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UNIVERSITY OF FLORIDA
COLLEGE OF NURSING

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TITLE: **PhD STUDENT MENTORING**

POLICY: Each student will be mentored throughout the course of PhD study. Upon admission, a primary mentor is appointed. At a later date, a supervisory chair and a committee is formed. The mentor or supervisory committee will focus on strategies for developing scholars in nursing, and facilitating successful completion of the program.

RATIONALE: Regular mentoring provides support and advisement to PhD students to facilitate development of scholars and to provide professional socialization.

PROCEDURE: Steps of the mentoring process are illustrated in Attachment #1.

1. Formation of the Mentoring Team: (primary mentor/supervisory chair)
 - a. Upon admission to the PhD program, a student will be assigned a primary mentor. The primary mentor may or may not have expertise closely aligned with the student and must hold graduate faculty status. Assignment of the primary mentor will be made by the PhD program director in consultation with the prospective primary mentor and relevant department chair.
 - b. The primary mentor files a signed curriculum plan in the student's record, and updates any changes in the curriculum plan in the first or second semesters of study.
 - c. The student can work with the primary mentor, PhD program director, and department chair to establish a mentoring team during the first semester of PhD study, if warranted
 - d. The mentor will work with the student until he/she has successfully completed the progression examination. (Typically, this is after the first year of full-time study.) At that time a supervisory committee is established. The mentoring team may become the supervisory committee, but this is not required and will not be the case for some students. Once the supervisory committee is formed, this Supervisory Chair assumes responsibility for mentoring the student.
 - e. The student and primary mentor will meet at least 2 times per year. The meetings should focus on the student's professional development; that is, to focus on the set of experiences that the student should accomplish to become a nursing scholar and to prepare for the faculty role. The meetings will be as follows:
 - Fall meeting (September) to establish the annual mentoring plan and goal statements (Attachment #2) for the academic year. (Attachment #2 *PhD Student Annual Mentoring Plan and Review of Progress Toward Goals*)

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- Mid-academic year meeting to review progress toward the achievement of annual goals and to revise goals, if necessary, for the remainder of the academic year, and begin planning for the next academic year. (See Policy S-4.2 Progression in PhD Studies: Annual Evaluation.)
- f. When circumstances arise that require the mentor to be replaced, the mentor will meet with the PhD program director and relevant department chair(s) to discuss assignment of a new primary mentor.
- g. The current and new mentors will meet to discuss the student's progress and review the mentoring plan no later than 3 weeks after the new mentor is appointed. Completion of Attachment #2 is required for each meeting and is to be submitted to the Office for Academic and Student Affairs (OASA). A copy will be given to the PhD program director.
2. Developing the Mentoring Plan:
- a. The student will work with the mentor or supervisory chair and committee (depending on progression in the program) to establish an annual Mentoring Plan (Refer to Attachment #2 for form to be completed and Attachment #4 for a sample mentoring plan to use for reference.) in the Fall semester of each academic year. The plan is intended to socialize PhD students in the domains of expertise required of nursing scholars. Thus, goals should be developed in the following three areas based on student career trajectory:
- Education (courses to be taken, potential minor/specialization, planned teaching experiences)
 - Research (professional presentations, publications, research experiences, research grant submissions)
 - Service (committee membership, leadership experiences).
- b. Goals should be specific and measurable. Goals should also be developmentally appropriate. For example, goals of first year students will differ from those of 3rd year students. For instance, first year students might co-author a paper with one of their advisors and 3rd year students might be first author on a paper. Sample progression guidelines are included in the Appendix.
- c. Areas of emphasis can be completed through registration in selected courses.

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- d. The mentoring plan is designed to assist students in becoming nursing scholars and to prepare them for future professional roles. Thus, it is expected that students will actively engage in this plan. It is intended that the professional activities will fit together and are connected to the substantive focus and research work that the student is pursuing in PhD study. They are not intended to be isolated events. The mentor or supervisory chair and supervisory committee (as appropriate) will collaborate with the student to facilitate accomplishment of the mentoring plans. *The following activities may be considered in developing an individualized mentoring plan:*
1. Curriculum vita and biosketch. Students will be expected to create a curriculum vita and/or biosketch, and to keep these updated. Guidelines and editorial assistance can be obtained from the Office for Research Support.
 2. Research experience. Students work with faculty on an ongoing basis and under faculty supervision to extend the student research experiences as they progress through the program. It is expected that this will be accomplished, in part, through the fulfillment of a mentored research experience that is approved by their mentor.
 3. Participation in research interest groups. This type of interaction with faculty, post-PhD fellows, and peers provides opportunities for important group learning and mentorship, and helps cultivate the knowledge, skills, behaviors that signify a scholar. These may be nursing or interdisciplinary research groups.
 4. Paper or poster presentations at scientific conferences. These include presentations at various nursing, interdisciplinary, or specialty conferences. These may be single or multiple authored, collaborative presentations.
 5. Manuscripts submitted for publication. These may be single or multiple authored, collaborative manuscripts. They may be the product of research undertaken as a course assignment, research assistant work, research residency requirements, or other scholarly activities.
 6. Research grant submissions. This experience may include submission of a research proposal to the federal government (e.g., NRSA), a private foundation (e.g., American Nurses Foundation), Hartford Foundation, or a professional organization (e.g., Sigma Theta Tau International, FNA). The proposal should focus on supporting the dissertation work.

