



UNM

*Mentoring Institute*

# 2009 Mentoring Conference

"Making the Most of Mentoring In a World of Change"  
Second Annual Conference



The Mentoring Institute  
in the Division of Student Affairs  
Main Campus, Student Union Building  
Albuquerque, New Mexico, USA  
November 16-18 2009

## Welcome to The University of New Mexico



Photo by John Sumrow

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. From the magnificent mesas to the west, past the banks of the historic Rio Grande to the Sandia Mountains to the east, Albuquerque is a blend of culture and cuisine, styles and stories, people, pursuits and panoramas. Offering a distinctive campus environment with a Pueblo Revival architectural theme, the campus echoes the buildings of nearby Pueblo Indian villages.

### The People

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.

### The Programs

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. US. Among the University's outstanding research units are the High Performance Computing Center, Cancer Center, New Mexico Engineering Research Institute, Center for High Technology Materials, Design Planning Assistance Center, Environmental Law and Policy and the Center for Non-Invasive Diagnosis.

During the fiscal year 2006-2007, the University received \$72.6 million in private support. Budgeted consolidated revenues for 2007-2008 are \$1.84 billion. In fiscal year 2006-2007, UNM faculty and staff generated more than \$298 million in contracts and grants. Also, UNM doctors and nurses provided more than \$370 million in patient care services and \$152.6 million in uncompensated patient care.

**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 2009 Mentoring Conference. This year's theme is "Making the Most of Mentoring in a World of Change" and is scheduled to be held on November 16 - 18, 2009. 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 share best practices and research in mentoring. In these changing times the opportunity to develop mentoring relationships is critical to succeed in higher education and workplace environments.

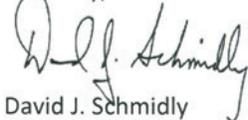
From history, literature, research, and practice, we know that people who are fair, courageous, honest, and compassionate are the ones who become the best mentors. The greatest leaders of the world have been people with patience and care to enable other people to lift the day-to-day traits into ideals and dreams to achieve. To succeed in this world of change, we all are in dear need to establish mentoring relationships; we all play a critical role in serving as mentors and leaders in our communities; and we all ought to be helped by others to accomplish our higher aspirations.

We hope this conference will serve as a means for all of us to create support networks and mentoring communities of practice. People who are conscious of centers of significance outside themselves and conscious of the ideals of other people make the mentoring relationship a rewarding experience. Your participation in this conference brings hope for the transformation of our world in a better place to live and flourish as persons and as professionals. Your interest and contribution to this conference is a proof that we are surrounded of magnificent people that make mentoring possible. Learning together how to resolve personal and professional issues, participating in open discussions and critical reflection, talking about values and then living them, create the opportunity to build mentoring relationships worthy of the name.

As a presenter in a plenary session, panel, round table, poster session, or as an attendee, we greatly appreciate your involvement in the process of creating a mentoring culture and a collaborative community of practice. We are delighted to have you as part of our second annual Conference; 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 Conference.

Sincerely,



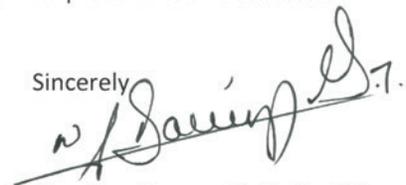
David J. Schmidly  
President

Sincerely,



Dr. Eliseo Torres  
Vice President for Student Affairs

Sincerely,



Nora Dominguez, Ph.D. Candidate  
MI Director and Conference Chair

## Introductions

### The University of New Mexico

**David J. Schmidly, PhD**  
*President*



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 the UNM Health Sciences Center, which includes the nationally renowned UNM Cancer Center. President Schmidly brings in 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 as OSU, he was previously 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 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 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 possible, he is the only university president with this distinction.

**Suzanne Ortega, Ph.D.**  
*Provost and Executive Vice President for Academic Affairs*



Suzanne Ortega was appointed as the Executive Vice President and Provost of the University of New Mexico in August of 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 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.

**Eliseo Torres, Ph.D.***Vice President for Student Affairs*

Dr. Torres has served as Vice President for Student Affairs at The University of New Mexico, since January 2, 1996. Before coming to The University of New Mexico, Dr. Torres not only served as Vice President for External Affairs but he also taught in the Bilingual Doctoral Program at Texas A&M University in Kingsville, Texas. 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-Kingsville staff, he was with the Texas Education Agency in Austin.

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. Dr. Torres received his doctorate in Education from Texas A&M University- 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.

**Nora Dominguez, Ph.D. Candidate***Conference Chair and Director of The Mentoring Institute*

Nora Dominguez is the Director of The Mentoring Institute, a Ph.D. Candidate in Organizational Learning and Instructional Techniques, as well as a part-time faculty member 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. and Nacional Financiera, S.N.C. Nora has dedicated more than 10 years to help small businesses and corporations in developing financial strategies. She has offered consulting services to leader companies in Mexico, such as PEMEX, CFE, Banamex, Banorte, Banobras, Grupo Corvi, Grupo Cinco, Walmart, Liverpool, Palacio de Hierro, Comercial Mexicana, among others. Her professional practice also includes active participation for more than 10 year as a mentor for entrepreneurs in Mexico City.

## Keynote Speaker

**Lois Zachary, Ph.D.***Keynote Speaker*

Dr. Zachary is the President of Leadership Development Services, LLC, a Phoenix-based consulting firm providing leadership development, coaching, education, and training for corporate and nonprofit organizations. Zachary is an internationally recognized expert in mentoring and leadership. She was twice named by Leadership Excellence: The Magazine of Leadership Development, Managerial Effectiveness, and Organizational Productivity as one of the "100 Best Minds" in the nation in the field of organizational leadership. Her clients include multinationals, Fortune 100 companies, national associations, nonprofit organizations, educational institutions, and government agencies.

Zachary is also author of *The Mentor's Guide* (Jossey-Bass, 2000), a best-selling book that has become the primary resource for organizations interested in promoting mentoring for leadership and learning. Her second book on mentoring, *Creating a Mentoring Culture: The Organization's Guide*, provides a comprehensive resource for promoting organizational mentoring sustainability. Her newest book, *The Mentee's Guide: Making Mentoring Work for You*, was released in July of 2009.

## Plenary Speakers

### Dr. Joseph Pascarelli

*Plenary Session Special Speaker*



Dr. Pascarelli has a wide range of experiences developing, installing, and consulting on a variety of Mentoring programs both in the United States (New York, the Virgin Islands, Hawaii, Oregon, Washington, Micronesia, American Samoa) and internationally (Hong Kong, Mexico, Italy, Saudi Arabia, and Canada). These programs have addressed various sectors (education, human social services, business, and industry) and, occurred on multiple levels—local, state, and regional—on for the most part, have been part of systems change initiatives. In the education sector, for example, programs have addressed mentoring for school-age youth, university students, and for university faculty. As an action researcher, he also brings to Mentoring a solid understanding of the research and development findings of effective Mentoring programs. As president of the International Mentoring Association, he is committed to ensuring that the organization fosters the development of an international community of professional practice in which ongoing inquiry and dialogue occur using social networks of committed professionals.

### Dr. Izzy Justice

*Plenary Session Special Speaker*



Dr. Justice is the Founder and CEO of EQmentor Inc. He has 20 years of experience in the human capital area and has consulted to Fortune 500 companies during his tenure as partner and leader at Deloitte, Anderson Consulting, and Cerner Corporation. He is a sought-after advisor to Boards and Executive Teams and has been an executive coach for several Fortune 100 senior executives. He also works with professional athletes to maximize their natural gifts. Dr. Justice is a Certified Six Sigma Master Black Belt and holds five degrees including an MBA and a Ph.D. in Emotional Intelligence. He has authored three books and spoken at over 25 regional and national conferences in 2008.

