Part 2

Beverly Black

As someone committed to molding the next generation of educators and researchers, I was fortunate to hold the position of Doctoral Program Director for the School of Social Work for six years. I recently stepped down from the position due to a family medical crisis.

As PhD Program Director, faculty and students viewed me as "Mentor-in-Chief" to all social work doctoral students. I met with students individually every semester. I reviewed their CVs and identified gaps. Together, we set goals and we discussed their accomplishments. In meeting with students individually, I also helped them identify faculty members with whom they might consider working. I encouraged students to talk to multiple faculty members, as I believe students can have more than one mentor. I viewed it as my job to assist students in finding good mentor matches for their research and, ultimately, to chair their dissertations. I especially encouraged matches with talented faculty members who had fewer students seeking them out, as they usually have more time and enthusiasm for mentoring.

In addition to working with the PhD students individually, I worked with them as a group and as cohorts. I had lunch with each cohort once a semester to discuss challenges they might face as a group and issues arising in their programs of work. I assisted students in creating a student mentorship program where 2nd and 3rd year student mentor first-year students. I served as faculty advisor to the Doctoral Student Association (DSA) and assisted them in holding brown bag lunches on topics including "Authorship on Publications," "Seeking External Funding," "Deciding on a Dissertation Chair" and "Avoiding Isolation in Academia." Students asked me to continue serving as advisor to their DSA and I am doing so.

In mentoring students in the doctoral program, I created an environment where students created their own path. I believe it is acceptable for students to precede through their programs of work at different speeds. I believe that all students do not progress at the same rate or in the same manner. Thus, I helped students understand that although they are in a cohort that provides support and encouragement to each other, they are also on this journey alone. I encouraged students to focus on their own paths and I continue to help students stay focused on their own journey.

An important component of my mentoring philosophy is creating a welcoming, supportive and cooperative environment for students. I encourage students to support and cooperate with each other. I stress the value of cooperation and make it clear that cooperation is a more effective approach to success than competition. I create an environment that students know that all students can succeed. I encourage students to share resources and information with each other. I encourage students to help each other and I make it clear that I want everybody to be successful. One person's success does not diminish another person's success.

Modeling the behaviors that I expect of students is an important aspect of my mentoring philosophy. I model the values I espouse. For example, I illustrate my value of preparedness. I model the acceptance of responsibility for going to classes and meetings prepared and showing enthusiasm and excitement. My preparedness will hopefully translate to my students being prepared. I model responsiveness in that, when students call or email me, I respond to them in a timely manner, and I expect the same from them. I model producing quality work and integrity. I model acknowledging when one makes a mistake and admitting when one does not know something. I also model perseverance when there is failure; I model having fun and showing excitement when there is success. I model valuing the learning process.

Perhaps most importantly in my mentoring, I model professional relationships. I never make a disparaging comment about faculty members or students. I believe that professional boundaries are

appropriate professional relationships, I hope students will in turn have appropriate professional relationships with their students.

I specifically mentor those students who have an interest in domestic violence. Since beginning to have an opportunity to work with doctoral students in 2010, I have published 27 articles with doctoral students in the area of domestic violence. These articles are with 15 different students. Several additional articles are in process. In addition to writing articles with students, since 2011, I have presented research with 16 students at 27 national/international conferences. While at conferences, I take students to special interest groups meetings on violence against women and introduce them to highly regarded social work researchers in the area of violence against women. On one occasion, this led to one of my students, Nada Elias-Lambert, being invited to present on a panel with highly regarded and well established researchers. This created many networking opportunities and future invitations for her to serve on panel presentations.

An important aspect of my mentoring success with students comes from the fact that I bring students onto my research projects. I provide numerous opportunities for them to be involved in my projects at varying stages. I also provide opportunities for students to take the lead on various aspects of projects. For example, I brought Alicia Hawley into my research on a national survey of domestic violence shelters providing programming in schools on teen dating violence. I asked her if she wanted to take the lead on the manuscript, and I mentored her through her first experience of submitting an article for publication. Doctoral student, Bernadette Ombayo, worked with me on my research that focuses on examining how social work graduate students respond to incidents of teen dating violence. However, since we were in the data analysis phase of the project, I began a new project with her so she also had the opportunity to be involved in the beginning stages of a research project. Doctoral student, Kristen Ravi, has been involved in all aspects of my research project on a teen dating violence prevention program with refugee youth. Due to her outstanding work, I have given her the opportunity to take the lead authorship on articles emanating from the project. I do not give lead authorship to my students; I give them the opportunity to assume lead authorship. They have to earn it.

As a testament to my strong mentorship, doctoral students nominated me for outstanding academic advisor in 2014-2015. Although this award is usually not related to a doctoral advisor, I received Honorable Mention for UTA's 2014-2015 Outstanding Academic Advisor award.
In addition, the national organization of social work educators, Council on Social Work Education, has recognized me on six occasions for outstanding mentorship. This year I was honored to receive the national award for Outstanding Leadership in Doctoral Education presented by the Group for the Advancement of Doctoral Education at Social Work's national conference for social work educators.

In addition to my work with individual students focusing on violence research, I was instrumental in taking the Social Work PhD program to a new level in a relatively short period of time. The success of my work with and mentoring PhD students can be seen in several very specific ways.

- PhD graduates are now interviewing with an impressive list of universities. A greater number of graduates now go on the national job market for academic positions. They interviewed with over 30 different universities, many of which are highly ranked. Examples of schools include: University of Alabama, Ohio State University, University of Kansas, University of Houston, University of Kentucky, Washington University, University of Arkansas, University of Tennessee, Louisiana, State University, New York University, Arizona State University, Michigan State University, Boston University, Fordham University, Case Western Reserve, University of Illinois at Chicago, University of Denver, University of Southern California, and University of Washington.

- PhD graduates are taking faculty positions at highly ranked schools. In the past few years, graduates have taking faculty positions at University of Denver, Saint Louis University, Ohio State University,

University of Missouri, University of Kentucky, Louisiana State University, and Indiana University. This year, one of our students has already accepted a position at TCU and one accepted a position at UT San Antonio. One is currently interviewing at the University of Connecticut.

- UTA graduates are being recognized as highly prepared for the job market. A faculty member sent this note out on the SW listserv.

  Hi Faculty; Good news is worth sharing.
  This morning I had a lengthy reference phone call with a faculty search chair who has interviewed some of this school's phd students. This faculty person had up and down high praise for how well they thought Ph D students were being trained and prepared for careers, especially how they presented themselves, what they brought via their experiences and their scholarship.
  So, bragging rights and well done should go to Beverly and to those of you who teach, mentor, and inspire this student body.

- PhD students now graduating with an impressive record number of publications:

Number of Publications by Graduating Class 2011-2017

	Academic Year (Number of students / Cohort)						
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
# students in graduating class publishing	(4/7)	(7/10)	(8/10)	(5/9)	(5/5)	(4/5)	(8/8)
Number of articles in press/published	3	1	19	19	22	29	36
Book reviews	0	3	5	6	4	3	5
Book chapters	0	4	2	0	2	7	2
Total	**3**	**8**	**26**	**25**	**28**	**39**	**43**

Note: As shown on the table, recent graduates of the program are completing the program with several publications. Students with no publications or fewer publications are generally those students who choose not to take academic positions. However, the program is currently primarily limiting its admissions to those interested in academic positions.