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7. Demonstrated teaching experience. This experience may include serving as a teaching assistant, presenting a workshop, or providing a guest lecture. Teaching experiences need to occur under faculty supervision in order to extend the student's level of competence in this area beyond that present when the student entered the program.
 8. Participation in other scholarly activities. Students may elect to participate in other immersion experiences to foster development as a nursing leader, scholarly practitioner, educator, and/or nurse scientist. Students may choose to engage in mentored experiences related to roles in academic, research, practice, or policy environments, consistent with their individual career goals.
 9. Service to school and profession. Experiences included here are those in the role of PhD student. This includes membership on academic committee(s), leadership of the PhD student organization, participation in University student government, participation in hosting prospective students to campus and other recruitment events, and professional society or honor society leadership roles.
 10. Ongoing attendance at research conferences. Numerous opportunities exist for local, regional, national, and international professional and scholarly meeting participation. Students should demonstrate regular participation in these activities, including presenting scientific papers/posters (as described above).
 11. Dissemination plans for dissertation research. At the end of PhD study, goals should include plans for disseminating the results of the dissertation. These should include publications and presentation.
3. Review of Mentoring Plan and Progress Toward Goal Achievement:
- a. Toward the end of the academic year (April), a review of the progress made toward achieving the goals set forth in the mentoring plan will be completed using Attachment #2 (Annual Mentoring Plan and Review of Progress Toward Goals Form). This meeting should proceed or coincide with the completion of the Progress in PhD Studies Evaluation Form (see Progression Policy S-4.2 Progression in Doctoral Studies) submitted in May of each year.

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- b. After the first year of studies, the annual evaluation will be completed by the mentor. After the supervisory chair is selected and the supervisory committee is formed, the Evaluation Form will be completed by the supervisory chair, with input from the supervisory committee. Annual evaluation should focus on the extent to which the student's goals were achieved. Attachment #1, along with the Progress in PhD Studies Annual Evaluation form in Policy S-4.2, must be signed by the student, the mentor/chair, and the department chair, and then submitted to the PhD program director for review.
- c. The Individual Program of Study (Attachment #3) and Annual Mentoring and Progress Toward Goals (Attachment #2) will be forwarded by June 15 to the OASA to be filed with the student's academic records.
- d. The student will also prepare a brief, written self-evaluation using Attachment #2, indicating which goals were exceeded, met, and unmet. Students should provide a brief explanation if goals were not met, as well as a plan for correction.
- e. Failure to make adequate progress towards achieving goals in the mentoring plan will result in an unsatisfactory annual evaluation. If this occurs, the student, in collaboration with supervisory committee, will be required to formulate a plan for remediation. Progress will be re-evaluated within 6 months.
- f. Faculty evaluations of the student and student self-evaluations will be filed with the student's academic records.

Review or Approval Authority	Responsible Party	Initial Approval / Review	Most Recent Approval / Review Of Changes	Editorial Changes	Policy A-01 Review
Approval	*Administrative Council		11/12		
Review	Academic Affairs Committee	1/03	6/13		06/13
Approval	Leadership Council	2/03	6/13		
Review	General Faculty	3/03			
Approval	Dean	3/03	7/13		

*Administrative Council added to approval matrix November 2012

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Policy S 4.10 Attachment #1

Student accepted into PhD program and assigned a primary mentor.
Mentor holds graduate faculty status but may or may not be in student's research area. (According to Policy S-4.10)



Student completes all core courses and passes progression examination.
Supervisory Chair and Committee are then assigned and represent student's research area. Documents are filed with OASA and graduate school. (According to Policy S-4.07)



Student meets with Supervisory Chair and Committee to refine the mentoring plan and select the dissertation format. Once student completes all course work and his/her dissertation proposal he/she takes the qualifying examination.



After successful completion of qualifying examination, student becomes a PhD candidate, enrolling in NGR 7980 until successful defense of dissertation and graduation from program.



