



**Outstanding**

**Faculty Mentor**

**Awards**

**2018–19**



One of the most exceptional services we can provide to a student is mentoring.

## Message from **Dean Alfredo J. Artiles**

Quality mentors not only impart knowledge and skills, but provide the personal and professional support to foster success in graduate school and beyond. Mentors enhance their mentees' chances for success, help shape their lives and develop their potential. Mentoring, at its core, guarantees students that there is someone who cares about them and can help them in the day-to-day challenges of graduate school or their postdoctoral experience.

For more than three decades, the Graduate College has recognized the achievements of faculty who have made outstanding contributions to the professional mentoring and development of graduate students. This year, we are pleased to formally recognize the role of mentorship to the development of postdoctoral scholars, too.

The four outstanding faculty mentors we honor today demonstrate the commitment of time and sharing of wisdom that are hallmarks of a great mentor. With excellence in these categories, they have contributed to their graduate students' or postdoctoral scholars' success by imparting knowledge, sage guidance, experience, personal encouragement and motivation.

A handwritten signature in cursive script that reads "Artiles J".

**Alfredo J. Artiles**  
Dean

# Program

**Wednesday, January 30, 2019**

**1 to 2:30 p.m.**

**Memorial Union, Pima Auditorium**

## **Opening Remarks and Mentorship Address**

**Jennifer Cason**

Director, Graduate Student Support Resources, Graduate College

**Alfredo J. Artiles**

Dean, Graduate College

**Deborah Clarke**

Vice Provost, Academic Personnel

Presentation of Award for

### **Outstanding Doctoral Mentor**

**Linda Luecken**

College of Liberal Arts and Sciences,  
Department of Psychology

Presentation of Award for

### **Outstanding Master's Mentor**

**Anca Delgado**

Ira A. Fulton Schools of Engineering,  
School of Sustainable Engineering and the Built Environment

Presentation of Award for

### **Outstanding Instructional Faculty Mentor**

**Barbara Klimek**

Watts College of Public Service and Community Solutions,  
School of Social Work

Presentation of Award for

### **Outstanding Postdoctoral Mentor**

**Gabriel Shaibi**

College of Nursing and Health Innovation,  
Center for Health Promotion and Disease Prevention

# Table of Contents **2018–19**

## Outstanding Faculty Mentor Awards

### Rewarding Excellence

#### Arizona State University Graduate College

**3** Program

**4** **Alfredo J. Artiles**  
Dean, Graduate College

**5** Mentor Profiles

#### Mentoring Philosophies

**8** **Outstanding Doctoral Mentor**  
**Linda Luecken**

College of Liberal Arts and Sciences,  
Department of Psychology

**12** **Outstanding Master’s Mentor**  
**Anca Delgado**

Ira A. Fulton Schools of Engineering,  
School of Sustainable Engineering and the Built Environment

**16** **Outstanding Instructional Faculty Mentor**  
**Barbara Klimek**

Watts College of Public Service and Community Solutions,  
School of Social Work

**22** **Outstanding Postdoctoral Mentor**  
**Gabriel Shaibi**

College of Nursing and Health Innovation,

**26** **Outstanding Faculty Mentors**  
1987 to present

## 2018–19

### Mentor Profiles

Outstanding Doctoral Mentor,  
2018–19

#### LINDA LUECKEN

**College of Liberal Arts and Sciences,  
Department of Psychology**

Linda Luecken is a Professor in the Department of Psychology and the associate dean of faculty in the College of Liberal Arts and Sciences. She received her bachelor's degree from The Ohio State University, master's from the University of North Carolina, Chapel Hill, and doctorate from Duke University. Since 2000, she has been a member of the clinical psychology faculty at Arizona State University. Her research interests include health psychology, women's perinatal health, the impact of early life adversity on the development of cardiovascular and hormonal stress responses, and cultural and environmental influences on children's obesity risk.

Professor Luecken's program of research involves longitudinal studies of perinatal health in low income and ethnic minority women, long-term physiological and health

correlates of childhood maltreatment and family disruption, and risk and protective influences on the emergence of self-regulation in low income and ethnic minority infants and children.

