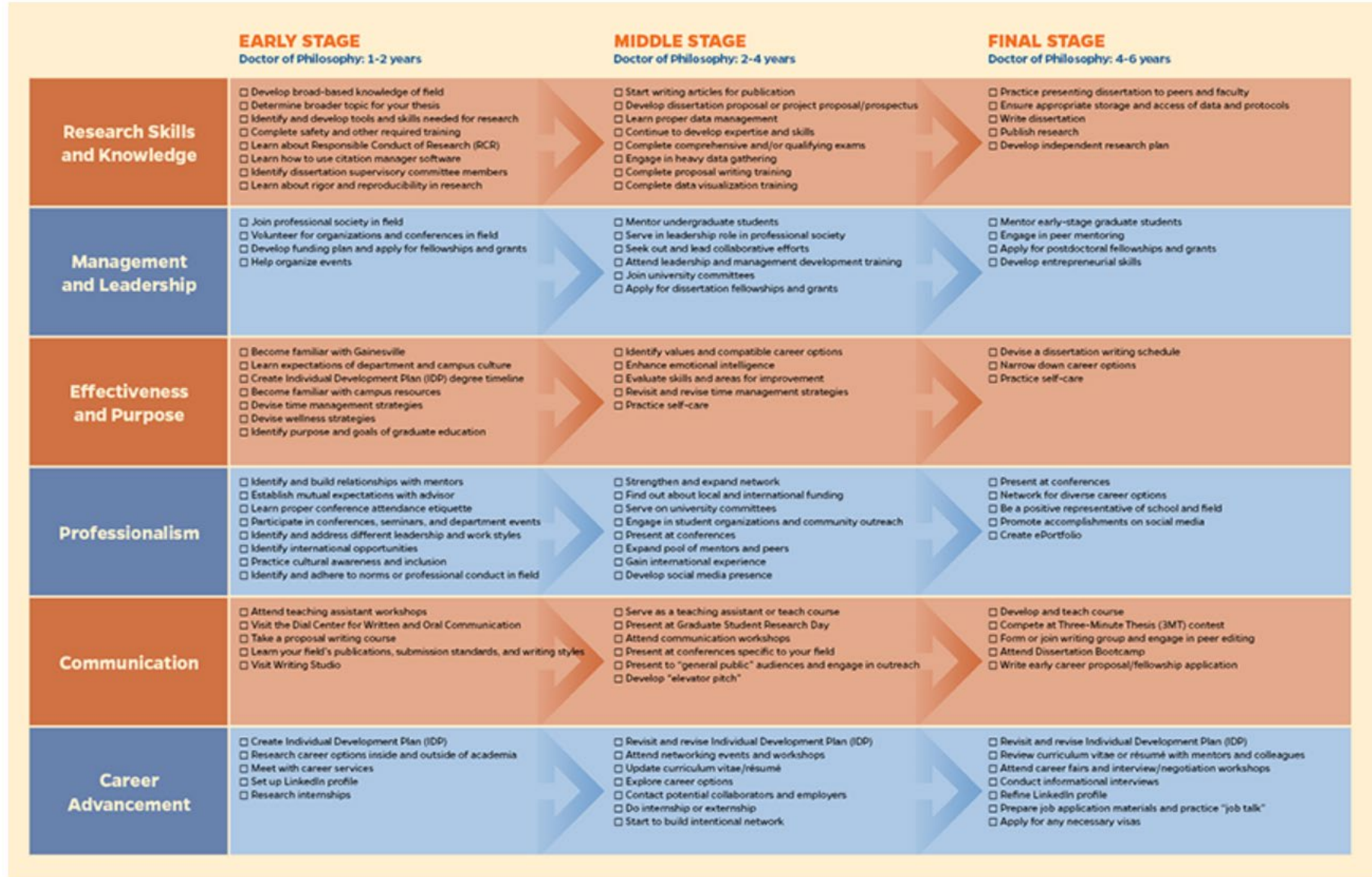
**Mentoring** tool

Establish mentor/mentee expectations, have difficult conversations

**Living document**

Revisit yearly to assess progress and revise goals

# Roadmap



# Initiatives

Leadership  
Institute



WOMEN LEAD

INSTITUTE FOR  
EARLY CAREER SCHOLARS  
UNIVERSITY OF FLORIDA

Preparing  
Future Faculty

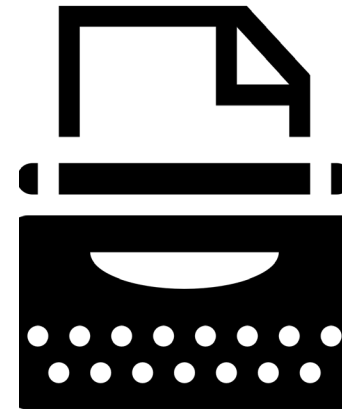


Job Search  
Series



Accelerate to Industry™  
FOUNDED BY THE NC STATE UNIVERSITY  
GRADUATE SCHOOL

Writing  
Program



Mentoring



Inclusive Mentor  
Academy for  
Graduate  
Education

# Weekly Workshops

Introduction to  
the Science of  
Team Science

Reducing Public  
Speaking  
Anxiety

What Nobody  
Ever Tells You:  
Writing Tips for  
International  
Graduate  
Students

