



2008 Mentoring Conference

Fostering a Mentoring Culture in the 21st Century

Bringing Best Practices and Research to Higher Education

Inaugural Conference



Mentoring Institute

The University of New Mexico
Division of Student Affairs

Main Campus, Student Union Building
Albuquerque, New Mexico, USA
October 22-24, 2008

<http://mentor.unm.edu>

WELCOME TO NEW MEXICO AND UNM

Founded in 1889, The University of New Mexico now occupies 600 acres along old Route 66 in the heart of Albuquerque, a city of more than 700,000 people. Offering a distinctive campus environment with a Pueblo Revival architectural theme, the campus echoes the buildings of nearby Pueblo Indian villages.

The University is the state's flagship research institution. UNM research injects millions of dollars into New Mexico's economy, funds new advancements in healthcare, and augments teaching – giving students valuable hands-on training in state-of-the art laboratories. Offering more than 210 degree and certificate programs, UNM has 94 bachelor's degrees, 74 master's degrees and 40 doctoral programs. The Health Sciences Center is the state's largest integrated health care treatment, research and education organization.

As a Hispanic-Serving Institution, the University represents a cross-section of cultures and backgrounds. In spring of 2008 , 24,177 students attended main campus with another 6,658 students at branch campuses and education centers. UNM boasts an outstanding faculty that includes a Nobel Laureate, two MacArthur Fellows, 35 Fulbright scholars and several members of national academies. UNM employs 20,210 people statewide, including employees of University Hospital. It has more than 120,000 alumni, with Lobos in every state and 92 foreign countries. Over half choose to remain in New Mexico.

Information from the Web site of UNM - University Communication and Marketing. Read more online at <http://www.unm.edu/welcome>



*Days that are full of heart-dreams,
Nights when the moon hangs low;
Beaming its benedictions,
O'er Nuevo Mejico.
Land with its bright manana,
Coming through weal and woe;
State of esperanza,
Is Nuevo Mejico.*

FROM O, FAIR NEW MEXICO, BY ELIZABETH
GARRETT
OFFICIAL SONG OF THE STATE OF NEW MEXICO

A WELCOME MESSAGE FROM UNM PRESIDENT, VICE PRESIDENT, AND CONFERENCE CHAIR

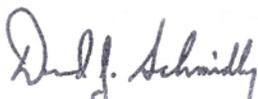
ON BEHALF OF THE UNIVERSITY OF NEW MEXICO, we are delighted to welcome you to the 2008 Mentoring Conference: *"Fostering a Mentoring Culture in the 21st Century"* scheduled on October 22-24, 2008. The Mentoring Institute at the Vice Presidency for Student Affairs is gladly hosting this Conference in the city of Albuquerque, the Land of Enchantment.

The University community and the planning and logistics teams have been working diligently to make of this conference an occasion for all participants to bring best practices and research in mentoring to higher education. This Conference has been academically designed thanks to the ideas and recommendations of several members of the Mentoring Institute Council. Overall the Conference intends to provide a professional development opportunity to faculty, researchers, and professionals in higher education. Attendees will share mentoring best practices in scholarly, yet practice-oriented sessions.

As a presenter in a plenary session, panel, roundtable, poster session, or as an attendee, all of us at this University feel you are a very special participant in the process of creating a mentoring culture and a collaborative community of practice. We are very pleased that you are part of such an historic event. This event could not be accomplished without your support and dedication to the topic.

We would like to extend our gratitude for your interest and desire in making this a productive and successful Inaugural Conference.

Sincerely,



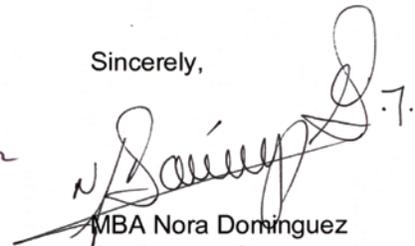
Dr. David J. Schmidly
President
University of New Mexico

Sincerely,



Dr. Eliseo Torres
Vice President
Student Affairs

Sincerely,



MBA Nora Dominguez
Conference Chair

UNIVERSITY OF NEW MEXICO

PRESIDENT

David J. Schmidly, PhD

Dr. David J. Schmidly was installed as the 20th President of The University of New Mexico on October 7, 2007. As President, he is responsible for UNM campuses in Gallup, Los Alamos, Taos, and Valencia as well as at the UNM Health Sciences Center, which includes the nationally renowned UNM Cancer Center. President Schmidly brings a wealth of knowledge and experience to UNM having led Oklahoma State University as its system CEO and President since November of 2002. In addition to his work at OSU, he was previously the President of Texas Tech University after having served as vice president for research, graduate studies, and technology transfer, and as dean of the graduate school. He also spent 25 years at Texas A&M University, including five years as CEO of the Galveston campus and six years as head of the Department of Wildlife and Fisheries Sciences.



President Schmidly is an internationally respected researcher and scientific author and has been inducted into the Texas Hall of Fame for Science, Mathematics, and Technology, which recognizes Texans who have played a major role in significant scientific accomplishments. As a noted scientific naturalist, he has authored nine natural history and conservation books about mammals and more than 100 scientific articles. In addition, Dr. Schmidly received a very prestigious honor when a new species of mouse was named after him – *Peromyscus schmidlyi*. Quite possibly, he is the only university president with this distinction.

PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Suzanne Ortega, Ph.D.

Suzanne Ortega was appointed as the Executive Vice President and Provost of the University of New Mexico in August 2008. Prior to her appointment at the University of New Mexico, she served for three years as Vice Provost and Graduate Dean at the University of Washington. Dr. Ortega's masters and doctoral degrees in sociology were completed at Vanderbilt University. She served as assistant/associate graduate dean from 1994-2000 at the University of Nebraska and as Vice Provost for Advanced Studies and Dean of the Graduate School at the University of Missouri from 2000-2005.



With primary research interests in mental health epidemiology, health services, and race and ethnic relations, Dr. Ortega is the author or co-author of numerous journal articles, book chapters, and an introductory sociology text, now in its 7th edition. Dr. Ortega, an award winning teacher, has served on a number of review panels for NSF and NIH and she has been the principal investigator or co-investigator on grants totaling more than \$6 million in state and federal funds. Her work to secure funding for and develop successful Ronald E. McNair Post-baccalaureate Degree, Preparing Future Faculty, Ph.D. Completion, and Diversity Enhancement programs, including the CGS/Peterson's Award for Innovations in Promoting an Inclusive Graduate Community are among her most important administrative accomplishments. Dr. Ortega is active in her national disciplinary association, having served on the American Sociological Association (ASA) Advisory Board for Preparing Future Faculty, the ASA Executive Office and Budget committee and currently serving as a member of the Journal of Health and Social Behavior editorial board. In addition, she has served on the Executive Board of the NASULGC Council on Research Policy and Graduate Education and is a past-Chair of the Midwestern Association of Graduate Schools and Council of Graduate Schools' Boards. Dr. Ortega currently chairs the GRE Board, serves as a member of the National Academies of Science Committee on the Assessment of the Research Doctorate, and is a member of the National Science Foundation's Human Resources Expert Panel.

VICE PRESIDENT FOR STUDENT AFFAIRS
Eliseo Torres, Ph.D.

Dr. Torres has served as Vice President for Student Affairs at the University of New Mexico, a four-year state research university, based in Albuquerque, New Mexico, since January 2, 1996. Before he came to the University of New Mexico, Dr. Torres served as Vice President for External Affairs at Texas A&M University-Kingsville. He also taught in the Bilingual Doctoral Program at Texas A&M University-Kingsville. He has served as Interim President, Vice President for Student Affairs and Special Services, Director of the University's Center for Continuing Education, and also as Assistant to the President. For two years preceding his appointment to the Texas A&M University-Kingsville staff, he was with the Texas Education Agency in Austin.



Among other initiatives, Dr. Torres has been involved in or been elected as an advisor to Mexican President, Felipe Calderon for improving lives of immigrants in the United States. He also teaches the Traditional Medicine Without Borders: Curanderismo in the Southwest and Mexico class during the summer semester at UNM. This popular class is cross-listed with four departments and brings practicing Mexican healers to the UNM Campus. He continues to work with the Office of Special Programs at the University of New Mexico in which students participate in work and study programs to allow them attend school and earn wages at the same time. The most prominent of these takes place in partnership with L.A. Works of Los Angeles County, in which dozens of inner city students are brought each year to the University of New Mexico for residential work-study programs. Dr. Torres received his doctorate in Education from Texas A&M University in Kingsville in 1980. His academic interests include studying and writing about the Mexican-American tradition of Curanderismo, the folk healing culture of the Southwest and Latin America.

VICE PRESIDENT FOR EQUITY AND INCLUSION
Josephine De Leon, Ph.D.