### Dr. William Gannon

*Plenary Session Special Speaker*



Operating under the auspices of the Vice President for Research and appointed by the President, Bill is tasked with creation and operation of a University Research Ethics and Integrity Program. Hired in 1986 in the Biology Department, Bill has served as Director of Research Compliance Services, Director of the Office of Animal Care and Compliance, chaired both institutional animal care and use committees, and chaired the main campus IRB committee for human subjects research protections. He is a liaison between the VPR and Conflicts of Interest committee, member of the Export Control committee, and received training in BioEthics from the Kennedy Institute of Ethics at Georgetown University.

Currently he focuses on ethics with his teaching, writing, and training on the responsible conduct of research. He teaches courses on research ethics and also participates in numerous seminars, workshops and guest lectures throughout the year. This includes training and mentoring undergraduates and graduate students that are from groups historically underrepresented as graduate students to become scientists through field and laboratory studies. A recent publication of his, *Guidelines for the Use of Wild Mammals in Research* has revised and set standards by which animals are used in field research.

**Dr. Margaret Werner-Washburne**  
*Plenary Session Special Speaker*



Dr. Maggie Werner-Washburne, a Regents’ Professor at UNM, has lived in Mexico, Central, and South America, Alaska, Samoa, and other parts of the world. Being able to work with so many different students and to get to know people from many different backgrounds has been one of the great joys of Dr. Werner-Washburne’s time at UNM. At the University of New Mexico, Maggie has a laboratory where a diverse group of students has, for the past 21 years, found a place where they can grow, thrive, and learn to become scientists, without losing who they are and where they come from. She also works to bridge gaps that separate scientists working in interdisciplinary groups.

Werner-Washburne is also the Director of the UNM- Initiatives to Maximize Diversity program. She is co-PI of the Model Organism Database, FlyBase, based at Harvard, and through this funding is establishing a genome annotation center with the aim of providing good jobs for PhD-level scientists from New Mexico who, for cultural reasons, need to stay close to their homes.

**Dr. Larry Carroll**  
*Pre-Conference Workshop Leader*



Lawrence B. Carroll, Psy.D., MBA, is Executive Director Center for Professional Excellence and Professor of Business Administration at Elmhurst College. He has been involved with the creation of mentoring initiatives since 1988. Currently, he is an emeritus board member of the International Mentoring Association (IMA) where he served two terms on the board. He has assisted organizations from education, government, for-profit, and not-for-profit ventures in the development of mentoring programs which are linked to organizational units.

*Conference At a Glance*

Monday, Nov. 16

8:00 -11:00 am	<b>Registration</b> –Main floor lobby (outside ballrooms)		<b>Pre-Conference Workshop- Acoma A &amp; B</b> <i>Workshop Leader: Dr. Larry Carroll, Board Member of The International Mentoring Association</i> <i>Developing Effective Mentoring Programs</i>		
11:00 am <i>Plenary Session</i>	<b>Welcome and Opening Plenary</b> –Ballroom B <i>Keynote Speaker: Dr. Lois Zachary, President of Leadership Development Services, LLC.</i> <i>Framing the Conversation</i>				
12:00 PM	<b>Lunch</b> – Ballroom C				
1:00 PM <i>Plenary Session</i>	<b>Plenary Session- Ballroom C</b> <i>Special Speaker: Dr. Joseph Pascarelli, President of The International Mentoring Association</i> <i>The Power of Mentoring Lies in Empowerment—The Development of Human Potential</i>				
2:00 PM <i>Panel Presentations</i>	<b>Haas, LeBlanc &amp; Smith-Fehr</b> Acoma A <i>Graduate Nurse Mentorship</i>	<b>Robinson</b> Acoma B <i>Mentoring Coaching for School Leadership</i>	<b>Gee</b> Isleta <i>Pre-Health Professions Club</i>	<b>Jaramillo &amp; Serna</b> Santa Ana A <i>Student Self-Empowerment in an Oppressive Educational System</i>	<b>Buckel</b> Santa Ana B <i>Qualities of Mentoring Relationships</i>
3:00 PM <i>Panel Presentations</i>	<b>Phelps &amp; Hoffman</b> Acoma A <i>Challenges of mentoring in academic medicine following mandated resident duty hour restrictions</i>	<b>Searby</b> Acoma B <i>Facing Down the Fears of Seeking a Mentor</i>	<b>Lunsford</b> Isleta <i>From Theory to Practice: An Overarching Theory of Academic Mentoring Programs</i>	<b>Ramirez, Corbin, Cervantes &amp; Bustamante</b> Santa Ana A <i>Transforming Latina/o Students- Models, Partnerships and Tools for Latina/o Student Leadership, Mentoring &amp; Success</i>	<b>Suzuki, Akutsu, Kobayashi &amp; Harada</b> Santa Ana B <i>Mentoring Programs Implemented in a Japanese University- Kanto Gakuin University</i>
4:00 PM <i>Panel Presentations</i>	<b>Diffey, Roussin &amp; Cook</b> Acoma A <i>Finding the Path Together: Mentorship in Aboriginal Health Education and Research</i>	<b>Kilburg &amp; Headley</b> Acoma B <i>The Christian School Leadership Mentoring Program at George Fox University</i>	<b>Sanchez, Contreras &amp; Cuffee</b> Isleta <i>Mentoring in Arts Context</i>	<b>Blake-Beard</b> Santa Ana A <i>Qualitative Study of Mentoring Experiences of Female Indian MBA Students</i>	<b>Solomon, Solomon &amp; Bor</b> Santa Ana B <i>New Eight Stage Developmental Ladder for Student Mentors and Mentor Teachers</i>



*Conference At a Glance*

Tuesday, Nov. 17

9:00 AM Round Tables	<b>Dennis</b> Acoma A <i>Affirming our Voices: Facilitating and Encouraging Intergenerational, Multicultural Learning Across a Changing Landscape</i>	<b>Weisheit &amp; Mizell</b> Acoma B <i>Helping New Teachers to Adapt and Excel Through Mentoring</i>	<b>Alexander</b> Isleta <i>Mentoring Through Use of a Skills Matrix</i>	<b>Rennick</b> Santa Ana A <i>Quality Mentoring: Why the Match Closure Matters</i>	<b>Silcox</b> Santa Ana B <i>From Cutting Edge to Classic Rock: How Mentoring a Teen Can Make You Feel Old and Young</i>
10:00 AM Round Tables	<b>Noll</b> Acoma A <i>Factors in Successful Pairing of Mentors and Mentees</i>	<b>Badiali &amp; Titus</b> Acoma B <i>Better Mentoring Through Co-teaching</i>	<b>Fleg &amp; Fleg</b> Isleta <i>Youth Leading the Way: Mentoring Youth to Create Projects to Improve the Health of the Communities</i>	<b>Torrez &amp; Krebs</b> Santa Ana A <i>Mentor Teachers and Expert Voices</i>	<b>Overman, Petri &amp; Knoki-Wilson</b> Santa Ana B <i>Mentorship for Nursing Careers in the Navajo Nation</i>
11:00 AM Plenary Session	<b>Plenary Session- Ballroom B</b> <b>Special Speaker: Dr. William Gannon, UNM Director of Research Ethics and Integrity Program</b> <i>Mentoring and the Responsible Conduct of Research: How Do Graduate Students Learn To Mentor?</i>				
12:00 PM	<b>Lunch – SUB Ballroom C</b>				
1:00 PM Round Tables	<b>Lunsford</b> Acoma A <i>Evaluating Academic Mentoring Programs</i>	<b>Martinez</b> Acoma B <i>A Descriptive Analysis of Mentoring on Pre-service Physical Education Teachers Related to Classroom and Behavior Management: A Cast Study</i>	<b>Halpern</b> Isleta <i>The Noble Athelete</i>	<b>Krebs</b> Santa Ana A <i>Mentoring and Reflection: The Creation and Implementation of an Online Environment</i>	
2:00 PM Round Tables	<b>Miller</b> Acoma A <i>Successfully Managing a Mentoring Program to Facilitate Succession Planning</i>	<b>Bayne, Blake-Beard, Crosby &amp; Muller</b> Acoma B <i>Challenging the Common Dogma: Does Mentoring Really Matter to Women and Underrepresented Students in the Sciences?</i>	<b>Hamilton &amp; Render</b> Isleta <i>Principals as Leaders Through Mentoring (PALM): Mentoring for New Principals</i>	<b>Lopez</b> Santa Ana A <i>Undergraduate Mentors as Motivational Interviewers</i>	
3:00 PM Round Tables	<b>Shue &amp; Ortega</b> Acoma A <i>Mentoring Our Students- A Model Transfer Program</i>	<b>Browne, Pierce, Castagnera &amp; Lengle</b> Acoma B <i>Launching of a Joint Labor-Management Mentoring Program in a Unionized Environment</i>	<b>Dominguez</b> Isleta <i>Mentoring for Leadership Development</i>	<b>Samora, Gallegos, Silcox &amp; Perea</b> Santa Ana A <i>To Be Educated and Educado: The Mentorship Legacy of Dr. Julian Samora</i>	
4:00 PM Poster Session	<b>Poster Session-Ballroom C</b> <b>Dunn; Gennings &amp; Dillon; Hodges; Lopez-Bushnell, Gardner, Sanchez &amp; Miller; McFadden; Phelps, Hoffman &amp; Tran; Robinson; Thomas</b>				