Outstanding Master's Mentor,  
2018–19

#### ANCA DELGADO

**Ira A. Fulton Schools of Engineering,  
School of Sustainable Engineering  
and the Built Environment**

Anca Delgado received a PhD from Arizona State University and is currently an assistant professor of Environmental Engineering in the School of Sustainable Engineering and the Built Environment and a faculty member of the Biodesign Swette Center for Environmental Biotechnology. Her expertise is in bioremediation processes and environmental biotechnologies that combine microbial catalysts and chemical oxidants and reductants. Delgado researches microbial processes that sequester and transform carbon and chlorine compounds to remove contaminants and improve soil and groundwater

2018–19

## Mentor Profiles

quality. She is a passionate educator and an enthusiastic mentor to graduate students from Environmental Engineering and Biological Sciences.

Outstanding Instructional Faculty Mentor, 2018–19

**BARBARA KLIMEK**  
**Watts College of Public Service and Community Solutions, School of Social Work**

Barbara Klimek, PhD, MSW, is a clinical associate professor and Master's of Social Work (MSW) coordinator at Arizona State University's School of Social Work. She holds an MSW degree from ASU, MA degree in economics from Warsaw School of Economics, and PhD in economics from the University of Warsaw. She is also the director of the Office of Global Social Work, senior sustainability scientist with the Global Institute of Sustainability (GIOS), affiliate faculty of the Master of Social Justice and Human Rights program at ASU and affiliate faculty of the Melikian Center. Prior to joining the faculty at ASU, she was an assistant professor in the Depart-

ment of Economics at the University of Warsaw, where she was engaged in research and teaching in the areas of economics and econometrics. She came to ASU with 25 years of experience working in social service agencies. She has many years of practical experience in generalist case management, program design, implementation, evaluation and monitoring in social service organizations.

Klimek's research interests have been in areas of macro-economics specifically related to demand and supply of quality manpower into the national economy. She conducted research which allowed design and application of complex scientific econometric tools to solve problems related to planning and projecting future design and structure of the educational system in Poland. More recently, Klimek engages in research related to issues of cultural diversity, social justice for refugees and immigrants, community development and international social work.

Klimek teaches courses related to immigrants and refugees as well as macro social work, and specifically social work administration. In

classroom settings, she applies problem-based learning (PBL) in Immigrants and Refugee, elective course, which she has developed and has been successfully offering since 2007. For the last 11 years, undergraduate and doctoral students from multidisciplinary backgrounds are working together by conducting labs, refugee community projects, and researching difficult topics utilizing problem-based and cross-cultural learning approaches. Klimek also utilizes PBL in her Social Work Administration course, allowing social work students to master their skills by participating in labs and experiential learning.

Outstanding Postdoctoral Mentor, 2018–19

**GABRIEL SHAIBI**  
**College of Nursing and Health Innovation,  
Center for Health Promotion and Disease Prevention**

Gabriel Q. Shaibi, PhD is an associate professor and Southwest Borderlands Scholar at Arizona State University, where his research

focuses on understanding and preventing obesity-related health disparities among Latino youth and families. Shaibi's work spans the translational spectrum and includes collaborations with a transdisciplinary team of researchers, clinicians and community partners to improve health equity among vulnerable and underserved populations. He has published more than 80 peer-reviewed articles stemming from over \$18 million in extramural research funding over his career. In addition to his research, Shaibi directs the Center for Health Promotion and Disease Prevention at ASU, is the research director for the Division of Endocrinology and Diabetes at Phoenix Children's Hospital and is an associate editor for the journal *Obesity*.



Outstanding Doctoral Mentor, 2018–19

## **Linda Luecken**

College of Liberal Arts and Sciences,  
Department of Psychology



## Mentoring Philosophy

When I began my career, I thought mentoring would be easy — simply do what my mentors did that I thought was good. I quickly learned the naiveté of that approach. It might work if every student were exactly like me, but, of course, every student is different and has different needs. Each arrives with a unique history, values, talents, personality, goals and expectations.

Learning to mentor has been a journey and I am thankful to have had many talented, creative and dedicated students as my inspiration. I have mentored 16 doctoral students and served on 43 doctoral committees. They are an impressive group of students, with prestigious fellowships, awards, faculty jobs, professional positions and many publications.

I am a professor of clinical psychology with research focused on biological and environmental influences on the health of impoverished Hispanic children. In our “Scientist Practitioner” doctoral program, students learn scientific (“hard”) skills at the same time as clinical and professional (“soft”) skills. Training is rigorous — ten to twenty weekly hours of clinical work, a full course load and research, followed by

a one-year full-time internship. It is rare for a student to complete all degree requirements in less than six years. I spend a lot of time with each student and we get to know each other well.