Dr. Josephine "Jozi" De Leon received a bachelor's degree in early childhood education from Fayetteville State University in Fayetteville, North Carolina, a Historically Black College and University (HBCU). She later obtained a master's degree in educational psychology from the University of North Carolina-Chapel Hill. After her master's degree, Dr. De Leon moved back home to the southwest and obtained a doctorate in curriculum and instruction from New Mexico State University. She began her first academic appointment at the University of New Mexico as an assistant professor in special education with an emphasis in culturally and linguistically diverse students with disabilities. During her time at UNM, she became nationally known for work in the teaching and assessment of underrepresented students with special needs. In 1992 Dr. De Leon joined the faculty of New Mexico State University as an associate professor in the Department of Special Education/Communication Disorders. She became the department head in 1998. Shortly thereafter, she became an associate dean in the College of Education and later became the associate provost for academic affairs and NMSU community colleges. While in her role as associate provost, she led efforts involving the recruitment and retention of underrepresented students. This has included working with programs focused on the success of underrepresented students (TRIO, ENLACE, AGEP, NM Mesa and others) and faculty (ADVANCE).



Dr. De Leon also served as first Deputy Secretary for Academic Affairs, Planning and Research for the state of New Mexico when Governor Richardson created the New Mexico Higher Education Department in 2005. She oversaw the Educational Equity Division within the Department. During her tenure with the Department, she helped shape policy to create greater accessibility to higher education for all New Mexico students. She worked closely with the NM Public Education Department on matters impacting the transition of students from secondary to post-secondary institutions. Her work within the Department maintained a focus on New Mexico's diverse and underserved populations.

KEYNOTE AND PLENARY SPEAKERS

KEYNOTE SPEAKER

W. Brad Johnson, PhD - United States Naval Academy

W. Brad Johnson is an Associate Professor of psychology in the Department of Leadership, Ethics, and Law at the United States Naval Academy, and a Faculty Associate in the Graduate School of Business and Education at Johns Hopkins University. A clinical psychologist, he is a fellow of the American Psychological Association and has served as chair of the APA Ethics Committee. Dr. Johnson has authored more than 80 articles and book chapters, as well as nine books, in the areas of ethical behavior, mentor relationships, and counseling. Among his most recent books are: *Write to the Top: How to Become a Prolific Academic* (Palgrave MacMillan, 2007), *On Being a Mentor: A Guide for Higher Education Faculty* (Lawrence Erlbaum, 2006), and *The Elements of Mentoring* (Palgrave MacMillan, 2004). He is a contributing editor to several journals in the field of psychology, and is past-president of Division 19 of the American Psychological Association—the national association of military psychologists.



PLENARY SPEAKERS (listed alphabetically)

Izzy Justice, Ph.D. - EQMentor, Inc.

Dr. Izzy Justice is the CEO and Founder of EQmentor, Inc. Dr. Justice has 20 years of experience in the global management consulting business including stints at Deloitte Consulting, Arthur Andersen, and most recently at the global healthcare IT leader, Cerner Corporation.

Dr. Justice was born in Asia, raised in Southern Africa, and educated in the West. He has two Bachelor of Science degrees, from Davidson College and NC State University, an MBA from Queens University, and a Doctorate from the University of Phoenix. He achieved the distinction of Master Facilitator and has facilitated dozens of executive retreats and challenging negotiations. He is a Certified Six Sigma Master Black Belt which distinguishes him as one of the very few in the country with that level of expertise. He has published three books on management and leadership.



Elizabeth Noll, Ph.D. - The University of New Mexico, College of Education

Dr. Betsy Noll is an Associate Professor in the Dept. of Language, Literacy & Sociocultural Studies and Associate Dean in the College of Education. One of her duties as Associate Dean is facilitating the Mentoring Program for New Faculty, which supports first and second year faculty in their scholarship and teaching as well as mentoring them through the faculty review process.

Dr. Noll's topics of research include literacy and culture, YA literature, and academic writing. She has published and presented her work nationally and internationally.



Lewis Schlosser, Ph.D. - Seton Hall University

Lewis Z. Schlosser is an assistant professor of counseling psychology in the Department of Professional Psychology and Family Therapy at Seton Hall University. He received his Ph.D. in Counseling Psychology from the University of Maryland in 2003. His research and scholarly interests include advising and mentoring relationships, multicultural psychology, Jewish issues, and religion. Dr. Schlosser was the recipient of the 2008 Early Career Mentoring Award, given by the Section on Ethnic and Racial Diversity (SERD) of Division 17 of the American Psychological Association.



WORKSHOP LEADER

Patricia Boverie, Ph.D. - The University of New Mexico, College of Education

Patricia E. Boverie, Ph.D., is Chair and Professor of the Educational Leadership and Organizational Learning Department in the College of Education at the University of New Mexico. After graduating from the University of Texas in Austin, Patricia taught in the Psychology Department at Central Washington University where she co-directed a Masters program in Organizational Development. She has completed post-doctoral work at University of British Columbia and Harvard University. Patricia's areas of expertise are in the fields of individual, team, and organizational learning. In 1996 she received the Outstanding Teacher of the Year Award from the University of New Mexico. Patricia's research interests include the development of passion in the workplace, transformational learning, and leadership development through mentoring. In 2001 she co-authored the book, *Transforming Work: The Five Keys to Achieving Trust, Commitment, and Passion in the Workplace*, with Michael Kroth. This book has been translated into various other languages. She has over 30 publications, and made over 50 international and national presentations. Patricia is active in her community serving on boards and is also active in professional societies.



CONFERENCE CHAIR AND DIRECTOR OF THE MENTORING INSTITUTE

Nora Dominguez, Ph.D. Candidate - The University of New Mexico, College of Education

Nora Dominguez, is the Director of the Mentoring Institute, Ph.D. Candidate in Organizational Learning and Instructional Technologies, and Part-Time Faculty at the University of New Mexico. She earned her M.B.A. in the Autonomous Technological Institute of Mexico (ITAM) and her employment history includes executive positions in the most important banks in Mexico: Bancomer, S.A. (private institution) and Nacional Financiera, S.N.C. (national development bank). Nora has dedicated more than 10 years to help small businesses and corporations to develop financial strategies and to improve their financial management. Her consulting experience as a banking executive has covered a great variety of financial issues that range from the basic financial analyzes to emissions in the public market. Her professional practice also includes active participation for more than 10 years as a mentor for entrepreneurs in Mexico City.



SCHEDULE AT-A-GLANCE
WEDNESDAY, OCT. 22

8:00 -11:00 am	Registration – Student Union Building main floor lobby (outside ballrooms)			
11:00 am	Welcome and Opening Plenary – SUB Ballroom B Dr. W. Brad Johnson, United States Naval Academy <i>Some Unsolved Mentoring Mysteries</i>			
12:00 pm	Lunch – SUB Ballroom C			
1:00 pm <i>Papers</i>	Wyche-Hall – Acoma <i>Skin to Skin: Mentoring Students of Color: The Good, The Bad, The Future!</i>	Portzline & Stringer – Fiesta <i>The Changing Landscape of Mentoring</i>	Scott & Morrison – Lobo A <i>Does Promotion Reflect Mentorship at the SOM?</i>	Dominguez – Lobo B <i>A Framework for a Mentoring Culture</i>
2:00 pm <i>Round Tables</i>	Sterling & Aceves – Acoma <i>NM-PAID: Partnering for Diversity at New Mexico Institutions of Higher Learning and Research</i>	Sessions – Fiesta <i>An Evaluation of curriculum used to train peer mentors to work with first-generation college students.</i>	Hernandez – Lobo A <i>Celebrate Youth Transformative Education Model</i>	Schmidly – Lobo B <i>Mentoring for Leadership: The Corporate Mentor</i>
3:00 pm <i>Papers</i>	Kemmerer, Dautz & Pantaleo – Acoma <i>Career Alumni Mentoring Program</i>	Buckel – Fiesta <i>USACE Leadership and Team Model</i>	McReynolds – Lobo A <i>Best Practices for Mentoring Graduate and Professional Students</i>	
4:00 pm <i>Papers</i>	Hendrix – Acoma <i>Horizontal Mentoring Networks: Their Impact on Creativity Self-efficacy and Attitudes Toward Collaboration</i>	Perea – Fiesta <i>A Management Mentoring Program at UNM</i>	Reilly & Colalillo – Lobo A <i>Winning Ways to Promote Student Retention and Success</i>	
5:30 pm	Social Hour – SUB Ballroom C Entertainment by: <i>Strange Brew</i>			