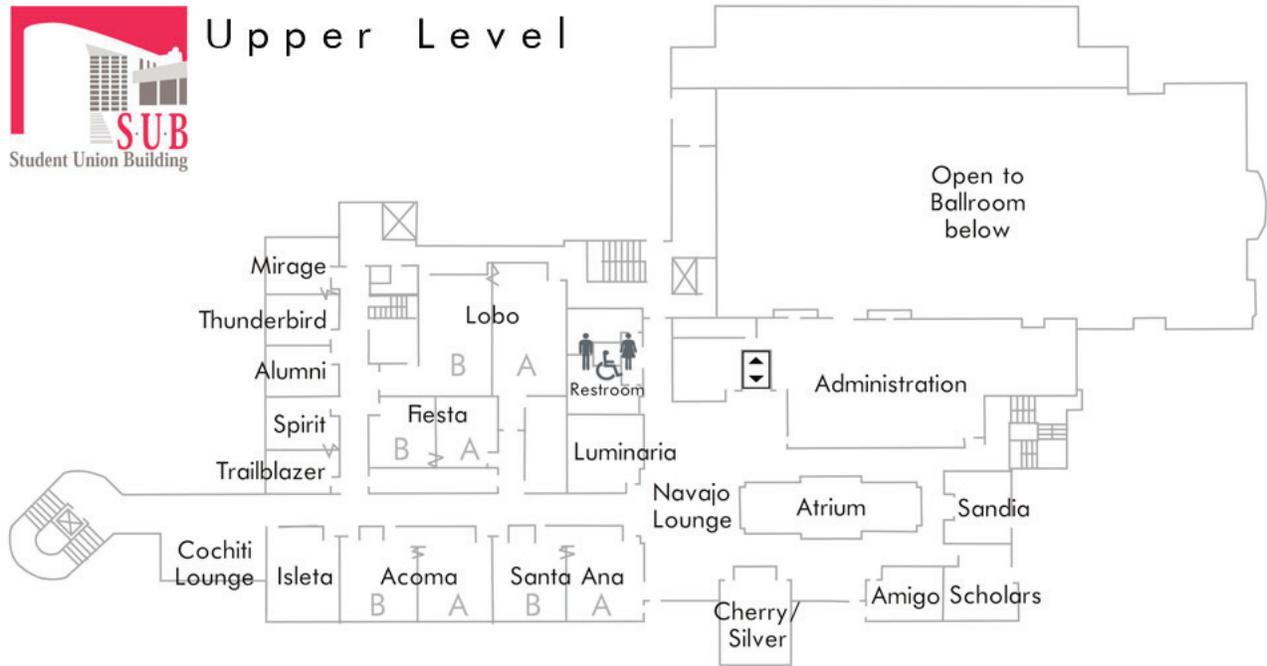
Wednesday, Nov. 18

9:00 AM Plenary Session	<b>Plenary Session- Ballroom A</b> <b>Special Speaker: Dr. Izzy Justice, Founder and CEO of EQmentor Inc.</b> <i>EPowerment: Online Mentoring as an Enabler of Empowerment and Engagement</i>				
10:00 AM Plenary Session	<b>Plenary Session- Ballroom A</b> <b>Special Speaker: Dr. Werner-Washburne, UNM Regent's Professor</b> <i>Holistic Mentoring: What My Grandmother Taught Me</i>				
11:00 AM Plenary Session	<b>Closing Session- Ballroom A</b> <b>Keynote Speaker: Dr. Lois Zachary, President of Leadership Development Services, LLC.</b> <i>Deepening the Conversation</i>				
12:00 PM	<b>Lunch- Ballroom B</b>				

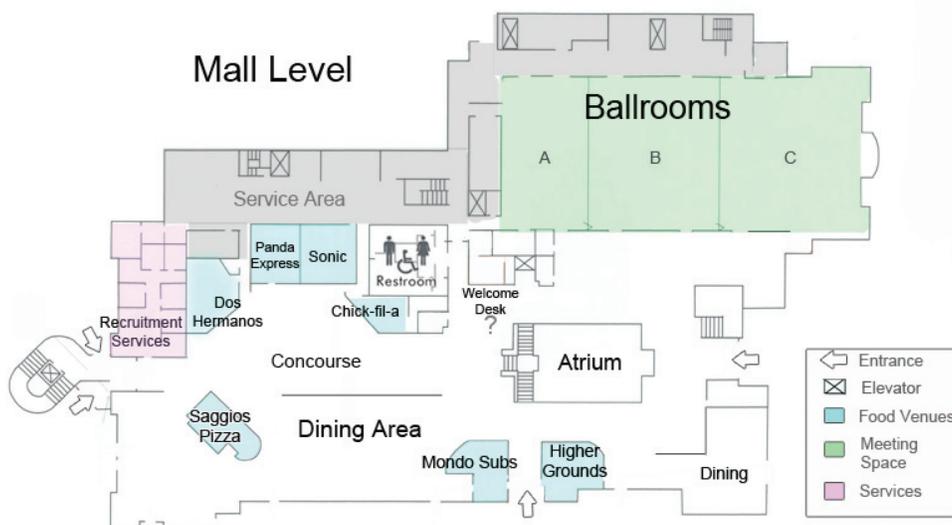
## Student Union Building (SUB) Maps



### Upper Level



### Mall Level



## Keynote/ Plenary & Pre-Conference Abstracts

### **Pre-Conference Workshop**

8:00 AM, November 16, 2009

Workshop Leader: Dr. Larry Carroll

Board Member of The International Mentoring Association

### **Opening & Welcome Address**

11:00 AM, November 16, 2009

Keynote Speaker: Dr. Lois Zachary

President of Leadership Development Services, LLC.

### **Plenary Session A**

1:00 PM, November 16, 2009

Special Speaker : Dr. Joseph Pascarelli

President of The International Mentoring Association

### **Plenary Session B**

11:00 AM, November 17, 2009

Special Speaker: Dr. William Gannon

UNM Director of Research Ethics and Integrity Program

### *Developing Effective Mentoring Programs*

The workshop will assist participants in developing effective mentoring programs which focus on reaching desired organizational goals. The program will address key issues faced in the designing, implementation, and assessment of an effective mentoring program. The workshop will address the best practices of effective mentoring.