### Mentoring philosophy

My job as mentor is first and foremost to understand and be sensitive to the past and current life experiences of my students. Some face cultural, religious, or family norms and pressures that make academic life challenging and confusing. Several have juggled caring for a new baby while trying to complete a dissertation. Women and students of color encounter explicit or implicit biases. Without mentors, too many promising students, especially those from underrepresented groups, drop off the academic track after repeatedly encountering such barriers.

A good mentor-mentee relationship provides a safe, supportive place to voice frustrations and brainstorm solutions for clearing obstacles in ways that keep mentees on track without compromising personal or professional values and goals.

In practical terms, each student starts at a different place with regard to writing, analytical and professional skills. At each stage of training, I aim to provide challenges that are just within their reach, with increasing complexity as they develop proficiency. In the first two years, we meet weekly and work closely together. As they advance, I become more “hands-off,” functioning primarily as a safety net in the final dissertation year. Throughout, I pause before automatically providing answers to questions, instead guiding them to figure out the answer themselves. In reality, I don't always have the answers — that is part of what makes research fun. But, the goal is that they leave ASU with the skills to be independent scholars and clinicians, which requires the ability to solve problems and the confidence that they will be able to figure out anything they encounter in the future.

A good mentor needs to be flexible. Some students work best with structured meetings and explicit deadlines

for each stage of a project to keep them accountable and productive. For others, the best thing I can do is provide resources and stay out of the way, available on an “as needed” basis. I strive to respect their autonomy and choices and be flexible in response. If we have developed the open, trusting mentor-mentee relationship I aim for, they will give me feedback on what is working and what might be more helpful.

### Promoting teamwork

Teamwork is essential. Many papers are a team product with a student as lead author. I promote students by making sure they get credit for work on which they take the lead (e.g., [asunow.asu.edu/20180703-asu-researchers-find-heart-rate-variability-children-affects-long-term-effects-maternal](https://asunow.asu.edu/20180703-asu-researchers-find-heart-rate-variability-children-affects-long-term-effects-maternal)). Natural collaborations arise between students with common interests, some of which last long past graduation day. Like a ladder, more experienced students help mentor newer students. In weekly lab meetings, students learn to be unafraid of sharing their work and to accept feedback in a non-defensive manner. I teach the acronym “+THINK+” for providing feedback: Start with a positive, then provide comments that are Thoughtful, Honest, Intelligent, Necessary and Kind. End with a positive.

Even the best scientist occasionally has a paper rejected or a study that doesn't work as hypothesized. These are normative experiences in academia, but can be heartbreaking, nonetheless. I remind students that cream always rises to the top, eventually. Good work will get noticed, but it has to find the right audience. Persistence with students not performing to expectations also pays off. They may only need a sympathetic ear, reassurance that they are on the right track, or permission to switch tracks. Some students take longer than others to find their passion, but it is fantastic to be a witness when they do.

Graduate school is tough. Much as I promote achievement, a good mentor notices when a student is working too many hours or is experiencing distress. Graduate students can be so conscientious that they set unrealistic standards of perfection. Many experience "imposter syndrome," i.e., the belief that others will realize that they don't belong. I make sure students know that I believe in their capabilities, especially when they doubt themselves. I help them see a big picture perspective of life, health, and happiness. Self-care is critical.

In developmental psychology, "generativity" describes the phase in adult life focused on cultivating the next

generation and making a difference in society. It also describes the role of a mentor. I take this responsibility seriously, and it gives me purpose. I benefit professionally from their creative ideas and questions, and personally from the close bonds we develop. Every time they send pictures of their children, call when they are in town, or reach out for advice years later, I am reminded of how great it is to have this job.

#### **Student testimonial:**

“Dr. Luecken's exemplary record of mentoring students is evident in so many different ways. She supports her students in pursuing their own funding and fellowship opportunities and has a track record of successfully mentoring applications for prestigious national fellowships. What stands out most about Dr. Luecken's mentorship style isn't just this, but the fact that she supports students in pursuing their own independent lines of research. She supports her students in discovering their own interests and connects them with opportunities to pursue these interests.”