THURSDAY, OCT. 23

8:00 am	Plenary A – SUB Ballroom B Dr. W. Brad Johnson, United States Naval Academy <i>Some Unsolved Mentoring Mysteries</i>			
9:00 am <i>Papers</i>	Frazzini – Acoma <i>LeaderQuest: A Leadership Program in the family of Mentoring Programs at UM</i>	Nelson & Caverro – Fiesta <i>Mentor + Mentee = A Walk Towards Success</i>	Hernandez – Lobo A <i>Celebrate Youth Transformative Education Model</i>	L. Searby – Lobo B <i>Preparing Protégées for Mentoring Relationships: The Forgotten Element</i>
10:00 am <i>Round Tables</i>	Smith & Wallace – Acoma <i>Best Practices in Mentoring in HealthCare</i>	Rennick – Fiesta <i>Designing a Mentoring Program for Returning Women Students</i>	Crutcher – Lobo A <i>From Patchwork Quilts to the Three V's: An Emerging Model of Cross-Cultural Mentoring</i>	Ramirez – Lobo B <i>Building Bridges: Faculty of Color Mentoring Graduate and Professional Students of Color</i>
11:00 am	Plenary B – SUB Ballroom B Dr. Lewis Schlosser, Seton Hall University <i>Multicultural Student-Faculty Relationships in Graduate Education</i>			
12:00 pm	Lunch – SUB Ballroom C			
1:00 - 2:50 pm	Workshop – SUB Ballroom B Dr. Patricia Boverie, The University of New Mexico <i>Learning Theories and Mentoring</i>			
3:00 - 5:00 pm	Poster Session – Navajo Lounge			

FRIDAY, OCT. 24

8:00 am	Plenary C – SUB Ballroom A Dr. Elizabeth Noll, The University of New Mexico, College of Education <i>Mentorship of New Faculty at UNM's College of Education</i>			
9:00 am <i>Papers</i>	Richmond et al. – Acoma <i>E-Mentoring Strategies for Cross-Cultural Learning and Community Building</i>	M. Searby – Fiesta <i>Leaders Who Last: A Model for Developing Healthy Leaders</i>	Lopez – Lobo B <i>Student Departure Theory in Undergraduate Mentoring Programs</i>	
10:00 am <i>Round Tables</i>	Ramirez, et al. – Acoma <i>Adelante: Best Practices for Latina/o Student Mentoring</i>	Garcia & Cinciripini – Fiesta <i>One-to-one Mentoring Relationships ("Matches") Between Positive Role Models and At-risk Children</i>	Hamrick – Lobo B <i>Mentoring and Transforming Institutional Cultures, Structures, and Practices</i>	
11:00 am	Keynote Address – SUB Ballroom A Dr. W. Brad Johnson, United States Naval Academy <i>The Elements of Exceptional Mentorship: What your 21st Century Students (and faculty) Want You to Know</i>			
2:00 pm	Lunch – SUB Ballroom B			

KEYNOTE / PLENARY ABSTRACTS

OPENING ADDRESS - 11:00 AM WEDNESDAY, OCTOBER 22 - DR. W. BRAD JOHNSON*Some Unsolved Mentoring Mysteries*

This brief opening presentation will invite participants to prepare for the conference by considering several essential questions about mentor relationships and what factors make them successful.

PLENARY SESSION A - 8:00 AM THURSDAY, OCTOBER 23 - DR. IZZY JUSTICE*Virtual Mentoring*

Dr. Justice believes that concepts and theories can be learned in a classroom or training environment, but learning that results in lasting change is the result of a committed learner over a committed period of time. Furthermore, it is the mistakes we make and the challenges we face that help us learn. These challenges unveil a series of emotions that if not recognized, labeled, processed, and responded to, can derail even the most talented and intellectually gifted people.

Online mentoring is a unique and innovative approach to increasing the emotional intelligence of working professionals through a non-traditional mentoring process and a self-building community of professional peer collaboration.

PLENARY SESSION B - 11:00 AM THURSDAY, OCTOBER 23 - DR. LEWIS Z. SCHLOSSER*Multicultural Student-Faculty Relationships in Graduate Education*

Dr. Schlosser will present the tenets of an emerging theory of student-faculty relationships in graduate school that is infused with multicultural considerations. He will also offer implications of this theory and suggestions for future research. Finally, Dr. Schlosser will offer his ideas for how students and faculty can form and maintain successful advising and mentoring relationships in graduate school.

PLENARY SESSION C - 8:00 AM FRIDAY, OCTOBER 24 - DR. ELIZABETH NOLL*Mentorship of New Faculty at UNM's College of Education*

In this session, Dr. Elizabeth Noll (Associate Dean, UNM College of Education), will describe the College of Education's Mentorship Program for New Faculty, including its various components and the successes and challenges it has faced. This is an interactive session in which the audience will be invited to share their ideas and questions.

KEYNOTE ADDRESS - 11:00 AM FRIDAY, OCTOBER 24 - DR. W. BRAD JOHNSON*The Elements of Exceptional Mentorship: What your 21st Century Students (and faculty) Want You to Know*

This closing address will highlight the best evidence-supported ingredients to effective mentorships. Salient matters of style, skill, and integrity will be highlighted. Participants will be encouraged to become deliberate and intentional in the mentor role.

PRESENTATION ABSTRACTS

Paper and round table abstracts, and poster presentation titles organized by session type, time, and presenters.

PAPER PRESENTATIONS

1:00 - 1:50 PM WEDNESDAY, OCT. 22

BARBRA PORTZLINE AND CHELLE STRINGER (CUTTING EDGE CONSULTING SERVICES & PRISM EVALUATION ASSOCIATES, NM)
The Changing Landscape of Mentoring

Globalization, advances in technology, and the competition for market share are all putting pressure on organizations to respond to challenges more quickly, creatively, and less expensively than in the past. Program administrators are being asked to justify how money is spent, and to demonstrate that their programs are producing viable outcomes that have measurable value to organizations. Organization members are realizing that there is a need to understand the effectiveness of their programs, and to make decisions based on data, rather than on instinct or intuition.

Strong leadership in organizations is paramount and mentoring is one way to foster new leaders. With the evolution of learning, communicating, and working styles, the way mentees receive support is also changing. This change involves virtual mentoring which allows mentees to receive support on demand as well as from a more traditional one-on-one dialogue with a mentor.

SUSAN SCOTT AND LESLIE MORRISON (THE UNIVERSITY OF NEW MEXICO - SCHOOL OF MEDICINE)
Mentoring and Promotion of Faculty within UNM School of Medicine

Mentorship of faculty within the UNM School of Medicine evolved in a stepwise fashion from an informal process to a more organized approach, including assignment of mentors and the requirement of faculty mentorship for promotion to Professor. Beginning in 2000, the UNM SOM began a faculty development program in tandem with a mentoring program with the intention to address: 1) Knowledge attainment: increase knowledge and set expectations of faculty concerning their roles as faculty members through workshops for faculty (including administrative staff, P/T committees and mentors) to other workshops that were oriented to institution, P/T and performance plans (PP) and the primary role they play in their careers, 2) Engagement of department chairs: engage chairs in the development of faculty and their promotion by discussing linkage of PP to raises/ promotions; 3) Promotions as an expectation: set promotion as an expectation for all faculty members by i) providing Dossier notebooks; return back to us at time of promotion, ii) discussing with Chairs the promotion of each faculty member, iii) providing workshops for P&T committee members. RESULTS: Promotion of women and under-represented minority faculty to the full Professor rank tripled at the UNM SOM during a six year period from 2002-2008.

MARLA E. WYCHE-HALL (THE UNIVERSITY OF NEW MEXICO - UNIVERSITY COLLEGE)
Skin to Skin: Mentoring Students of Color: The Good, The Bad, The Future!

This research paper focuses on race, gender, and self identity when looking at mentoring students of color in the 21st century. A key question that has arisen within institutions of higher education is, does it matter if an individual is black or white or the same ethnicity in general, when cultivating a mentor / mentee relationship of the 21st century? This issue is one to evoke an in-depth conversation of asking a critical question if one's race plays a major role in the academic success of students of color in higher education. Are the ingredients to a healthy, nurturing, and successful mentoring relationship those of caring, investment, time and energy, and as long as one is of good will and provides these ingredients to a student of color, race becomes a non- issue? These questions are examined in a narrative, exploratory fashion. This paper will examine the current research on this topic, especially from students who have attended and students who are currently enrolled at a predominately White institution of higher education, particularly examining studies that took place in the southwestern region of the United States of America, who are in active pursuit of obtaining a bachelor's or an advance degrees. This paper will explore the issues of ethnicity and class dynamics through the lens of students of color. There are many issues that are good, there are many issues that are challenging, but in the end, there are many issues that hold a futuristic light for students of color in the 21st century.

NORA DOMINGUEZ (THE UNIVERSITY OF NEW MEXICO – MENTORING INSTITUTE)*Mentoring and Organizational Learning*

In the transition to the “Conceptual Era”, mentoring, viewed as an organizational learning process, is a strategy able to support the increasingly need for continuous learning, both at the system and individual levels, as well as an approach to establish a better connection between the organizational demands and the individual needs of the “Knowledge and Right Brain Workers”. This paper examines the literature on mentoring for organizational learning and the development of a Mentoring Culture. Boleman & Deal’s analytical model is used to identify the organizational requirements in creating a mentoring culture. Through four different mentoring approaches: functional, engagement, evolutionary, and revolutionary mentoring, the contributions of mentoring to facilitate individual and group learning are addressed.