### *Framing the Conversation*

Dr. Zachary will introduce the “4C concepts” as a framework to stimulate reflection and focus our conversation about mentoring practice during the Institute.

### *The Power of Mentoring Lies in Empowerment—the Development of Human Potential*

What is empowerment ? What are the ways in which mentors empower others to believe and trust in self? to craft a positive vision of where the protege is going? to help him/her become inner driven and to be resilient with unshakable values and character? How is empowerment especially relevant in these times of complexity, paradox, and uncertainty? This will be the focus of this plenary session.

### *Mentoring and the Responsible Conduct of Research: How do Graduate Students Learn To Mentor?*

The National Science Foundation (NSF) recently required that any grant awarded to an investigator that supported post-doctoral research must provide training in mentoring for those post-docs. Even more recently, NSF is considering requiring responsible conduct of research training to graduate students and others supported by their funding by early 2010. This plenary is presenting an overview of the NSF sponsored UNO training program, a summary of the content provided to students and their mentors during the mentoring mini-course, and a summary of course evaluation comments. Included will be suggestions for improvements in training and in meeting the challenges provided by federal funding agencies that are increasingly requiring comprehensive research ethics training.

**Plenary Session C**

9:00 AM, November 18, 2009

Special Speaker: Dr. Izzy Justice

Founder and CEO of EQmentor Inc.

**Plenary Session D**

10:00 AM, November 18, 2009

Special Speaker: Dr. Margaret Werner-Washburne

UNM Regent's Professor

**Closing Address**

11:00 AM, November 18, 2009

Keynote Speaker: Dr. Lois Zachary

President of Leadership Development Services, LLC.

***EPowerment: Online Mentoring as an Enabler of Empowerment and Engagement***

Five learning principles are a prerequisite for substantive learning: an extended learning model, mentoring, outcome-based learning, emotional safety, and multi-mode learning. Mentoring is a great way to ensure new leaders are properly equipped to handle the challenges of their new roles. Viewed this way, mentoring is a process rather than an outcome. When mentoring is viewed as a process one that can be done by peers, coaches, print sources, and past leaders -- the learner's needs are truly taken into account and mentoring is most effective. Discover how the power of EPowerment influences nearly all behaviors and actions, from individual performance to large-scale organizational effectiveness.

***Holistic Mentoring: What My Grandmother Taught Me***

Mentoring is a combination of listening with your mind and heart. The goal of mentoring is to help each student find their heart's path, whether this is science or architecture, and empower them to find their own voice, and help them understand what education really is and can do.

***Deepening the Conversation***

In this session we will reflect on the presentations, glean insights and look ahead to improvement of mentoring practice.

## Abstracts

November 16, 2009

### *Paper/Panel Presentations*

2:00 PM- 2:50 PM

**Erin Haas, Patti LeBlanc & Julie Smith-Fehr**

*Five Hills Health Region & Regina-Qu'Appelle Health Region*

Acoma A

#### *Graduate Nurse Mentorship*

New graduate nurses experience significant transition shock as they evolve from student role to new graduate nurse role, especially in a field that provides 24/7 coverage. This transition shock, researched and documented in the work of Dr. Judy Boychuk-Duchscher, creates stress, lack of confidence, anxiety, role conflict and ambiguity. This has resulted in many new graduate nurses leaving the profession entirely. The nursing shortage, coupled with dramatic rises in acuity of patients and demands on the health delivery system leaves seasoned nurses with little time or resources to provide either formal or informal mentorship.

Saskatchewan's Ministry of Health collaborated with health regions to implement the Graduate Nurse Job Program (GNJP) and the Mentorship Initiative. This mentorship initiative is improving the delivery of training in clinical skills required for a demanding workplace. It helps the new nurses begin to develop the skills and traits needed in a workplace which is oriented to a more collaborative and interdisciplinary approach. It ensures that we are recruiting and retaining nurses - both new and experienced in the workforce. Through mentorship, we are able to influence and increase the confidence and competence of our new graduates while providing a significant avenue for experienced nurses to feel valued.

Discussion will include preliminary evaluation data, and information regarding collaboration with various stakeholders to provide leadership and teaching opportunities to the new graduate nurse. An overview of the two programs and the learning's related to them will be provided. Data related to recruitment and retention of new graduates will demonstrate how the programs are positively influencing the nursing shortage in Saskatchewan. We will also discuss the qualities protégé's and mentors have demonstrated in these successful mentoring relationships and what organizations can do to support similar initiatives.

**Joanne Robinson**

*Ontario Principals Council*

Acoma B

#### *Mentoring, combined with coaching to support newly appointed school administrators*

Leadership is a critical foundation for the success of any education system. Today more than ever, there is a call for effective leadership at every level of education to guide and support teaching and learning in schools and to ensure that our students have the opportunity to achieve to their highest potential. Mentoring is one of the most powerful forms of professional support for principals and vice-principals. It can help accelerate learning, reduce isolation and increase the confidence and skill of newly appointed school leaders. It can also be a tremendous learning and growth opportunity for the experienced principals and vice-principals who become mentors. When mentoring is combined with coaching skills for mentors, a winning recipe for attracting and retaining highly effective school leaders occurs.

The Ontario Principals Council has developed a program of MentoringCoaching that combines training in both mentoring and coaching skills, with the ultimate goal of developing schools and districts built on a culture of collaboration that supports administrators new to their roles, while recognizing and accessing the expertise and experience of veteran school leaders. This paper will feature the highlights of the research that led to the foundational MentoringCoaching program developed in Ontario.

### **Christel Gee**

*University of Saskatchewan*

Isleta

#### *Pre-Health Professions Club*

The Pre-Health Professions High School Club is a partnership between University of Saskatchewan, Colleges of Medicine, Nursing and Pharmacy, University of Regina, First Nations University of Canada and participating health regions, school divisions and their communities. Club Objectives include identifying students who have an interest in the health professions, providing orientation and information for these students regarding medicine, nursing and pharmacy, support students in the preparation and application processes for the three programs, and creating mentorship opportunities for students in the club.

The club involves high school students in a series of sessions that engages them in the exploration and experience of career pathways to medicine, nursing, pharmacy and physical therapy professions. Club sessions are designed to involve grade eleven students who have an interest in exploring and experiencing one of the identified health care professions. Students are enrolled through the participating school to attend three informational sessions that feature club orientation, post-secondary requirements and admissions, and presentations from health care professionals. In addition to the informational sessions, students will experience a two half day mentorship. This experience allows students to gain insight into the workplace conditions and observe health care professionals in a realistic setting. The summary session features a reflection of the mentoring experience where students have the opportunity to share their mentorship experience with other students in the club. Students who have completed club sessions receive a certificate of completion for their portfolio.

In addition the above sessions, culturally specific sessions are designed to meet the needs of Aboriginal students in the Pre-Health Professional High School Club. The sessions feature involvement from Elders, post-secondary institutions including First Nations University of Canada, and Aboriginal role models sharing their experiences in Nursing, Medicine and Pharmacy, as well as a shared cultural meal. Students are informed about cultural and support services available at post-secondary education institutions.

### **Angelo Jaramillo & Ricky Serna**

*New Mexico Higher Education Department. NM GEAR UP*

Santa Ana A

#### *Student Self-Empowerment in an Oppressive Educational System*

In the fall of 2008, two NM GEAR UP regional coordinators began an ongoing struggle to help empower students in their freshmen year of high school to take control of their education. Working with two high schools in the Central and Northern regions of New Mexico (Capital HS and Grants HS), Angelo Jaramillo - Northern Regional Coordinator and Ricky Serna - Central Regional Coordinator for NM GEAR UP, collaborated on an ambitious initiative to reach nearly 300 9th grade students that were failing one or more core subject area classes before their first semester of high school was complete. Working closely with administrative staff, teachers, counselors, and students, the regional coordinators were able to have access to a large number of these failing students at each school by collectively scheduling students for small group discussions and interviews.