– **Jennifer Somers,**  
**Doctoral student**



Outstanding Master's Mentor, 2018–19

## **Anca Delgado**

Ira A. Fulton Schools of Engineering,  
School of Sustainable Engineering and the Built Environment

## Mentoring Philosophy

**S**cientists within the environmental engineering realm carry out leading-edge research that is invaluable to our society. As a professor, I operate under the philosophy that research should help this generation and future generations to have a better quality of life. I try to instill that philosophy in my students.

Throughout my academic career, I have mentored numerous undergraduate, high school and graduate students. I have mentored females and males from various ethnic and scientific backgrounds including environmental engineering, microbiology, civil engineering, chemical engineering and biochemistry. Since I began my appointment as an assistant professor, I have established a research team composed of graduate and undergraduate students (currently, two PhD students, two MS students, two undergraduate students and a visiting scholar). My mentorship experience has been, and continues to be, an invaluable tool towards my development as a researcher and educator. I always encourage discussions and creativity in the lab and emphasize the importance of work my students do. I have

been particularly successful at motivating female students to continue science and pursue graduate school. I try to be directly involved in their learning experiences in the lab and, to the best of my ability, I create an environment conducive to collaboration and teamwork. I foster critical thinking that encourages graduate students to do quality research and to develop their own research ideas. I offer guidance and support at all stages in their development as our next generation of engineers and scientists.

### Mentoring challenges

Mentoring students has its challenges. From my experience, motivating students to do the research and push themselves intellectually and creatively often requires a significant involvement of the mentor. Research has shown

individuals' achievement and outcomes in an activity can be predicted by their expectancies for success and achievement (Wigfield & Eccles, 2000 Contemporary Educational Psychology). I have found that students' motivation can be increased if they have a high expectancy for success with the research and if they value the research topic they have undertaken. For this reason, I make sure to highlight the relevance of the research in the scientific realm and in the students' everyday and future professional careers. To instill confidence, I discuss my expectations, performance requirements and the feedback system. I revisit these frequently. I provide feedback to the students on their progress and make myself available to help them as much as I can in and out of the laboratory. The students feel confident that they have the resources (including the professor's availability) to succeed, and that their success is directly related to the time and effort they dedicate to the research.

**Student testimonial:**

“Dr. Delgado understands the needs of her students. She schedules weekly meetings with all her students and encourages them to voice their opinions and needs. On multiple occasions in my first semester as a graduate student, I found myself stressed and overworked. One day, I walked into her office for a question on my research and she must have read the stress on my face. Her face changed from focus to concern. Before I could even ask her my original question, she said, ‘Sit. How are you, my dear? How are your classes? How is your research going? And how is life?’”

– **Aide Robles,**  
**Master's student**

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# Outstanding Faculty Mentors 2019

**Call for nominations**

## **Deadline is November 4, 2019**

The Outstanding Faculty Mentor Award is how Arizona State University's graduate students and postdoctoral scholars recognize excellence in mentoring. Nominations are open to candidates showing a commitment to learning and guidance of the professional and intellectual growth of their students.

Go to [graduate.asu.edu/odm](https://graduate.asu.edu/odm) for more information, criteria and nomination process.

acknowledge | honor | recognize



Outstanding Instructional Faculty Mentor, 2018–19

## **Barbara Klimek**

Watts College of Public Service and Community Solutions,  
School of Social Work



## Mentoring Philosophy

**M**entoring is a pedagogical method used in higher education to allow graduate (and undergraduate) students to be well prepared for their professional careers, and to effectively and efficiently function and apply what they learn within the university to any social and/or economic setting locally, nationally or globally.

### Problem-based learning

Application of problem-based learning (PBL) in teaching, specifically in mentoring, is the best way to accomplish the above-mentioned purpose. I was introduced to PBL in 2007 while attending a professional education workshop provided to faculty at ASU. A few years later, I attended PBL courses offered by the PBL Institute in Republic Polytechnic in Singapore (a leading higher education institution) which fully implemented this method of teaching campus-wide. Since 2007, I have been utilizing PBL when teaching in classrooms and when mentoring students in individual and team settings. To accomplish higher level teaching outcomes and create an environment conducive toward an innovative and competitive yet collaborative approach to mentoring students, I apply the

following principles of PBL: promoting self-directed learning, enhancing critical and creative thinking skills, allowing students to reflect on their learning, improving information-searching skills, helping to develop collaborative and deep learning, and creating authentic learning opportunities (PBL Institute, Republic Polytechnic, Singapore).