2:00 - 2:50 PM WEDNESDAY, OCT. 22**FRANCISCA (PAQUITA) HERNANDEZ (SYMPOSIA & ASSOCIATES AND MONTE DEL SOL CHARTER SCHOOL, NM)***Celebrate Youth Transformative Education Model*

Paquita Hernandez developed the mentorship program as a catalyst for a larger concept she created in 1980 called the Celebrate Youth Transformative Education Model. The mentorship/leadership component, as a process, has the potential to link one life stage to the next, one professional generation to the next from the inception of a dream or interest to its realization. Quantitatively, mentors offer skills, knowledge, experience, wisdom and leadership. Qualitatively, mentors are altruistic, offer security during the learning process, are adaptable to change and relate to the protégé without possessiveness. They are role models with the power to educate, encourage, coach, sponsor, protect, counsel, cultivate and nurture. Ultimately, they provide their protégés with significant relationships, the passion for learning, serious engagement, exposure, visibility and a model for leadership in their field. They must have credentials and abilities that are recognized and valued.

Protégés bring to the relationship their energy, enthusiasm, potential, commitment, initiative, accountability, willingness to take risks, creativity, goal orientation, acceptance of responsibility and serious productivity. They must be willing to accept guidance and constructive criticism and open their hearts, not just their minds to learning. They must also be prepared to work hard without losing contact with themselves and to adhere to a regular schedule of a minimum of two hours a week. They must understand the process and be fully engaged in it, including evaluation. The original creation of a product must be the result of research, documentation and analysis, presented in a portfolio format and a final live presentation before an audience of peers, with which they are contributing to their community as final evidence of their leadership and ethical development. They must be team members of the problem posing, problem solving process, take ownership of their own learning and of the creative process, challenges and productivity.

3:00 – 3:50 PM WEDNESDAY, OCT. 22**CHERYL BUCKEL (U. S. ARMY CORPS OF ENGINEERS, NM)***USACE Leadership and Team Model*

The U.S. Army Corps of Engineers has embarked on a leadership development model with four levels of education, development, and practical application. Within each of these levels are degrees of mentoring. Instructors, Coaches, and leaders mentor the participants in these experiences using primarily strengths based performance methods. Our goal is to educate the future leaders within the Corps on the latest initiatives that will empower them to become great leaders for our organization. Participants choose mentors at every level, and shadow opportunities provide insight to the leadership at the executive level in Washington D.C.

ARLENE KEMMERER, STEVE DAUZ AND JOSEPHINE PANTALEO (QUEENSBOROUGH COMMUNITY COLLEGE, NY)*Queensborough Community College CUNY - Career Alumni Mentoring Program*

Queensborough Community College is dedicated to developing well-rounded students who exemplify academic excellence, global awareness and lifelong learning. Recognizing the pivotal role mentoring plays in higher education, during spring 2008, through financial support provided by a grant under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 administered by the New York State Education Department, and private funding from JPMorgan Chase Foundation, the College launched an ambitious mentoring program for Career Technical Education students to address the need to establish connections that can provide pathways to employment. The Alumni Mentoring Program, now starting its second year, is part of a major effort that has been established to provide a seamless connection between students’ academic goals and the career

paths they pursue. The economically disadvantaged and first-generation students who make up the majority of Queensborough's population typically have a more difficult time making these connections and forming strong networks in the community. Therefore, the Queensborough Community College mentoring program invites alumni who have overcome many of the social, educational, and motivational obstacles which prevent students from graduation to provide this needed guidance and support to these undergraduates.

MARYJANE McREYNOLDS (CENTRAL NEW MEXICO COMMUNITY COLLEGE)

Best Practices for Mentoring Graduate and Professional Students

Graduate and professional students are often overlooked as a population that needs a mentoring program. In higher education we often assume that these overachieving students completely understand how to negotiate their academic programs. However, this is not true. Graduate students and those students involved in rigorous and lengthy professional programs, such as medical school and biomedical research fields, are in desperate need of a structured and supportive mentoring environment. This paper will include both procedural and programmatic best practices that help these students achieve educational success.

4:00 - 4:50 PM WEDNESDAY, OCT. 22

CHARLOTTE HENDRIX (THE UNIVERSITY OF NEW MEXICO)

Horizontal Mentoring Networks: Their Impact on Creativity Self-efficacy and Attitudes Toward Collaboration

This presentation is based on a doctoral dissertation titled, Horizontal Mentoring Networks: Their impact on creativity self-efficacy and attitudes toward collaboration. This exploratory study used a mixed methods approach to study the impact of a training program designed to formulate individuals into a horizontal mentoring network. Upon completion of the training program, quantitative measures looked at changes in personal definitions of creativity, individual creativity self-efficacy, and attitudes toward collaboration.

The findings in this study revealed some statistically significant changes in definitions of creativity and creativity self-efficacy for those individuals that attended the training. Also discovered was statistically significant change for individuals who attended all four sessions of the training when compared to individuals who attended three sessions or fewer. This finding warrants pursuing the study with a larger sample.

As part of the activities on the final night of the training, individuals self-selected into two separate groups of which one group formed a horizontal mentoring network and one group which did not. Qualitatively the primary finding was that individuals who demonstrated trust in self and others were able to form themselves into a horizontal mentoring network. Those individuals who did not possess this characteristic were able to gain knowledge and insight from the training but were not able to formulate a horizontal mentoring network.

DANIEL PEREA (THE UNIVERSITY OF NEW MEXICO - PHYSICAL PLANT DEPARTMENT)

A Management Mentoring Program at UNM

The focus of research for our presentation is targeted to Staff Management Mentoring for UNM, although it is generally applicable to any mentor-protégé relationship. The mission statement identifies the UNM Management Program will, by supporting a culture of coaching and counseling, provide opportunities for new managers (mentees) to improve and accelerate managerial competencies and advance their career development by offering access to the experience, knowledge and insight of experienced managers(mentors). The objectives of the program are:

- To enhance employee contribution through increased knowledge of UNM culture, network, and contacts.
- To improve managerial competencies.
- To capture and retain experience and talent of retirees.

The focus and benefits of being a mentee are:

- Increased self confidence and self esteem.
- Career guidance by a mentor who can share, coach and counsel.
- Assistance with defining and mapping career goals.

MARGARET J. REILLY AND GEORGINA COLALILLO (QUEENSBOROUGH COMMUNITY COLLEGE, NY)

Winning Ways to Promote Student Retention and Success

The nationwide shortage of nurses is predicted to increase over the next five years as the aging nurse force begins to retire at the same time that aging baby boomers demonstrate increased needs for health care and thus nursing care. The education of nurses to meet the work force demands makes it imperative that we examine methods to support retention and progression of nursing students enrolled in our programs. With a current attrition rate of approximately 30% nationwide and near 50% at some programs, the development and evaluation of interventions that foster and promote retention and persistence are necessary measures to mitigate the adverse psychological effects on students as well as the financial costs to students, institutional centers of learning and society. Additionally, measures to support new nurse graduates are needed as they transition to the professional nurse workforce as statistics indicate that turnover rates can be as high as 35 - 60%.

The creation of a mentoring program in the department of nursing at this community college was an effort to provide a resource for nursing students and new nursing graduates to promote perceptions of confidence as well as provide a social support network to foster retention in a demanding and stressful academic program and profession. Interventions included faculty run workshops for first year nursing students to identify key strategies for successful program completion. Additionally, senior nursing students were recruited and partnered as peer mentors with first year nursing students. Mentor training workshops were created and developed by faculty facilitators, including strategies to address serious problems requiring professional assistance. Senior nursing students were also given an opportunity to dialogue at a forum with former graduates from the program to address questions and concerns about progression to the realities of the professional workplace. As research suggests that social networking is a growing phenomenon and mentoring can occur without face-to-face contact, recent additions to this mentoring program include the development of a Nursing Blog as a resource for new graduates from the program. Data collected demonstrated a significant increase in retention statistics for this program. Qualitative data indicated mentors as well as the mentees felt the value of the experience was positive.

This presentation will highlight the outcomes of a research project that employed strategies to promote retention and progression in one Associate Degree Nursing program in an urban setting with a diverse student population. The challenges and rewards of recruiting peer mentors and sustaining an ongoing mentoring assistance program will be discussed.

9:00 - 9:50 AM THURSDAY, OCT. 23

ANNE CHAN (STANFORD UNIVERSITY, CA)

Best Practices for Mentoring Ethnic Minority Higher Education Students

INTRODUCTION AND STATEMENT OF PROBLEM: What exactly happens within a mentoring relationship? How can one be an effective and culturally competent mentor for ethnic minority higher education students? There were the research questions prompting the present study. The benefits of mentoring have been well researched and widely touted (Burke, 2006, Paglis 2006). However, we know very little about how best to mentor ethnic minorities. This knowledge is needed since ethnic minorities are underrepresented in higher education and mentoring has been found to be an important factor in student success (Davidson, 2001). Despite the relevance of this topic, there is a paucity of research in this area. This paper addresses the gap by presenting findings from a qualitative study that examined the practices of outstanding higher education mentors in cross-cultural relationships.