Tips, Tools, and  
Resources for  
Managing Your  
Finances and  
Making  
Informed  
Financial  
Decisions

Identifying and  
Articulating Your  
Transferable  
Skills as a  
Graduate  
Student



## Office of Graduate Professional Development Resources

Weekly Workshops	Mentoring
Writing Program	Preparing Future Faculty
Women Lead	Job Search Series

## Campus Resources

Counseling and Wellness Center	Libraries	Career Connections Center
Writing Studio	Dial Center for Written and oral Communication	GatorWell
National Center for Faculty Development and Diversity	LinkedIn Learning	Employee Assistance Program
Center for Teaching Excellence	Thrive@UF	Center for the Integration of Research, Teaching, and Learning

# NCFDD

1

**SKILL #1: Every Semester Needs a Plan**

[Watch Now](#)

2

**SKILL #2: How to Align Your Time with Your Priorities**

[Watch Now](#)

3

**SKILL #3: How to Develop a Daily Writing Practice**

[Watch Now](#)

4

**SKILL #4: Mastering Academic Time Management**

[Watch Now](#)

5

**SKILL #5: Moving from Resistance to Writing**

[Watch Now](#)

6

**SKILL #6: The Art of Saying No**

[Watch Now](#)

7

**SKILL #7: Cultivating Your Network of Mentors, Sponsors, & Collaborators**

[Watch Now](#)

8

**Skill #8: Overcoming Academic Perfectionism**

[Watch Now](#)



Technical Writing: Reports

2h 30m



Side Hustle Strategies for Designers

1h 3m



Enhancing Resilience

53m 29s



The New Rules of Work

1h 10m

### Top liked on LinkedIn Learning

← Prev



Negotiating Your Job Offer

1h 19m



Managing High Potentials

17m 31s



Cert Prep: Project Management Professional (PMP)®

6h 15m



Working with Difficult People

1h 46m

# LINKEDIN LEARNING

MON

11

September 11 @ 1:00 pm - 2:30 pm CDT [Writing an Effective Teaching Philosophy Statement Section 1 \(Fall 2023\)](#)

## Writing an Effective Teaching Philosophy Statement Section 1

Draft a peer-reviewed teaching philosophy statement that reflects your teaching beliefs and experiences in this two-part workshop on Monday, September 11 and 25. Cap: 50; register starting August 14.

WED

13

September 13 @ 11:00 am - 12:30 pm CDT [TAR Express: A Teaching-as-Research Very Short Course \(Fall 2023\)](#)

## TAR Express: A Teaching-as-Research Very Short Course

Identify the building blocks of a teaching-as-research (TAR) inquiry in this short course: a TAR question, data you would collect to answer that question, and ways you can formalize and share your results with others interested in teaching and learning. Register starting August 14.

WED

13

September 13 @ 1:00 pm - 2:30 pm CDT [Writing an Effective Teaching Philosophy Statement Section 2 \(Fall 2023\)](#)

## Writing an Effective Teaching Philosophy Statement Section 2

Draft a peer-reviewed teaching philosophy statement that reflects your teaching beliefs and experiences in this two-part workshop on Monday, September 13 and 27. Cap: 50; register starting August 14.

THU

21

September 21 @ 1:30 pm - 3:00 pm CDT [Teaching Discomfort: Facilitating Challenging Discussions in the Classroom \(Fall 2023\)](#)

## Teaching Discomfort: Facilitating Challenging Discussions in the Classroom

Learn best practices on navigating challenging classroom discussions in this two-part workshop on Thursday, September 21 and 28. Register starting August 14.



EMPOWERING PHDS TO BUILD MEANINGFUL CAREERS

# Training Platform

BY BEYOND THE PROFESSORiate

Professional Careers

Faculty Careers

BEYOND THE PROFESSORiate



thrive!