The purpose of the inaugural Self-Empowerment Convention (SEC) was to identify students, interview them and identify

their needs and obstacles to achievement in order to utilize GEAR UP funding to expand their opportunities for both academic and non-academic success. As a result of their efforts, the coordinators have been able to conduct extensive follow-up sessions with both students and parents and almost one-third of the original 300 students have been able to improve their academic standing, and have also begun the arduous process of addressing their own dire needs outside of the school environment.

Students have now become more engaged in school activities, specifically the NM GEAR UP program which is well on its way to establishing several smaller scale mentoring programs working with community members and staff. NM GEAR UP is now in the process of identifying more students and working closely with counselor's on addressing individual needs. Strong tutoring programs have been established at both schools working with in-house staff and community members to work with students on two levels. NM GEAR UP has also partnered up with Big Brothers/Big Sisters of New Mexico to help with students that may not have an adult mentor at home or in family life that can help them buttress their determination to finish high school and continue with their education.

### **Cheryl Buckel**

*U.S. Army Corps of Engineers*  
Santa Ana B

#### *Qualities of Mentoring Relationships*

This paper is based upon a survey questionnaire given to a diverse group of Corps of Engineer employees and is intended to show what qualities and traits that are desired in mentoring relationships across the different demographic groups using location, gender, age, and ethnicity. I intend to use this information to develop a training program for Mentors, leaders, and supervisors as well as people who want to be mentored. I will show graphics of the results, as well as provide pertinent pointers for setting up mentoring training programs.

### **3:00 PM-3:50 PM**

### **Jeremy Phelps & Benjamin Hoffman**

*University of New Mexico, College of Medicine*  
*- Dept. of Neurosurgery & Graduate Medical Education, Dept. of Pediatrics*  
Acoma A

#### *Challenges of mentoring in academic medicine following mandated resident duty hour restrictions*

In a broad sense, mentoring entails the development of a relationship whereby a more experienced person assists a less experienced or less knowledgeable person to develop in a specified capacity. The mentor/ mentee relationship has been a long-standing (if informal) tradition in medicine. Research has demonstrated that resident (in-training) physician mentoring increases training satisfaction, personal and professional development, and encourages the resident's future participation in medical societies and in the legislative process. Several key roles have been identified for mentors in academic medicine including advisor, friend, teacher, manager, agent, and coach. Despite a steadily increasing understanding of the benefits and process of resident mentoring, there currently exists a deficiency in the number of faculty mentors participating in resident mentoring. Primary impediments to faculty involvement in the mentoring process include increases in clinical duties, environmental instability, and professional requirements.

Beginning in the 2003 academic year, mandated resident work hour restrictions were implemented. These work hour limitations have created additional difficulties in establishing mentoring relationships for resident physicians. This paper seeks to delineate the unique challenges to resident physician mentoring in academic medicine with a particular attention as to how these have been altered by resident work hour restrictions. Furthermore, it will describe several means to increase both the quantity and quality of resident physician mentoring under the current training requirements.

**Linda Searby**

*University of Alabama at Birmingham*

Acoma B

*Facing Down the Fears of Seeking a Mentor*

This paper session will highlight the findings of two different research projects which examined the ambiguity and the fears that protégés have about seeking a mentor. Although the protégés were aspiring and new school principals, it is likely that the fears they expressed are common to other protégés. A case is made for helping protégés mentally prepare themselves for mentoring by examining their assumptions and fears and facing them down with courage and optimism.

**Laura Lunsford**

*University of Arizona, South*

Isleta

*From Theory to Practice: An Overarching Theory of Academic Mentoring Programs*

In a changing world with constricting budgets how can mentoring programs be efficiently and effectively evaluated? Universities are under increasing pressure to show results for resources expended. This results oriented paper reviews logic models, measurement issues, survey tips, and a sample evaluation plan.

**Christopher Ramirez, Josh Corbin, Rosa Isela Cervantes & Armando Bustamante**

*University of New Mexico - El Centro de la Raza & ENLACE*

Santa Ana A

*Transforming Latina/o Students- Models, Partnerships and Tools for Latina/o Student Leadership, Mentoring & Success*

Latina/o student-serving programs at UNM collaborate with one another to support Latina/o student success. These partnerships have worked because we share similar values and practices for Latina/o student development that view student academic, personal and professional lives and the resources needed to support Latina/o students as being connected and holistic. Sharing models and tools for working with Latina/o students is an integral part of continued evaluation and learning for Latina/o-serving programs. Panel participants will learn about different models and tools for cultural programming, faculty and parent/family involvement, internships, mentoring, campus and community partnerships, student employment and supplemental instruction to promote Latina/o student success. The programs reflect a spectrum of Latina/o student populations ranging from middle school to graduate and professional programs with an emphasis on higher education access and success. The session will be co-facilitated by UNM Latina/o student leaders and program staff from College Enrichment and Outreach Program (CEOP), El Centro de la Raza, ENLACE and Title V.

**Kouki Suzuki, Toshinosuke Akutsu, Yayoi Kobayashi & Yuka Harada**

*Kanto Gakuin University (Japan)*

Santa Ana B

*Mentoring Programs Implemented in a Japanese University- Kanto Gakuin University*

Kanto Gakuin University (KGU), financially supported by Japan's Ministry of Science and Education, has designed and implemented a mentoring program from April, 2009. The presenters will explain the context in which the system was created, by showing the results of two surveys conducted among the professors and students regarding student guidance and campus life. Then the presenters will outline the KGU Mentoring Program, which consists of three types of mentors: faculty and staff (staff mentors), sophomore and upper-class students (student mentors), and alumni mentors, the last of which is still under construction. Peer support systems are available in some universities in Japan, but the other two types of mentors are still quite unique in Japan.

The programs were designed in response to the alarming increase of dropouts due to reasons such as financial problems, insufficient academic achievement, low motivation, lack of specific goals for a future career, and isolation from others. The last reason is the major reason for dropping out. This reason for early exit of students perplexes faculty members, who wonder if it is their duty to listen to students' personal problems. Such students are physically and mentally healthy enough to see the counselor, but need someone to consult. Under these circumstances, staff mentors and student mentors were established.

Some students are too self-conscious to express their opinions and participate well in group activities, which means they miss opportunities to learn how to work with others. Thus, Intermediate student mentors plan events, publish an ACSEL newsletter, and give support to beginning mentors. Staff mentors presently consult with Intermediate mentors who might be frustrated with their job. In the near future, such tasks will be conducted by Advanced mentors selected among the Intermediate mentors who have successfully overcome frustrations of their own. By establishing a tiered structure similar to the system at California University of Pennsylvania, the mentor students are expected to feel a level of satisfaction.

### **4:00 PM- 4:50 PM**

**Linda Diffey, Annette Roussin & Catherine Cook**

*University of Manitoba*

Acoma A

#### *Finding the Path Together: Mentorship in Aboriginal Health Education and Research*

Aboriginal health human resource development has been identified as a key priority for Canada. Key to the success of this vision is a continuum of supports for Aboriginal students. This session will focus on the development of a mentorship model for Aboriginal students in health professional faculties and in graduate research programs at the University of Manitoba.

Western approaches to mentorship have typically focused on particular categories, such as personal, career or academic mentoring, and often take an individual approach, pairing a mentor with a mentee. While this approach may be well suited to the design and structure of post-secondary institutions and programs, it is fundamentally at odds with traditional Aboriginal understandings of education, learning and guidance.