METHODOLOGY: The participant pool comprised 9 mentors and their 15 ethnic minority protégés in psychology doctoral programs. The mentors were based on nominations from colleagues and students. Data analyzed included interviews with each mentor and protégé, audiotapes of mentoring sessions, and emails. Since this was an exploratory study, grounded theory was utilized to discern patterns in mentor practice. The data were systematically coded, sorted, and categorized until a comprehensive, explanatory theory emerged.

RESULTS: Anticipated findings supported previous research (Kram, 1985) that mentors perform a number of career and psychosocial functions, including sponsorship, exposure-and-visibility, coaching, and protection. Additional findings were unanticipated and have been hardly mentioned in the literature. These findings pertain particularly to mentor practices that established trust and created cultural credibility. These mentor practices included talking directly about cultural differences and race, self disclosure, maintaining fluid boundaries, giving gifts, and having a holistic understanding of the protégé. In addition, mentors were found to provide culturally specific advice to their protégées, such as information about ethnic professional organizations. This paper will also present the grounded theory of cross-cultural mentoring that emerged from the themes discussed above. Departing radically from previous models of mentoring that separate career and psychosocial functions and/or that ignore cultural variables, this theory is multicultural, contextual, and ecological. A centerpiece of this model is its emphasis of the mentoring relationship as located within a series of relevant contexts: the school, professional field, and

society. These contexts were found to be interconnected in their impact on each other. Further, a holistic conceptualization of the protégé is provided in this model -- the protégé is not seen strictly in terms of academic and professional identity, but is instead conceptualized as a contextual, cultural being with meaningful ties to family and community.

SIGNIFICANCE OF FINDINGS: The findings from this study are important at two levels: first, the grounded theory of mentoring extends previous literature by showing the significance of contextual, multicultural, and ecological variables. Second, the lessons learned from these mentors provide both a theoretical model as well as concrete tools on how to mentor and empower ethnic minority students in culturally appropriate ways.

RONALD FRAZZINI (UNIVERSITY OF MINNESOTA)

The Family of Mentoring Activities at the University of Minnesota: Co-Curricular and Career Based Programs in the Support of Developmental Outcomes

From career based mentoring programs dating back at least three decades to new programs, some specifically centered in the various culturally diverse campus organizations, mentoring across the University of Minnesota Campus is vibrant and growing. Specific programs within most colleges are career oriented and match students with professionals in the specific field of interest. Other programs actively match university students with youth in local schools or provide culturally diverse mentor/mentee relationships in on-campus organizations. Within several co-curricular programs, particularly directed toward leadership development, both peer mentoring and mentoring that matches students with qualified members of the University and outside community emphasize the career and psychosocial elements that have been identified as basic to a mentoring relationship. Beginning with a brief description of the career-based programs, specific co-curricular leadership programs incorporated in the Office of Student Affairs will be explored. Included is a review of recent mentoring research as well as the relationship of University of Minnesota survey results to mentoring program design. Finally, the direct relationship of mentoring with improvements in University proscribed Student Development Outcomes will be shown.

SANDRA L. NELSON AND AMANDA M. CAVERO (COASTAL CAROLINA UNIVERSITY, SC)

Mentor + Mentee = A Walk Towards Success

This article will provide insight into the literature regarding the implementation of service-learning within physical education teacher education (PETE) programs in general, and highlight the uniqueness of the Wellness Activities & Lifestyle Knowledge (WALK) mentoring component incorporated within the Elementary School Physical Education Pedagogy course at Coastal Carolina University in Myrtle Beach, South Carolina. Alignment of the WALK program with candidate preparation, according to the guidelines set forth by the National Association of Sport and Physical Education (NASPE) and the National Council for the Accreditation of Teacher Education (NCATE) will be discussed. Information regarding the training and placement of mentors, along with the challenges, changes and successes of the program will also be discussed.

LINDA SEARBY (THE UNIVERSITY OF ALABAMA AT BIRMINGHAM)

Preparing Protégés for Mentoring Relationships: The Forgotten Element

The emphasis in the mentoring literature appears to focus more on the mentor and creating mentoring programs than on the need for the protégé to prepare for the mentoring relationship. However, mentoring is a learning partnership. A partnership indicates that two parties have a mutually shared investment. The protégé needs to be proactive in preparing him/herself for the mentoring relationship in order to get the best return on that investment of time and effort. A professor in an educational leadership course developed content which taught students the knowledge, skills and dispositions of protégéship. The Framework for Protégéship is included and described. The professor then required students to approach someone to formally mentor them. This article sheds light on the fears that the protégés experienced as they approached a mentor and includes excerpts from their reflective journals, where they report the benefits they received for having entered into mentoring relationships.

9:00 - 9:50 AM FRIDAY, OCT. 24

CAROL RICHMOND (INNERVISIONS ASSOCIATES AND US DEPT OF AGRICULTURE - UNITED STATES FOREST SERVICE, NM)

DEBORAH LAPOINTE (THE UNIVERSITY OF NEW MEXICO - HEALTH SCIENCES LIBRARY AND INFORMATICS CENTER)

CHARLOTTE N. GUNAWARDENA AND JENNIFER ANN LINDER VANBERSCHOT (THE UNIVERSITY OF NEW MEXICO), et al.

E-Mentoring Strategies for Cross-Cultural Learning and Community Building

This paper builds on mentoring practices by describing the strategies and results of cross-cultural group e-mentoring in an inquiry-based online course activity that supported Sri-Lankan faculty as online learners or protégés and higher-education students in their quest for knowledge and community. It focuses on the online e-mentoring experience of eight e-mentors in the

United States (master's and doctoral students at the University of New Mexico) who engaged in a three-week-long, cross-cultural problem-solving learning activity using Moodle.

E-mentoring implies that text-based electronic communication such as e-mail or web-mail is the primary medium used to support the mentor/protégé relationship. Single and Single (2005) also recognize that e-mentoring may occur through other electronic communication such as telephone calls, videoconferencing, and listservs. Bierema and Merriam (2002) add that e-mentoring minimizes barriers to forming mentoring relationships, which need not be bound by local or national culture.

The definition of a cross-cultural group e-mentor developed out of this study refers to a mentoring relationship between a mentor (experienced person in a field) and a group of protégés (newcomers to the field) with three essential attributes. First, the relationship between mentor and protégés occurs the majority of the time through the use of technology such as e-mail, list serves, teleconferencing, discussion boards, videoconferencing, and Web conferencing. Second, the mentor and protégés perceive themselves as being from different cultures. Third, one mentor guides the learning and development of many protégés acting as one group.

MARK A. SEARBY (BEESON DIVINITY SCHOOL, SAMFORD UNIVERSITY, AL)

Leaders Who Last: A Model for Developing Healthy Leaders

This paper presents a model for developing leaders who will lead effectively and finish well in their careers. This model has been utilized with graduate students and young professionals in the business world. In addition to the presentation of some general mentoring principles, it describes four crucial building blocks which provide a holistic approach for mentoring leaders through the development of a process utilizing the content of these building blocks. The need for such a model is supported by research and experience in the dropout rate among leaders and in the pressures placed upon emerging leaders in today's culture.

IVAN LOPEZ (THE UNIVERSITY OF NEW MEXICO)

Integrating Student Departure Theory To the Design of Undergraduate Mentor Training Programs

Two objectives that are discernible with regards to the mentoring of undergraduates and that are also important to public institutions of higher learning deal with student retention and success. Despite this fact, the literature on the subject appears to indicate an absence of theory integration to the design of mentor training programs with regards to factors that can impede the retention and success of undergraduates. Though a considerable amount of research has been done concerning the factors that can influence student retention and success at institutions of higher learning, little or no work has been done to consolidate both of these bodies of knowledge into one comprehensive framework. To remedy such a need, this paper forwards an integrative model of student departure. The value of the model is in its scope to addressing factors that can impede undergraduate retention and success at institutions of higher learning. While the model was originally designed to conduct research, it can also be used to train employees such as undergraduate mentors regarding the factors that can impede student retention and success at institutions of higher learning.

ROUND TABLE DISCUSSION ABSTRACTS

2:00 - 2:50 PM WEDNESDAY, OCT. 22

TRACY STERLING (NEW MEXICO STATE UNIVERSITY)

ALEJANDRO ACEVES (THE UNIVERSITY OF NEW MEXICO)

NM-PAID: Partnering for Diversity at New Mexico Institutions of Higher Learning and Research

A large body of research findings over the past 20 years has documented the need for institutional transformation of academe to bring about diversity at all levels of the U.S. science and engineering (STEM) workforce. This is despite significant gains in the "pipeline" in many STEM disciplines; therefore, the National Science Foundation implemented the ADVANCE-Institutional Transformation (IT) program in 2001 in order to help increase the number of female faculty within institutions nationwide. New Mexico State University (NMSU) has been a successful ADVANCE-IT institution, as the percentage of women hired into STEM faculty positions at NMSU during the ADVANCE award period has almost doubled from 17% to 34% since 2002. However, despite the strides by this program in increasing female STEM faculty representation, New Mexico institutions, including NMSU, the University of New Mexico (UNM), New Mexico Tech (NMT), and Los Alamos National Laboratory (LANL) require further progress in recruiting and retaining under-represented faculty. The Universities, UNM, NMT and NMSU have 14.9, 11.6, and 19.3% female faculty, respectively, and 5.1, 2.1, and 7.7% minority STEM faculty, respectively. The Earth &

Environmental Sciences Division of LANL has 19.4% females and 6.0% minorities in staff scientist positions.