These core elements are vital in allowing innovative and creative ways of thinking. It is designed for experiential learning and stimulates students' engagement in knowledge acquisition, application to problems and solutions, creates research opportunities and passion for discovery, and promotes independence and self-guided learning. Meaningful coaching creates an environment when both the student(s) and instructor work as a team. It further

shows that finding solutions to problems are not just an academic exercise but a real life experience. The evidence of the work students completed under my mentoring approach is displayed in digital innovation portfolios. Many students continue research and projects started within the academic environment and apply these to their work in real life situations as well as offering mentoring to new cohorts of students with similar research agendas. Some continue their education in different PhD programs, which allows me to continue this mentoring approach.

### Real-world learning

In my classroom settings, I applied PBL in “Immigrants and Refugee” elective course, which I have developed and have been successfully offering since 2007. For the past 11 years, undergraduate and graduate students from multi-disciplinary backgrounds work together by conducting labs, refugee community projects, and researching difficult topics utilizing problem-based and cross-cultural learning approaches. It has been inspiring to see undergraduate and graduate students working together to find solutions to difficult issues/problems. By assuming a role of mentor, I can effectively teach regardless of the academic level or the degree students are working toward. To date, more than

240 students from social work, public affairs, criminology, nursing, psychology, social justice and human rights (just to name few disciplines) have completed this course. Now an online option is offered in addition to traditional face-to-face instructions. Course evaluations are always very positive and inspiring.

Examples of a few include:

“This class was one of the most inspiring classes I have ever taken. I will take all that I learned to all my future clients. I will also recommend it to other students.”

“An excellent class, one of the best of my social work experience. Klimek is one of the most effective and interesting teachers I have experienced at ASU. The videos and guest speakers were amazing.”

“I really enjoyed the class and applaud Dr. Klimek her teaching skills. One of the best classes I have taken.”

“My favorite social work class ever.”

The creation of the Office of Global Social Work (OGSW) added a new opportunity and dimension for this mentoring approach. As a director of this office, with my clear research agenda—working with refugees and immigrants, OGSW became an open

educational platform for students from many disciplines and diverse backgrounds. Application of flexible schedules and inclusion of diversity prompted students to learn by choosing the discovery platform and research in the area of their interest and passion. The above permits mentor/mentee relationships to move in the most effective and efficient direction and allows the learning process to flourish. This platform showcased the potential contribution, process of discovery, problem formation and solutions of each student as part of a collective team toward meaningful outcomes.

### **The outcomes of PBL**

Since 2012, by using research grants for which I am the principal investigator, graduate students were able to work as research assistants, doing their internship for Master's and doctoral programs. In addition, undergraduate students joined the OGSW and under my guidance and supervision completed their honor thesis for Barrett, the Honors College, worked as a part of the team and utilized PBL. From the perspectives of the last few years, OGSW as a platform for mentoring students has proven to be an excellent way to observe students' academic development from undergraduate to graduate. In addition, it opened oppor-

tunities for local, national and international development via conference attendance, publication preparation, community engagement and attention to diversity, not only of culture but of gender and sexual orientation. Students engaged in local and international projects (Nepal, Costa Rica, Myanmar, Africa, Ukraine, India, Kazakhstan, Armenia). Many of my graduate students (alumni), and doctorate candidates are now volunteering in the OGSW to help mentor the next cohorts of students. This interesting dynamic is the ultimate outcome of effective mentoring, and provides for opportunity for sustainable continuation of research and projects.

Many of the recent innovative projects were showcased by ASU media (ASU Now, podcasts) and just recently students and alumni from the OGSW were invited to participate in the Digital Innovation Portfolio pilot project sponsored by the office of the University Provost and supported by President Crow. During the last eight years, more than 60 students received mentoring via OGSW. Many of those were working on their Master's thesis, PhD research, applied projects or honors thesis. Nine international fellows from five different countries (Armenia, Kazakhstan, India, Ukraine, Burkina Faso) received mentoring, three international Fulbright

scholars (Laos, Burma, Kosovo) and former refugees from Somalia, Ethiopia, as well as international students from Qatar and India received mentoring and contributed to the work done in the OGSW. During the last two years, one graduate who completed her internship and graduate portfolio in OGSW was named the College of Public Service and Community Solutions outstanding graduate student, while another graduate student was honored as the outstanding student for the School of Social Work. The best recognition any faculty can receive is to see students learning, achieving their educational goals and moving forward to apply what they learned in everyday life. During the last 12 years as faculty at ASU, I have been able to provide meaningful educational opportunities via mentoring to many students by delivering instruction and supervising or being on the committees of five PhD dissertations, 16 Master's thesis and/or applied projects and five Barrett Honor's College theses. In addition, I supervised and mentored more than 48 students who completed their applied projects for Master of Social Work in the School of Social Work in Advanced Generalist concentration.