Prior to colonization, mentorship in Aboriginal communities occurred through informal processes, often in group settings, with little emphasis on the roles of teachers and learners. Aboriginal ways of knowing stress the holistic nature of the person and the interaction between the physical, emotional, spiritual and mental aspects, and that all of these elements must be considered together, not separately. Colonial processes continue to impact the Manitoba Aboriginal community, and students entering the health professions face a unique set of challenges that have not been adequately addressed through the available academic, career and personal support programs. This presentation will address the process for developing a culturally relevant mentorship program for Aboriginal health students and the core competencies required to implement and evaluate this program.

**George Kilburg & Scot Headley**

*George Fox University - The Mentoring Institute and the Christian School Leadership Mentoring Program*

Acoma B

#### *The Christian School Leadership Mentoring Program at George Fox University*

This paper examines the work of the Christian School Leadership Mentoring Program (CSL Program) at George Fox University and its outreach to PK-12 Christian schools in Oregon and Washington. In 2008 the Mentoring Institute received a grant from the Murdock Charitable Trust for over \$500,000 over a three-year period, beginning in 2008, to

develop and implement mentoring programs for 100 mentoring teams composed of new administrators, new teacher leaders, and new teachers. The grant also provides professional development opportunities for those Christian schools personnel participating in the program. Regions participating in the grant include Washington, Oregon, Idaho, and Alaska.

Participants will be given the opportunity to examine the work of the CSL Program which includes, assisting schools in designing their mentoring programs, creating local steering committees, designing and implementing local orientation programs, creating a credit overlay graduate mentoring course, assessment protocol, creating an electronic mentoring platform for those mentoring teams that cannot meet face-to-face, and creating unusual professional development opportunities for participating schools. One year after the receiving the grant, data indicates the success of the mentoring program orientations, the need for additional funding for resources not anticipated, the value of establishing local steering committees that control the direction and financial resources made available to them and the CSL Programs marketing process.

### **Shelle Sanchez, Carlos Contreras & Jasmine Cuffee**

*National Hispanic Cultural Center*  
Isleta

#### *Mentoring in Arts Context*

Voces Writing Institute for Youth is an award winning intensive literary arts summer institute for at the National Hispanic Cultural Center which has been operating since June 2002. Although the primary focus of the program is to cultivate passionate writers among high school youth in New Mexico from diverse backgrounds and help prepare them for higher education - the organization and the philosophy of the program has resulted in powerful and long-term mentoring which has impacted students as much as their new found literary voices. The program is led by young adult mentors, a student mentor and a group of established poets, writers and artists. Students participate for two to three summers and typically form long-lasting mentoring relationships with poets and writers in the community as well as program staff. In addition, the program staff mentors motivated students to prepare them for increasing positions of leadership and responsibility in program teaching and organization. This panel will include current and former Voces students, mentors and instructors to discuss the power of mentoring while supports the teaching of literary arts skills and passion in this successful program.

### **Stacy Blake-Beard**

*Simmons School of Management*  
Santa Ana A

#### *Qualitative Study of Mentoring Experiences of Female Indian MBA Students*

Mentoring has gained attention as a powerful tool to enable the careers of those advancing through the ranks in organizations. Previous research suggests that participation in positive mentoring relationships contributes to students' satisfaction with and commitment to their academic programs and to their scholastic performance. While the research on mentoring is clear about the benefits of this developmental relationship, especially for women, there are two gaps in the literature that merit some attention. The first gap is that much of the research on women's experiences of mentoring has been done on predominantly white samples. While there is a growing body of research on the mentoring experiences of women of color, there is still much more to explore to gain a rich and nuanced picture of the role of mentoring in their careers. The second gap in the literature is that many of the studies of mentoring have been done in a Western context, reflecting the predominance of studies based on data collected in the United States.

There are very few studies of mentoring set in other cultural contexts. In a recent qualitative study of female Indian MBA students, I found that the gender expectations of women had several implications for their ability to initiate and maintain mentoring relationships. The sharp delineation between work and home, and the expectation that these women would limit themselves to the home sphere once they finished their education and had children, set up boundaries that

made initiating mentoring relationships challenging. Also, the societal expectation that cross-gender relationships at work should be tightly constrained meant that behaviors necessary to maintain mentoring relationships (close contact, frequent communication, a measure of vulnerability and sharing) placed these women outside of accepted norms.

A final finding representing the strong masculine culture of India is that only one of the students indicated that she had a female mentor. The remaining respondents indicated that they did not see models of women at high levels in their organizations; they were seeing a shift in the demographics at the top of organizations in terms of representation of women in leadership positions but the change is a slow one. All of the students in this study acknowledged the importance of mentoring for their careers; they were also cognizant of the numerous hurdles that dimensions of culture placed in their paths to creating effective mentoring relationships.

**Richard D. Solomon, Elaine C. Solomon & Hana N. Bor**

*Gratz College at Melrose Park & Baltimore Hebrew Institute at Towson University  
Santa Ana B*

*New Eight Stage Developmental Ladder for Student Mentors and Mentor Teachers*

There is abundant empirical and documented evidence on the efficacy of mentoring on the development of teachers. The *raison d'être* for this paper is to present a new developmental ladder for student mentors and mentor teachers. This mentor developmental ladder would begin in kindergarden, continue through the elementary grades, middle and high school, extend through college and graduate school, and be fully implemented in our public, private and religious schools.

Before explaining the eight stage mentor development ladder, here are some relevant research findings on the efficacy of cross-age mentoring where older students tutor and teach their younger schoolmates.

Research Findings on the Effects of Cross-Age Tutoring (Older Students Mentoring Younger Schoolmates) on Academic Performance, and other Variables.

In his meta-analysis of school-based cross-age mentoring programs Karchner (2007) explains that there is increasing evidence that these programs have positive effects on both mentors and mentees (the students being mentored). More specifically his study indicates that when older students are trained and supervised to tutor and teach younger schoolmates both the mentor and the mentee achieve significant results including: improvement in school academic performance; higher personal aspirations; improved self-confidence and self-control; enhanced cooperation within both the school and the family and increased trust and respect for adults.

**November 17, 2009**

***Round Tables***

**9:00 AM- 9:50 AM**

**Sylvia Dennis**

*University of New Mexico - Campus Taos  
Acoma A*

*Affirming our Voices: Facilitating and Encouraging Intergenerational, Multicultural Learning Across a Changing Landscape*

We will use a guided talking circle format to explore ways of engaging perspectives on critical issues among a range of participants. This framework for learning evolves naturally from peer-to-peer validation to intergenerational mentoring

and knowledge transfer, ensuring an openness to cultural as well as individual contributions.

The talking circle approach provided a model for establishing an ongoing dialogue on critical issues facing the rural and local communities of North-central New Mexico, as evident in the Cultural and Ecological Sustainability series at UNM-Taos. Past results of several community-wide, education-based talking circles improved program coordination among local groups (not limited to “stakeholders”), youth organizations, experiential/field learning opportunities, school projects, and participation in higher education, including UNM-Taos.

Each monthly talking circle embraced a basic theme-e.g., restoring land using traditional and current approaches that invited a range of discussion on relevant topics, resonating across all levels of mentoring. Youth, elders, working professionals, and undergraduate students shared ideas relating to career exploration, content learning, ongoing mentorship (such as acequia education programs), and more.

By establishing the context for learning at the onset of each meeting, the talking circle leader serves as a direct catalyst to the individual and collective understanding of many complex, interrelated areas under discussion. This approach is also extremely effective in classroom and field experiences, demonstrating through interpersonal interaction and the inclusion of numerous perspectives a coordinated sense of relevance and accessibility for learning about challenging subjects, such as the historical and current water use in our semi-arid region.

### **Sha Lyn Weisheit & Kim Mizell**

*Educator Support Center  
Acoma B*

#### *Helping New Teachers to Adapt and Excel Through Mentoring*

The objective for this session is to identify and discuss best, research-based mentoring practices to support first year teachers. The theoretical framework is drawn from reputable studies of new teacher induction practices that promote retention of teachers. Information is drawn from national studies that define successful mentoring models. The one hour session would be devoted to defining best practices in new teacher induction through hands-on activities that stimulate conversation on supporting new teachers.