Each institution is focusing on mentoring, P&T training, and pipeline improvement through local programming as well as shared events across the institutions. The program also offers an annual, two-day Department Head retreat at a central location in the state where recruitment and retention initiatives are presented by outside speakers as well as home-grown talent, and approaches are shared by Department Heads from all the institutions through interactive sessions. Each institution has established mentoring and P&T programming to fit their needs. NMSU continues with its mentoring model to make mentoring normative by broadening social networks for new faculty, and bi-annual, campus-wide P&T workshops. NMT mentoring is one-on-one and already consists of 18 faculty pairs with earlier-career paired with established faculty. UNM is looking at a mix of mentoring models to accommodate its individual departments and colleges. LANL has chosen a team-mentoring model designed to focus on postdoctoral fellows who plan to transition to positions of staff scientists, the equivalent to faculty at Universities; permanent staff scientists will work as teams with multiple post-docs to explore four identified core issues. Events are offered at each institution and across institutions through distance delivery to encourage social networking at each institution and across the state.

DONALYN SESSIONS (WEBER STATE UNIVERSITY, UT)

Curriculum for Training Peer Mentors to Work With First-generation College Students

Literature was researched to determine the unique characteristics of college students whose parents have not earned a bachelor's degree. Curriculum was written to acquaint peer mentors and others with this characteristics and to provide activities to help them successfully complete a bachelor's degree or higher. The curriculum was evaluated by student affairs professionals to determine its value for training. Reviewers agreed that it was useful for anyone who works with first-generation students. Using the broad definition of students whose parents have not earned a degree, this is probably more than half of the students attending college. The presentation includes Power Point slides and written activities.

BRIAN SCHMIDLY (CENTEX NEW MEXICO)

Mentoring for Leadership: The Corporate Mentor

Corporations have been using mentoring as an strategy for leadership development. Traditionally, mentoring has been used to introduce new employees to the corporate culture and to expedite the development of leadership skills. In this session we will explore the characteristics of the corporate mentor to maximize the benefits for all partners in the mentoring relationship.

10:00 - 10:50 AM THURSDAY, OCT. 23

BETTY CRUTCHER (WHEATON COLLEGE, MA)

From Patchwork Quilts to the Three V's: An Emerging Model of Cross-Cultural Mentoring

For this roundtable discussion, I would like to explore the questions: What is cross-cultural mentoring? What are the benefits and challenges of mentoring relationships in which the two individuals come from varied racial, ethnic, cultural, religious, economic, or other backgrounds? How can we assist others to engage and grow in these special relationships?

To spark thinking, I will offer a few introductory remarks related to my dissertation, as well as other studies, on cross-cultural mentoring and then invite participants to exchange ideas in a dynamic, lively dialogue.

Later in life, I began to formulate a conceptual framework for cross-cultural mentoring which is anchored in cultivating the three V's: values, virtues and vision. In 2006, I completed my doctorate at Miami University which included a dissertation on the benefits and challenges of cross-cultural mentoring.

On a personal level, as the mother of a smart and talented daughter and wife of Wheaton College President Ronald Crutcher, I have been able to observe and participate in the different roles and effects of mentors, both in my own and in the next generations. I currently serve as Wheaton College's Presidential Spouse and Senior Mentoring Consultant.

CHRISTOPHER RAMIREZ, ET AL. (THE UNIVERSITY OF NEW MEXICO)

Building Bridges: Faculty of Color Mentoring Graduate and Professional Students of Color

The Building Bridges roundtable will be hosted by the Project for New Mexico Graduates of Color (PNMGC), a special initiative of and student-led effort of the Office of Graduate Studies and the Office of the Provost. In spring 2008, PNMGC launched the

Faculty of Color Network (FOCN) to encourage mentoring of graduate and professional students of color and connect faculty of color at the University of New Mexico. The Building Bridges roundtable will be a dialogue about lessons learned and other resources by members of the PNMGC Faculty of Color Network for faculty of color mentoring students of color for both recruitment to and retention in graduate and professional programs. A panel of junior and and tenured faculty will facilitate the discussion. All faculty, staff and students are welcome to participate in the roundtable.

VIKKI RENNICK (NORTHWEST REGIONAL EDUCATIONAL LABORATORY, OR)

Designing a mentoring program for returning women students

This paper describes the design of a mentoring program sponsored by a Women's Resource Center at one West Coast community college. It also examines the challenges of implementing and sustaining the program. During year one of the mentoring program six of the 10 mentors and the program coordinator participated in a research study regarding the program and their experience serving as a mentor. Six themes emerged from the interviews with the participants and subsequent analysis of the data: reflecting on past experience; wanting to help; setting and maintaining boundaries; experiencing strong emotions; relational support from other women; and mentoring as a reciprocal relationship.

PAMELA SMITH AND MELINDA CHAPPELL (CINCINNATI CHILDREN'S HOSPITAL MEDICAL CENTER, OH)

Best Practices in Mentoring in HealthCare

The purpose of this session is to examine one company's "best practice" strategy for utilizing formal mentoring to address the specific developmental needs of African American employees.

OBJECTIVE AND PURPOSE: To advance the discussion of the role that formal mentoring may have in contributing to an organization's commitment to human resource planning and employee retention. Theoretical Framework: Managerial learning based on Kram's seminal research in the area of mentoring is the context of this work. Kram's research continues to be the most extensive in demonstrating that participation in a mentoring relationship prepares the mentee for career advancement and development. As more and more industries such as healthcare and higher education embark on formal mentoring programs, evidence suggest reciprocal relationships developed between mentors and mentees where they share unique skills and experiences contributes to the success of formal mentoring initiatives.

CRITICAL ISSUES: There is a depth of anecdotal evidence to suggest that mentoring may significantly contribute to the professional development and long-term success of future leaders.

IMPORTANCE OF THE INFORMATION PRESENTED: This session will advance the research and discussion of formal mentoring programs within higher education and healthcare. The specific question to be addressed: What difference does kick-off meetings, orientation sessions and developmental seminars make in the success of the formal mentoring program and mentee/mentor relationship development?

10:00 - 10:50 AM FRIDAY, OCT. 24

CHRISTOPHER RAMIREZ AND MERIA HEREDIA DE GRIEGO (THE UNIVERSITY OF NEW MEXICO)

Adelante: Best Practices for Latina/o Student Mentoring

Mentoring Latina/o students can take on various forms depending on the audience: K-12, undergraduate or graduate/professional students. Representatives from programs from the University of New Mexico will review their programs and discuss best practices for mentoring Latina/o students. Join us to learn about a variety of different intergenerational, peer and faculty/staff mentoring.

El Centro de la Raza and the Project for New Mexico Graduates of Color (PNMGC) created a Mentoring Matrix for a workshop at the New Mexico Higher Education Summit to reflect the diversity of mentoring programs for students of color at the University of New Mexico. For the Mentoring Institute conference, additional UNM programs have been invited to continue the conversation of diversity, impact and best practices for mentoring Latina/o students. These include College Enrichment and Outreach Programs, ENLACE and Title V. The other goal of the session would be to highlight opportunities for collaboration.

Through an interactive round table and panel of students and staff, the group will engage and share information with workshop participants.

LOUIS GARCIA AND ROSA CINCIRIPINI (BIG BROTHERS BIG SISTERS OF CENTRAL NEW MEXICO)

One-to-one Mentoring Relationships ("Matches") Between Positive Role Models and At-risk Children

Big Brothers Big Sisters of Central New Mexico, Inc. (BBBS-CNM) fosters one-to-one mentoring relationships ("matches") between positive role models and at-risk children. BBBS-CNM is affiliated with BBBS of America (BBBSA), serving children through one-to-one mentoring for over 100 years nationally, and nearly 40 years in CNM. Over 400 affiliate agencies comply with national standards of excellence and share best practices.

Locally, BBBS-CNM provides mentors to children in Community-based and Site-based programs. University students, faculty, and staff are one of the largest sources of mentoring volunteers for the agency. Because of this strong relationship with higher education entities, BBBS-CNM is able to provide mentors from a variety of backgrounds, experiences, and areas. BBBS-CNM can share best practices of how utilizing the talents and passion of higher education partners to maximize the impact in our communities. Big Brothers Big Sisters is changing how our children grow up in America.