I want to conclude with two quotes from two of my recent students,

now colleagues and supporters of work we are doing in OGSW: "I want to have a moment to thank you and have a proper transition from mentor/mentee to colleagues (I hope). You have been the most influential person probably in my life, and I want time to express that."

"Dr. Klimek, you deserve all the thanks and appreciation in the world!!!! Nothing I accomplished this year would have been possible without you. WE DID IT!!!! :)".

**Student testimonial:**

“Beyond being knowledgeable in her field, Dr. Klimek is compassionate, caring and loves teaching, guiding her students through every stage of development. She was committed to my success and held me accountable throughout my academic career, from prospectus defense to final refinement of my ideas and topic, both allowing my intellectual growth and challenging me.”

– **Mohamed Abdalla,**  
**former Doctoral student**

# Six essential best practices for mentoring

The Graduate College Mentoring Network fosters and promotes a university-wide mentoring culture. The six best practices on mentorship will help you develop successful mentoring relationships.

**Effective Mentoring**

**Nine characteristics for effective mentoring**

- 1. Be accessible and available**
- 2. Be intentional**
- 3. Demonstrate expertise**
- 4. Be honest and transparent**
- 5. Establish and model**
- 6. Be enthusiastic and positive**
- 7. Be objective and unbiased**
- 8. Have confidence**
- 9. Demonstrate cultural awareness and diversity**

ASU Graduate College  
Arizona State University

**Effective Mentoring:**  
Nine characteristics of effective mentoring

**Intentional Conversations**

**Conversational strategies for effective mentorship**

- 1. Listen actively and attentively**
- 2. Ask open-ended questions**
- 3. Don't tell a mentee what to do**
- 4. Encourage mentee to take ownership**
- 5. Encourage mentee to explore**
- 6. Encourage mentee to reflect and evaluate**

ASU Graduate College  
Arizona State University

**Intentional Conversations:**  
Conversational strategies for effective mentorship

**Initiating Mentoring Relationships**

**Introductory period**

**Stay organized**

ASU Graduate College  
Arizona State University

**Goal Setting:**  
Be S.M.A.R.T.

**Goal Setting**

**Be S.M.A.R.T.**

**Create measurable goals**

ASU Graduate College  
Arizona State University

**Initiating Mentoring Relationships:**  
Introductory period

**Creating a Mentoring Agreement**

**Six elements to include in a mentoring agreement**

- 1. Duration of goal**
- 2. Frequency of meetings**
- 3. Frequency of meetings**
- 4. Meeting location**
- 5. Confidentiality**
- 6. Termination conditions**

ASU Graduate College  
Arizona State University

**Creating a Mentoring Agreement:**  
Six elements to include in a mentoring agreement

**The Peer Mentor's Role**

**Do's and don'ts of mentoring**

ASU Graduate College  
Arizona State University

**The Peer Mentor's Role:**  
Do's and don'ts of peer mentoring



Outstanding Postdoctoral Mentor, 2018–19

## **Gabriel Shaibi**

College of Nursing and Health Innovation,  
Center for Health Promotion and Disease Prevention

## Mentoring Philosophy

Since joining the faculty ranks, my approach to mentoring has focused on developing action-oriented critical thinkers who appreciate the value of rigorous academic research that has real-world impact. My research program is centered around the cross-cutting theme of obesity-related health disparities.

As such, I work with a transdisciplinary team that includes researchers, clinicians and community partners. Within this context, I have had the privilege of mentoring individuals from multiple disciplines, at various levels of education, across institutions, who come from diverse cultural backgrounds. This diversity has supported a tremendous fusion of ideas and approaches for tackling such a complex problem, and the inclusive nature of our team has enhanced our collective capacity to advance the science, train the next generation, and improve the health of vulnerable and underserved populations in our local community.