### **Shirley Alexander**

*University of New Mexico - Information Technology Services  
Isleta*

#### *Mentoring Through Use of a Skills Matrix*

Mentoring is an avenue that provides a formal and structured one-on-one approach in furthering professional growth typically for junior professionals. Furthermore a well defined mentorship program fosters professional growth for the mentor and the mentee as mentoring is a joint venture intended to sustain excellence in a specific profession. An explicit skills matrix or a methodical and systemic skills assessment works as a continuous evaluation and reappraisal of a mentee’s skills and development. The skills matrix will assess the need for continuous mentoring and training. Utilizing a skills matrix approach to mentoring creates effective, highly trained and experienced professionals consequently increasing productivity and job satisfaction for the mentee.

Mentoring presents an opportunity to gain skills while networking and building those necessary professional relationships. The objective of a mentorship program is to promote professional growth in junior professionals by pairing mentees with more senior level professionals who will share their knowledge and expertise. Mentoring is increasingly becoming a management technique adapted to allow for an exceptional learning and skills building opportunity through open communication with other peers. The objective of a mentorship program should be outlined to ultimately detect the

nurture and the growth developed through intentional and continuous learning. A round-table discussion on the use of a well-defined skills matrix integrated into a mentoring model will show how a comprehensive approach to mentoring can be exceptionally beneficial to the mentee and to an organization.

**Vikki Rennick**

*Education Northwest (formerly Northwest Regional Educational Laboratory)*  
Santa Ana A

*Quality Mentoring: Why the Match Closure Matters*

Many mentoring programs are designed with a set period of time for the formal mentoring relationship. This period of time, often nine to twelve months, is extended by some programs by mutual agreement of the mentor and mentee. In this session we will discuss the importance of closure at the end of the predetermined time, discuss why closure needs to be covered early in the relationship, and share ideas for addressing emotions when matches do not end in a positive manner.

Session participants will explore how to constructively end mentoring matches, including matches that end prematurely. The focus of the session is on ending the mentoring match in the most positive way possible including when the relationship is cut short due to schedule limitations, lack of follow-through by the mentor or mentee, relationship conflict, or inappropriate verbal behavior on the part of the mentor or mentee.

We will also address the importance of follow-up to ensure that the mentor and mentee are clear about the reasons for termination of the match and are provided an opportunity to discuss feelings related to ending the match early. Using a demonstration we will model constructive facilitated conversations for when a mentoring relationship ends early due to relationship conflict or time limitations.

A facilitated discussion gives the mentee and mentor the opportunity to discuss together what worked and didn't work in their relationship and to identify ways to handle future situations more effectively. Joint or, as appropriate, individual meetings with the mentor and mentee provide an opportunity for the parties involved to learn valuable life lessons and skills for future relationships as a result of their involvement in the mentoring program. Mentoring is a relationship-based practice. As with all relationships, how the relationship ends or how it transitions to a new form depends on thoughtful and clear communication of expectations and boundaries.

Focusing in on constructive closure and transition in mentoring relationships provides an opportunity for session participants to engage in a discussion regarding closure and transition including best practices and related research.

**Parry Silcox**

Santa Ana B

*From Cutting Edge to Classic Rock: How Mentoring a Teen Can Make You Feel Old and Young*

Many potential mentors are terribly afraid of teens. Not that these fears are entirely unfounded as teens can be unresponsive, irritable, irresponsible, indifferent and so on. Many use the example of themselves at that age as the reason why they are hesitant to take on a teen. However, understanding and remembering that often awkward and frustrating age is exactly the reason to mentor a teen. They aren't children anymore, but they are certainly not adults. They are in a phase unlike any other in life where they are trapped in the space between developmental stages. This an extremely important time in the life of a person and it is a time when the presence and support of a mentor can make a tremendous amount of difference. Actually, it can make all the difference.

As the teen program coordinator for the local branch of a national mentoring organization, I was a firsthand witness to the difference a few hours a month can make. I also observed in detail the problematic approaches some people take

as mentors and their failures in attempting to interact with teens. It will be my intent with this presentation to discuss a number of best practices for approaching teen mentorship and how to avoid some of the major pitfalls. This presentation will draw on real-world experiences of attempting to engage and empower teens in a dedicated mentoring program, as well as from experimental efforts to integrate mentoring into after school programs.

## **10:00 AM- 10:50 AM**

### **Elizabeth Noll**

*University of New Mexico - College of Education*  
Acoma A

#### *Factors in Successful Pairing of Mentors and Mentees*

There are many reasons why some mentoring relationships are successful and others are not. Unrealistic or differing expectations, lack of commitment, personality conflicts, and insufficient structural support are just a few factors that may adversely affect the success of a mentor-mentee relationship. How can these difficulties be prevented (or at the very least ameliorated) in a mentorship program?

Drawing from the University of New Mexico's College of Education Faculty Mentorship Program, this round-table discussion session will examine five factors that have been found to be especially important when pairing new faculty members with senior faculty members. The factors are: professional interests; personality traits; emotional needs; cultural background; and non-professional interests. Each of these factors will be presented as they pertain to the context of the College's Faculty Mentorship Program. The focus of the session will be on engaging attendees in discussion about successful pairing of mentors and mentees in a variety of settings.

### **Bernard Badiali & Nicole Titus**

*Penn State University & State College Area School District*  
Acoma B

#### *Better Mentoring Through Co-teaching*

There may be no greater Professional Development School structure to accomplish three, interrelated goals. 1. Improved learning for children. 2. Exceptional preparation of future teachers. 3. Job embedded professional development for veteran teachers who serve as mentors. We believe there may be no better way to accomplish these three goals simultaneously than through the practice of co-teaching. Two teachers working side-by-side veritably doubles the chances that students are learning.

In addition, students get to see positive modeling as adults work together as a team. Co-teaching is one of the hallmarks of life in a Professional Development School. This practice is a great leap forward for effective classrooms as well as for effective teacher preparation. Simply stated, co-teaching is two or more professionals jointly delivering instruction to a diverse set of learners in a shared classroom space (Friend & Cook, 2000). In the PDS, the opportunity for co-teaching is ever present. A look at mentoring practices in many traditional teacher preparation programs only serves to punctuate the improved school culture that exists in a PDS structure. In traditional programs, it is common practice for cooperating teachers to leave teacher candidates alone in the classroom to sink or swim. As a result, many sink to the great detriment of helping children learn. Others may swim, but awkwardly at first.

Co-teaching has so many advantages over the old model of sink or swim; that is one reason it has the strong endorsement of the PDS. The other reason is that no intern prepared through co-teaching has ever reported being disadvantaged because she went without a solo experience. Many educators associate the term co-teaching with special education. After the passage of PL 94-142 (1975), a plethora of models for including special education students in regular classrooms emerged.

As full inclusion became the predominant model for accommodating special needs students, special education teachers and regular education teachers began to collaborate more closely. Some eventually began to teach together in a model they called co-teaching. Teacher education began to appropriate the term as early as 1980. In their book, *At the Elbow of Another: Learning to Teach by Co-teaching*, Roth & Tobin (2002) explain the virtues of co-teaching for professional growth and teacher preparation. A good illustration can be found in “Co-teaching for Deep Understanding” (Badiali & Hammond, 2002). Friend and Cook (2000) identified several models of co-teaching as a healthy form of collaboration for all teachers. We have adapted some of these models to better coordinate with a mentor/intern approach. Briefly, the models are: Mentor modeling, One teach, One guide, Station Teaching, Parallel Teaching, Alternative Teaching, and Synchronous Teaming. Our paper and presentation will give definitions for and examples of each model.