The round table discussion will provide the opportunity for higher education partners, including faculty, staff, and students, and other community partners, to learn from Big Brothers Big Sisters' extensive knowledge of mentoring best practices. BBBS-CNM has a proven record of success as defined by outcomes data and performance measures assessments. Big Brothers Big Sisters IS the gold standard for youth mentoring in the county. The discussion will include, but is not limited to the following topics:

- Defining what youth mentoring is
- The impact that mentoring has in the community
- Outlining how higher education partners can contribute to the movement of community mentoring and its impact on improving graduation rates, college admissions, and the quality of the future workforce
- Defining how higher education partners can volunteer to become mentors in the community
- Sharing best practices of what works in establishing sustainable mentoring programs that have significant impacts in children's lives in our communities.

FLORENCE A. HAMRICK (IOWA STATE UNIVERSITY, ISU-ADVANCE PROGRAM)

Mentoring and Transforming Institutional Cultures, Structures, and Practices

Overall question: How can formal faculty mentoring programs foster goals of transforming institutional cultures, structures, and practices?

Mentoring and Socialization: Faculty mentoring is widely regarded as an important strategy to foster the success of new faculty members and increase faculty satisfaction and retention. Formal mentoring programs for new faculty continue to be popular recommendations for universities (National Academies, 2007; University of Washington, 2003) as well as an increasing expectation among new faculty members (June, 2008). Mentoring is often characterized in terms of organizational or professional socialization for new members, and this socialization is often described in one-way terms such as providing advice and transmitting information, both of which are acts undertaken by the mentor. Effective mentors can indeed provide new faculty members with greater knowledge of the department's and university's culture (e.g., understandings regarding the relative value of academic labor such as research and teaching), structures (e.g., promotion and tenure processes), and practices (e.g., common distribution patterns of teaching and service assignments). One central goal of faculty mentoring is to help new faculty members maximize their likelihood of success by conducting their work and themselves in closer accord with these prevailing understandings and expectations.

Gendered Cultures, Structures, and Practices: In gendered institutions such as research universities (Currie, Harris, & Thiele, 2000; Park, 1996) whose cultures, structures, and practices tend to expect and reward "ideal" workers who, for example, have no domestic encumbrances to pose distractions from work (J. Acker, 1990; Williams, 2000, 2005), mentoring as socialization can reinforce behaviors and approaches consistent with traditional male gender role expectations to work. Women are frequently advised to adopt masculine approaches to their work (e.g., just say "no" to service requests or teaching assignments) (Park, 1996) even though women can be subject to sanction or penalty for violating traditional gender role expectations for women (Ridgeway, 2001) such as cooperation or compliance. Additionally, formal faculty mentoring programs have usually targeted new faculty members and focused on successfully achieving tenure and the first promotion. However, informal mentoring relationships to which women tend to report less access are ongoing and help prepare and groom mentees

for subsequent promotions and career advancement.

Convergence, Divergence, and Questions: To help universities competitively recruit and retain a diverse faculty, some organizational theorists recommend strategies of identifying the tacit, often gendered, assumptions and working beliefs that have become enshrined in university cultures, structures, and practices, and working to create inclusive assumptions and working understandings about faculty work and success (Park, 1996; S. Acker & Armenti, 2004). This is the central focus of the ISU ADVANCE Program as proposed in the grant ("About ISU ADVANCE," 2008). How can formal faculty mentoring programs complement goals of transforming institutional cultures, structures, and practices? What would be the goals of such a program? What kinds of mentoring and mentors should be involved? How should such a program be organized, sponsored, and located to maximize success?

POSTER SESSION (Presenters Listed Alphabetically)

JOHN BARNES (THE UNIVERSITY OF NEW MEXICO)

Accommodations and best practices in field experiences and mentorships for students with disabilities

PAMELA HUNT AND TRACY STERLING (NEW MEXICO STATE UNIVERSITY)

NSF-ADVANCE at NMSU: Institutional Transformation to Increase Faculty Diversity

ELIZABETH ALYN JOHNSON, ET AL. (THE UNIVERSITY OF NEW MEXICO)

Mentor Training Best Practices: A Review of Literature

SHANNON McCAMPBELL (THE UNIVERSITY OF NEW MEXICO)

Mentoring Interdisciplinary Doctoral Students Using the Interdisciplinary Dual Mentor Model

JENNIFER PREDOCK-LINNELL (THE UNIVERSITY OF NEW MEXICO)

AND **LARRY LAVENDER** (UNIVERSITY OF NORTH CAROLINA AT GREENSBORO)

Standing Aside and Making Space: Mentoring Student Choreographers

MARK J. SMITH, ET AL. (THE UNIVERSITY OF NEW MEXICO)

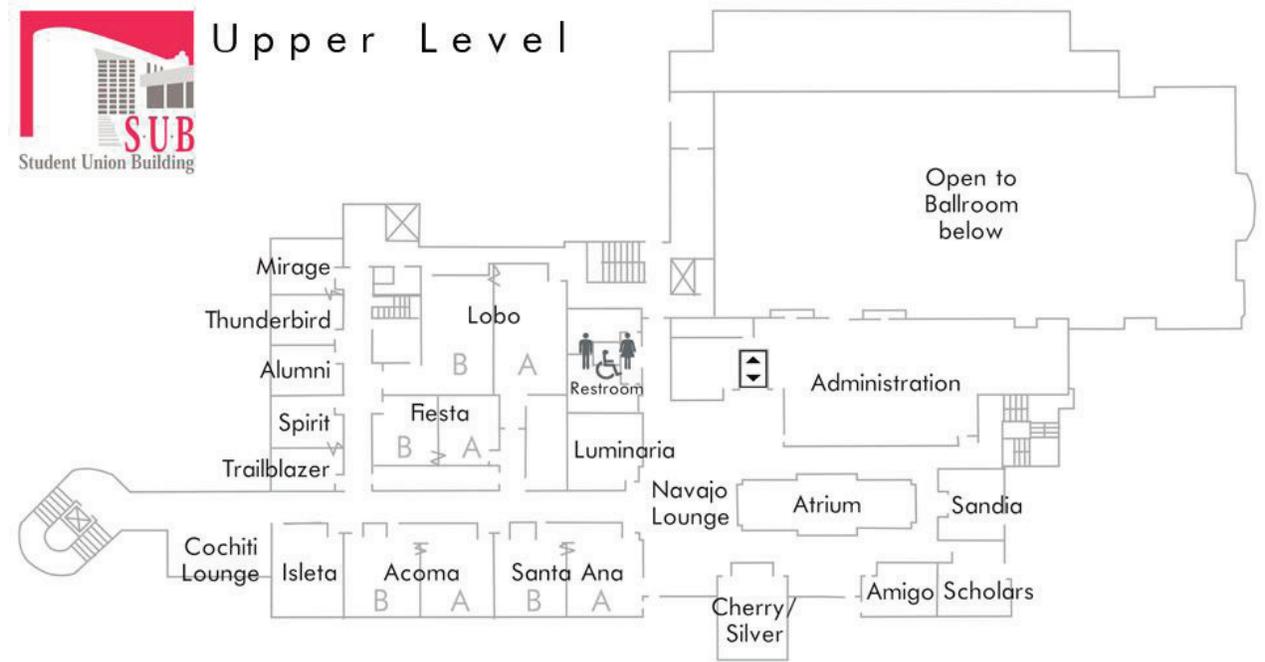
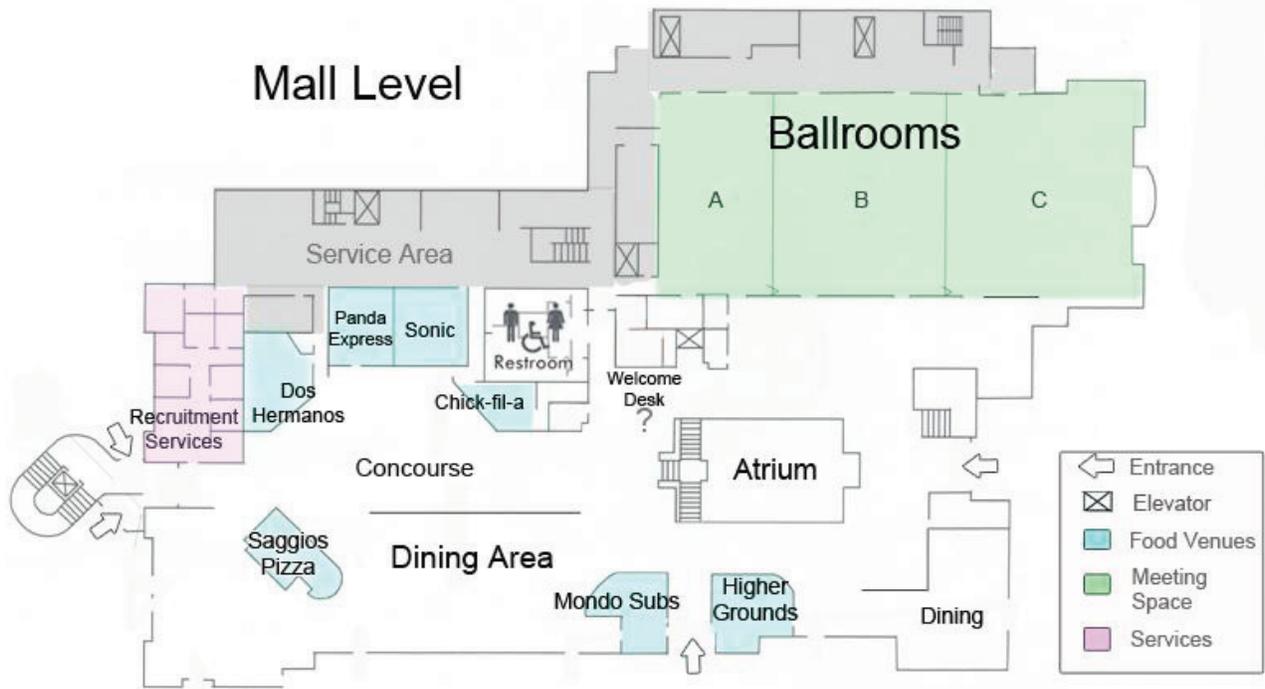
Inventory of a Research University's Mentoring Programs