### Mentoring Philosophy and Approach

Mentoring is one of my most important and fulfilling roles as a faculty member, and I see mentorship as an additional

opportunity to improve health equity. Therefore, I take a pipeline approach with an emphasis on mentoring individuals from populations that are historically underrepresented in science and who come from communities that experience disproportionate rates of obesity and Type 2 diabetes. The mentorship pipeline in my lab has extended from high school students to junior faculty. Regardless of where they are in the pipeline, I emphasize critical thinking, hands-on experience, appraisal of the primary literature and contributing to scientific advancement through dissemination. Although this is my general framework, the most important component of mentoring is developing an individual connection and aligning the relationship towards a trajectory of growth. Long-term goals and career aspirations of the mentee are used to guide individual learning plans,

coordinate activities, develop products, and build a network for academic success and career advancement.

### **Mentoring Record**

Over the past 12 years, I have served as the primary research mentor or chair to more than 20 undergraduate students (10 honors), three Master's students, two medical students, four PhD students, 10 postdoctoral fellows (research and clinical) and two junior faculty. The vast majority (>85%) of individuals that I have mentored have been women and/or minorities. Collectively, this outstanding group has secured more than \$750,000 in grants and scholarships and produced 23 first-authored publications in the peer-reviewed literature during their research training with me. I have also supported more than 30 abstract presentations by mentees at national meetings including the National Hispanic Science Network, the Obesity Society, American Diabetes Association and Society of Behavioral Medicine. I am currently mentoring a second-year PhD student (Armando Pena, MS) who is supported by a diversity supplement from the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK) at National Institute of Health (NIH), a third-year Pediatric Endocrine Fellow (Amanda Campos, MD) who was

competitively selected for ~\$15,000 in research support through the Phoenix Children's Hospital Learners Research Fund, and a postdoctoral research scholar (Erica Soltero, PhD) who is supported by a fellowship from the American Heart Association and has received a \$50,000 pilot research grant through the National Institute of Minority Health and Health Disparities.

### **Commitment to Career Advancement**

I believe that mentorship extends well beyond the formal training period and I continue to interface with previous trainees to facilitate successful career transition and ongoing professional growth. Two of my previous PhD students (Joon Young Kim and Justin Ryder) secured NIH-funded post-doctoral fellowships upon graduation at prestigious medical schools with researchers with whom I had established relationships. Ryder has started his own lab as a tenure track-faculty member at the University of Minnesota School of Medicine. The most recent PhD student to graduate from my lab (Ana Renteria-Mexia) is now a faculty member in her home country of Mexico and has secured funding to continue her work. All three former PhD students have continued on a trajectory of success and have collectively produced



36 peer-reviewed publications since graduation. The postdoctoral fellows who have completed training have all secured attending physician positions as pediatric endocrinologists in a variety of clinical settings.

### Paying it Forward

Although I am incredibly proud of the grants, publications, awards and positions described above, I am most grateful to see the culture and tradition of mentorship passed on to the next generation. Soltero served as a STEP-UP mentor to an incoming freshman student from Tuba City, AZ who entered ASU with the goal of majoring in nutrition so she could improve obesity and diabetes health in her home community. STEP-UP is a NIH/NIDDK-funded program designed to engage underrepresented minority and disadvantaged students in research with the goal of increasing the number of students in the pipeline who are committed to a career in biomedical, behavioral, clinical or social science research. The student successfully presented her work to researchers at the NIH in Bethesda, MD and was accepted for an additional year of support through the program. Following suit, Ryder is serving as a “near peer” mentor to Soltero on her American Heart Association fellowship and recently returned to ASU to serve

as an outside thesis reader for an honor’s student that Soltero and I are co-mentoring.

I am fortunate to have had multiple mentors throughout my career and feel honored to be able to share their wisdom with the next generation.

#### Student testimonial:

“His integrity as a scientist has provided valuable lessons around ethics, service and rigor as a scientist. Dr. Shaibi meets with me on an individual basis to provide weekly mentorship and meets with our research team weekly to review data, provide feedback on projects, and teach on topics such as the NIH grant submission process. I am confident that I will be prepared for the job market because of the time and attention that he gives to mentoring me. Whether it’s working with IRB, analyzing data, or grant writing, Dr. Shaibi has pushed me to be a better scientist.”