A RESOURCE AND OPPORTUNITY NEWSLETTER

UNIVERSITY OF FLORIDA GRADUATE SCHOOL OFFICE OF GRADUATE PROFESSIONAL DEVELOPMENT

[OGPD Website](#)

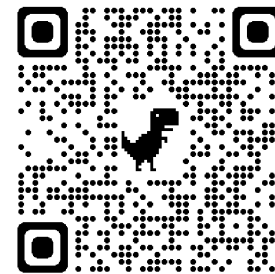
[OGPD Calendar](#)

[Submit Your Event to OGPD](#)

STAYING INFORMED



# Comprehensive Website



UF

GRADUATE SCHOOL CALENDAR GRADUATE STUDENT AFFAIRS GRADUATE LIFE

Welcome

UF Office of Graduate Professional Development UNIVERSITY of FLORIDA

ABOUT US

PROGRAMS

COMPETENCIES

PLANNING RESOURCES

NEWSLETTER

FACULTY RESOURCES



## RESEARCH SKILLS AND KNOWLEDGE

Develop skills to conduct high quality research and scholarship more effectively and responsibly.



## MANAGEMENT AND LEADERSHIP

Learn how to collaborate, lead, and work effectively as part of a team to accomplish significant tasks.



## EFFECTIVENESS AND PURPOSE

Devise time management, wellness, and goal-setting strategies to achieve personal and professional goals.



# Lunch Break

Please join us back at 1:00

Speaking of breaks... Student Bounce Back Breaks (B3 Breaks) are back this Fall! B3 breaks are a great way to network with fellow students and enjoy a bit of time away from classes and labs! Keep an eye out for future emails 😊



**2023-2024**  
**CORPORATE PARTNERS**

**FVMA**  
Florida Veterinary Medical Association

**Alliance Animal Health**  
Your practice, our priority

**MERCK**  
Animal Health

**Hill's**

**Banfield PET HOSPITAL**

**BluePearl**

**PURINA**  
**PRO PLAN**  
VETERINARY DIETS

THE UF COLLEGE OF VETERINARY MEDICINE CORPORATE PARTNERSHIP PROGRAM PROVIDES ANNUAL SUPPORT FOR STUDENT EVENTS COORDINATED BY THE OFFICE OF ACADEMIC AND STUDENT AFFAIRS AS WELL AS THE OFFICE OF GRADUATE STUDIES.

**UF**



# Roles of Graduate Assistants with TA Responsibilities

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**Heather Walden**

Assistant Professor of Parasitology and  
Department Graduate Coordinator

# Mentor-Mentee Best Practices (Introduction)

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**Alice Lee**

Assistant Professor of Parasitology

# Mentor-Mentee Best Practices (Round Table)

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Chris Martyniuk

Associate Chair and Associate Professor



Liz Brammer-Robbins

PhD Student, PS



Domenico Santoro

Associate Professor and DGC



Lopa Kher

PhD Student, SACS

# Roles of Graduate Student Peer Mentors (Round Table)

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Jorge Hernandez

Professor and Director of Graduate Education

Liz Brammer-Robbins

PhD Student & GSPM, PS

Chaitanya Gottapu

PhD Student & GSPM, CDPM

Segundo Casaro

PhD Student & GSPM, LACS

Nicole Nazario-Maldonado

PhD Student & GSPM, IDI

Lopa Kher

PhD Student & GSPM, SACS

# 2023 CVM Graduate Student Orientation Summary and Q&A

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Welcome

CVM Office for Research Graduate Studies  
Creating an Authentic Sense of Community

Office of Graduate Professional Development

GA's with TA Responsibilities

Mentor-Mentee Best Practices & Round Table

Class Composite Photos

# Class Composite Photos - Reminder

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Please make sure you see Sara Rubinstein before you leave and take your class composite photo!

**Dress Code:** Business casual; please use your discretion with appropriate attire.

**Recommendations for Photos:**

- Your face and eyes should be visible.
- Please do not wear a mask in your photo; be conscious of where you are taking your picture while maintaining social distancing and applicable guidelines.
- If you wear glasses, ensure there is no reflection and the frames do not obstruct your eyes.
- We ask you to please try to refrain from wearing hats and dark glasses. Religious clothing is acceptable and does not apply.

# VGSA Social – Please Join Us!



**ORIENTATION SOCIAL**

**4th Avenue Food Park**  
409 SW 4th Ave, Gainesville, FL 32601  
**August 17th, 2023**  
**6:00 pm- 8:00 pm**

All VGSA members, new CVM graduate students,  
and family are encouraged to attend!  
Food and drinks will be provided.  
RSVP via Outlook Calendar invite.

You are invited by the  
Office of Research & Graduate Studies and the  
Veterinary Graduate Student Association