PhD Student Annual Mentoring Plan and Review of Progress Toward Goals

Date: _____ Year in Program: _____ Full-time Part-time

Student: _____ UFID: _____

Annual Plan Submission (Early Fall Semester) Progress Review Toward Goals (Late Spring Semester)

Primary Mentor (or) PhD Supervisory Chair: _____

Secondary Mentor (or) Supervisory Committee Member(s) _____

Annual Goals (completed by student):

Education:

Research:

Service:

Progress toward goals / revisions (completed by student):

Faculty Assessment / Recommendations (to be completed by Primary Mentor / Supervisory Chair):

Signatures:

Student: _____ Date: _____

Primary Mentor / Supervisory Chair: _____ Date: _____

Secondary Mentor / Supervisory Members Present for Mentoring Meeting: _____ Date: _____

Department Chair _____ Date: _____

PhD Program Coordinator _____ Date: _____

Assistant Dean for Student Affairs: _____ Date: _____

**DOCTOR OF PHILOSOPHY IN NURSING SCIENCE:
INDIVIDUAL PROGRAM OF STUDY**

NAME: _____ SUPERVISORY CHAIR: _____

LIST COURSES FOR PHD PROGRAM IN NURSING BELOW. DO NOT USE REVERSE SIDE.

Course & Category (minimum)	Course No.	Title of Course (Abbreviate as Needed)	Sem. Hrs.	Institution (Abbreviate)	Yr. & Term Taken	Grade Rec'd
Core Theory (9)	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
Research (15)	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
Minor (12)	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
Electives (6)	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
Dissertation (var)	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____

Anticipated Date of Qualifying Exam: _____ Anticipated Date of Grad _____
 Approved _____ Date _____ Committee Members _____
 Supervisory Committee Chair

Graduate Coordinator Date

C 102 9/98

Distribution-- Copy to: _____ Supervisory Chair _____ Committee Members _____ Student _____ Student Record

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Attachment #4

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Sample Mentoring Plan

YEAR 1

Education

1. Complete core courses and maintain at least a 3.5 GPA.
2. Successfully complete 6 credits of NGR 7979 (Advanced Research)
3. Begin to identify courses for cognate/minor
4. Successfully complete preliminary examination

Research

1. Regularly attend research colloquia in focal area
2. Prepare and submit at least one abstract as co-author for presentation at a scientific conference in collaboration with Primary Advisor or other faculty member
3. Co-author one manuscript with Primary Advisor or other faculty member
4. Begin to define research area for dissertation
5. Write and plan for submission of a research proposal for external funding (e.g., NRSA).
6. Attend at least one scientific conference (nursing or interdisciplinary)

Service

1. Participate in CON graduate student council

Year 2

Education

1. Complete cognate/minor courses and maintain at least a 3.5 GPA.
2. Successfully complete 6 credits of role specialization
3. Complete teaching/leadership practicum, if selected
4. Prepare for qualifying examination

Research

1. Regularly attend research colloquia in focal area
2. Prepare and submit at least one abstract as first author for presentation at a scientific conference in collaboration with Supervisory Chair or other faculty member
3. Co-author one manuscript with Supervisory Chair or other faculty member, or begin first-authored manuscript
4. Submit (or resubmit, as appropriate) research proposal for external funding (e.g., NRSA).
5. Present paper or poster in at least one scientific conference (nursing or interdisciplinary)

Service

1. Participate in CON graduate student council
2. Serve as student representative to CON faculty committee

Year 3:

Education

1. Successfully complete supervised teaching experience, if selected
2. Successfully complete qualifying exam

Research

1. Develop dissertation proposal
2. Continue to regularly attend research colloquia in focal area
3. Prepare and submit at least one abstract as first author for presentation at a scientific conference in collaboration with Supervisory Chair or other faculty member
4. Co-author one manuscript with Supervisory Chair or other faculty member, or begin first-authored manuscript
5. Present paper or poster in at least one scientific conference (nursing or interdisciplinary)

Service

1. Serve in leadership role in CON graduate student council

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Year 4:

Education

1. Successfully complete supervised teaching experience, if not previously done
2. Present at research colloquium

Research

1. Conduct dissertation research
2. Continue to regularly attend research colloquia in focal area
3. Prepare and submit at least one abstract as first author for presentation at a scientific conference in collaboration with Supervisory Chair or other faculty member
4. Co-author one manuscript with Supervisory Chair or other faculty member, or begin first-authored manuscript
5. Present paper or poster in at least one scientific conference (nursing or interdisciplinary)
6. Begin preparing presentation for job interviews

Service

1. Serve in leadership role in CON graduate student council