— Erica Soltero,  
Postdoctoral scholar

1987 to present

## Outstanding Doctoral Mentors

As we move into our fourth decade of recognizing the contributions of outstanding graduate student and postdoctoral scholar mentors, we also celebrate the enduring achievements of a long line of Outstanding Faculty Mentor Award recipients.

- 2017–18** **Amber Wutich**, President's Professor and Director, Center for Global Health  
**Bertha Manninen**, Associate Professor of Philosophy  
**Nancy Serwint**, Associate Professor of Art
- 2016–17** **Terence Tracey**, Professor of Counseling and Counseling Psychology  
**Elly van Gelderen**, Professor of English (Linguistics)  
**Elizabeth A. Wentz**, Professor and Dean of Social Sciences
- 2015–16** **Donald L. Fixico**, Distinguished Foundation Professor of History  
**Margaret Schmidt**, Professor of Music  
**Paul Westerhoff**, Professor of Engineering
- 2014–15** **Alfredo J. Artiles**, Ryan C. Harris Endowed Professor of Special Education  
**Sethuraman (Panch) Panchanathan**, Professor of Computing, Informatics, and Decision Systems Engineering  
**Pamela D. Swan**, Associate Professor of Exercise Science and Health Promotion
- 2013–14** **James B. Blasingame Jr.**, Professor of English  
**Marilyn P. Carlson**, Professor of Mathematical and Statistical Sciences  
**Elizabeth A. Segal**, Professor of Social Work
- 2012–13** **Elizabeth (Beth) Blue Swadener**, Professor of Justice and Social Inquiry  
**Steven L. Neuberg**, Foundation Professor of Psychology
- 2011–12** **Carlos Castillo-Chavez**, Regents' Professor  
**Joaquin Bustoz Jr.**, Professor of Math Biology  
**Pat Lauderdale**, Professor of Justice and Social Inquiry  
**Cecilia Menjivar**, Cowden Distinguished Professor of Sociology
- 2010–11** **Kory W. Floyd**, Professor of Human Communication  
**Jon F. Harrison**, Professor of Biology  
**Dieter K. Schroder**, Regents' Professor of Electrical Engineering
- 2009–10** **Leona S. Aiken**, Professor of Psychology  
**Terry L. Alford**, Professor of Engineering  
**Sandra L. Stauffer**, Professor of Music
- 2008–09** **Douglas Kenrick**, Professor of Psychology  
**Duane Roen**, Professor of English

- 2007–08** **N. Joseph Cayer**, Professor of Public Affairs  
**David MacKinnon**, Professor of Psychology  
**Sharon E. Robinson Kurpius**, Professor of Counseling Psychology
- 2004–05** **Keith W. Kintigh**, Professor of Anthropology  
**Douglas C. Montgomery**, Professor of Industrial Engineering
- 2003–04** **Peter Iverson**, Regents' Professor of History
- 2002–03** **Howard J. Sullivan**, Professor of Educational Technology
- 2000–01** **O. M. Brack Jr.**, Professor of English  
**David Ferry**, Regents' Professor of Electrical Engineering
- 1998–99** **Robert E. Blankenship**, Professor of Chemistry and Biochemistry  
**William L. Graf**, Regents' Professor of Geography
- 1997–98** **Stephen G. West**, Professor of Psychology
- 1996–97** **Constantine A. Balanis**, Regents' Professor of Electrical Engineering  
**Robert D. Strom**, Professor of Educational Psychology
- 1995–96** **John Holloway**, Professor of Chemistry and Geology
- 1994–95** **Manuel Barrera Jr.**, Professor of Psychology  
**Helen L. Reed**, Professor of Engineering
- 1993–94** **Stuart Lindsay**, Professor of Physics
- 1992–93** **Geoffrey A. Clark**, Professor of Anthropology
- 1990–91** **Peter Buseck**, Regents' Professor of Geology and Chemistry  
**W. L. Minckley**, Professor of Zoology
- 1989–90** **David Foster**, Professor of Spanish
- 1987–88** **Marvin Fisher**, Professor of English  
**Ronald Greeley**, Professor of Geology  
**Nancy Kerr**, Professor of Education

2018–19 nomination review committee

## Outstanding Faculty Mentor Awards

The Outstanding Faculty Mentor Awards are selected through a three-part review process by a committee of former OFM award recipients. This year, six faculty dedicated their time and experience to carefully review every nomination. The Graduate College thanks the members of the nomination review committee for their service.



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