SHAWN WERNER AND TRACY STERLING (NEW MEXICO STATE UNIVERSITY)

NM-PAID: Partnering for Diversity at New Mexico Institutions of Higher Learning and Research

Note: Many of the abstracts herein have been shortened from what was originally submitted for consideration. Minor editing of typographical errors and spelling was applied where possible for quality and ease of reading.

STUDENT UNION BUILDING (SUB) MAPS



Note: ATMs, a mini-mart and additional restrooms are available on lower (Mall) level of SUB.

Images Courtesy of UNM Student Union Building

ACKNOWLEDGMENTS

The Mentoring Institute and the organizing committee would like to thank all the organizations and people who made this conference possible. Our deep gratitude to the individuals and organizations listed below for their dedication and commitment to make this event a success.

OUR FINANCIAL SPONSORS



OUR COLLABORATORS

THE UNIVERSITY OF NEW MEXICO

David J. Schmidly, President
Suzzane Ortega, Provost & EVP for Academic Affairs
Eliseo “Cheo” Torres, VP for Student Affairs
Josephine De Leon, VP for Equity & Inclusion
Tim Gutierrez, AVP for Student Services
Nora Dominguez, Dir. Mentoring Institute
Marc Saavedra, Dir. Government Affairs
Kimmerly Kloeppel, Fiscal & Planning Officer
Juan de Dios Pineda, Dir. SOLAI
Jennifer Gomez-Chavez, Dir. Title V
Lawrence Roybal, Executive Director ENLACE
Tanya Renee Giddings, Government Rel. Specialist

THE STATE LEGISLATURE

Sen. Linda Lopez
Rep. Antonio “Moe” Maestas

CONFERENCE MARKETING AND MEDIA

Dorene Dinero
Carolyn Gonzales

MENTORING INSTITUTE COUNCIL

Nora Dominguez, Mentoring Institute Director and Conference Chair
Partnerships and Networking:
Louis Garcia. Executive Director, Big Brother Big Sisters.
Phill Bustos. Vice President for Student Affairs, CNM.
Laurie Jean Mellas-Ramirez, Exec. Dir. Parent Association
Learning Communities
Gary Smith. Director, OSET-UNM
Jennifer Gomez-Chavez. Director, Title V-UNM
Joel Nosoff. Director, Freshman Learning Communities-UNM
Research
Patricia Boverie. Chair, Educ. Lead and Org. Learning-UNM
Carolina Aguirre. Program Specialist, McNair and ROP-UNM
Education, Training and Certification
Veronica Mendez Cruz. Director, El Centro de la Raza
Andrew Gonzalez. Director, CEOP-UNM
Operations and Evaluation
Tim Gutierrez. AVP Student Services-UNM
Leah Boetgler. Director, EOD-UNM

CONFERENCE LOGISTICS TEAM

Mark J. Smith, Research Assistant
Elizabeth A. Johnson, Teaching Specialist
Miguel Angel Bautista, Graduate Assistant
Armando Bustamante, Program Specialist
Manuel Nicolas Cabrera, Program Specialist

Henry Gonzalez, Program Specialist
Sandra Marie Barela, Administrative Assistant
Vivian Jeanette Sanchez, Administrative Assistant
Davina Gaviso, Administrative Assistant
Patricia Cortez, Administrative Assistant

OTHER SPONSORS

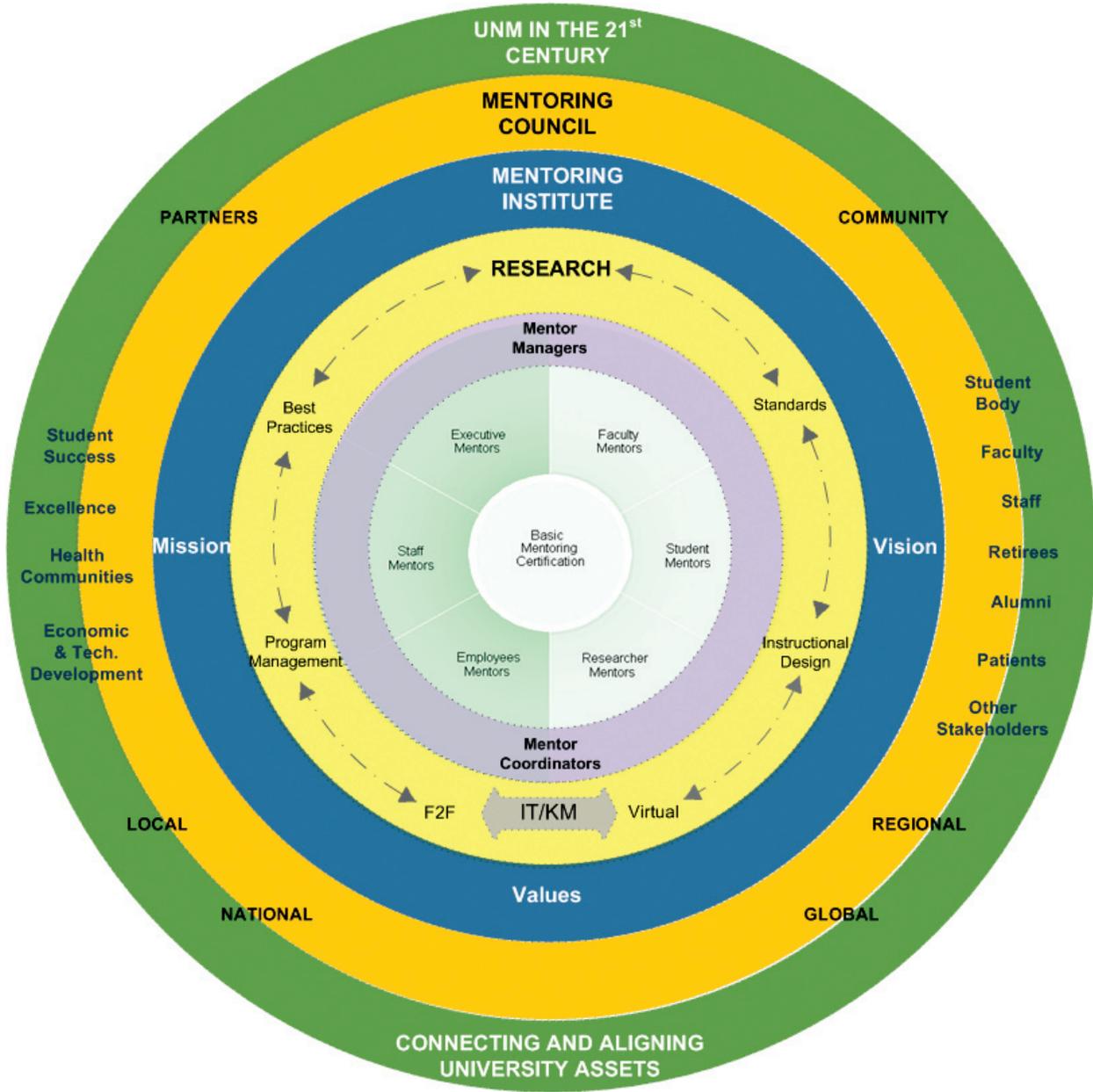
Community College of Central New Mexico
Big Brothers Big Sisters New Mexico
College Success Network
Recreational Services, UNM

College Enrichment and Outreach Programs, UNM
El Centro de la Raza, UNM
Women's Resource Center-UNM
Special Office for Latin American Initiatives, UNM

This document, its original content, design, layout and images are ©2008 The University of New Mexico, all rights reserved. Exceptions: The Speaker Biographies and Photos, and Abstracts presented herein are the property of those persons submitting them to the UNM Mentoring Institute for inclusion in this program and other materials.

No part of this program may be reproduced for other than fair educational use without express written permission of the copyright holder(s) of the content you wish to copy or re-use.

STRATEGIC MODEL





www.unm.edu/~mentor

Phone: 277-1497

Fax: 277-5494