**Anthony Fleg & Shannon Fleg**

*Native Health Initiative*  
Isleta

*Youth Leading the Way: Mentoring Youth to Create Projects to Improve the Health of the Communities*

The Native Health Initiative (NHI) is a partnership to address inequities in health through loving service. Operating on a community-driven, power-sharing, non-monetary model for addressing health inequities, NHI places primary emphasis on youth empowerment, particularly in communities lacking sufficient avenues for youth to affect positive change. Our “Youth Leading The Way” project grants have proven successful in allowing youth to create and carry out projects to improve the health and well-being of their communities. NHI serves as a mentor to the projects, but also works to help the youth identify mentors in their own communities who can serve in that role. Youth learn how to create a grant application, including timeline and budget for the project, and are given guidance throughout the planning and development of their work. Finally, as a way to highlight the positive accomplishments of the youth leaders, NHI works to create a public forum where the youth present their work to the larger community. Through four years of the Youth Leading the Way program, NHI has found a low-cost, sustainable means for inspiring youth to service that we will share with participants in a workshop-style setting, giving attendees the tools to create similar programs.

**Cheryl Torrez & Marjori Krebs**

*University of New Mexico*  
Santa Ana A

*Mentor Teachers and Expert Voices*

According to Darling-Hammond (2006), one of the most important factors in the success of preservice teachers is the quality of practicum classroom experience. The cooperating teacher model (Master Teacher) at this university is one in which the Master Teacher serves as both mentor and supervisor during the three semester practicum. Each semester the elementary education program includes 225 elementary preservice teachers and the corresponding number of Master Teachers (Carnegie Task Force, 1986; The Holmes Group, 1990). One pivotal component of this model is the need to understand the experiences and perceptions of the Master Teacher and to use this data to collaboratively make programmatic changes.

The teacher education program prepares teachers who overwhelmingly become elementary classroom teachers in multicultural, multilingual settings. The university is a majority-minority institution, and the teacher education program reflects the university student population. Although many of our students are bilingual, all of our students understandably require specific preparation to teach English-language learners (Zeichner, 2005) which necessitates outstanding practicum settings and cooperating teachers. Many of these elementary schools have been designated low-performing by the school districts, which in turn, cap the number of preservice teachers at each school site. This presentation addresses the benefits, challenges and tensions inherent in the dual roles of the Master Teacher, from the perspective of the Master Teachers. Benefits included personal growth (reflection about teaching and learning new ideas from the preservice teachers);

challenges included lack of time to mentor well and giving feedback/criticism; tensions clearly occurred when Master Teachers tried to differentiate the roles rather than blending the two.

The findings resulted in programmatic changes; although not as easily as anticipated by the teacher educator/researchers. These lessons learned included addressing the lack of experience among program faculty in using data for programmatic changes and the importance focusing on program outcomes and common ground. Some of the changes made programmatically included a reconfiguration of the professional development provided by the faculty for the Master Teachers, more involvement in program decisions by Master Teachers, greater emphasis on building the leadership capacity of Master Teachers, and closer collaboration with school district administration.

**Barbara Overman, Linda Petri & Ursula Knoki-Wilson**

*University of New Mexico - College of Nursing  
Santa Ana B*

*Mentorship for Nursing Careers in the Navajo Nation*

The Navajo Nurse Mentorship Project grew from community based research on barriers and facilitating factors to health career advancement. These survey and research findings identified mentorship as a helpful strategy for supporting health career advancement among the American Indian people in Navajo and New Mexico Indian Country. An innovative curriculum, based upon the Navajo Blessingway pathway, was designed in consultation with Navajo nurses and traditional culture authorities. The academic community partnership funded by the William Randolph Hearst Foundation developed a process of mentorship training that models the back and forth movement between traditional Navajo and Western academic thinking and communication. Intended mentor trainees are Navajo nurses willing to serve as mentors to Navajo people advancing within nursing at any stage as well as health professions educators who have Navajo students. The focus is on the community and building capacity of the Navajo nurse community to support career development. Through prior personal experience with the cultural challenges involved in Health professions education and career choices, Navajo nurses are ideal mentors.

The project goal is to increase entry, retention and advancement of Navajo people in nursing to mirror the cultural makeup of the community instead of the current dominance of Caucasians in the profession. This change in workforce composition will ultimately reduce health disparities by creating a workforce from within the culture that delivers culturally safe care. Since the curriculum's creation and testing in 2004, 14 workshops have been conducted and over 150 mentors have been trained; Navajo nursing leaders have requested additional training sites; other American Indian nursing groups have expressed interest in adopting the methods applied here to create mentorship models appropriate to their own communities. The Aboriginal Nurses Association of Canada invited the group to conduct a mentorship training and present this indigenous model during their August 2008 conference in Halifax, Nova Scotia.

**1:00 PM- 1:50 PM**

**Laura Lunsford**

*University of Arizona, South  
Acoma A*

*Evaluating Academic Mentoring Programs*

In a changing world with constricting budgets how can mentoring programs be efficiently and effectively evaluated? Universities are under increasing pressure to show results for resources expended. This results oriented round table will provide a forum for individuals to share evaluation practices, and to talk, and perhaps brainstorm, ways to use technology to efficiently review and track program activities and outcomes. Participants will share what evaluation models and techniques they use to review for results.

The convener will provide handouts that summarize common evaluation techniques such as Strengths, Weakness,

Opportunities, Treats (SWOT) and logic models. A sample logic model will be presented that has been used in evaluation of a mentoring program. In addition, the handouts will include the basics about evaluation such as the importance of objectives and how to measure the mentoring doseage. Measurement issues will be discussed and evaluated, including the use of pre- and post-measures; discontinuous regression measures; and delay of treatment comparisons.

The convener has a PhD in psychology and specializes in mentoring and evaluation. Her work has involved evaluation of a highly successful faculty-student mentoring program; evaluation of a multi-million dollar academic scholarship program; and she has served on a cross-cutting National Science Foundation panel to evaluate proposal research designs and methods.

**Alfredo Martinez**

*University of New Mexico*  
Acoma B

*A Descriptive Analysis of Mentoring on Pre-service physical education teachers related to classroom and behavior management: A Cast Study*

The purpose of this study was to explore the development of instructional management behaviors of pre-student teachers, who have received pre-service preparation through a course in classroom and behavior management and who receive supervision and mentoring specifically in regard to classroom and behavior management. Two junior level pre-student teachers served as key participants in this study. The intensive mentorship occurred over the course of five weeks with two observations per week. The data were collected and triangulated through interviews, observations, field notes, video recorded lessons, and artifacts such as lesson plans. Two distinct case studies were developed in this field study once the data was analyzed. Based on the findings of this study, it is evident that there was a favorable relationship between mentoring physical education pre-student teachers and observable teaching behaviors related to classroom and behavior management.

**Adam Halpern**

*Southwest Sports Institute*  
Isleta

*The Noble Athlete*

The Noble Athlete focuses on the future of athletics through a power point presentation and group discussions that evaluate the current state of professional athletes and how high school athletes can affect the future. The high school athletes are exposed to the positive characteristics of athletics and how to utilize such traits in all aspects of their lives, i.e. work ethic, responsibility and playing sports in college. The students are given professional tools to follow their athletic dreams of playing at the next level. Portfolios, cover letters, interview techniques are discussed to provide valuable information as to why and how athletics mirror the professional sector. This topic has been presented to leadership conferences around the country and the response has been overwhelming.

**Marjori Krebs**

*University of New Mexico*  
Santa Ana A

*Mentoring and Reflection: The Creation and Implementation of an Online Environment*

Mentors are known for sharing their expertise and providing reflection opportunities for their mentees to improve their performance; where is that opportunity for the mentors themselves? Becoming a mentor can be a daunting task, especially if the mentor is concerned about doing it right.

Participants in this round-table discussion will learn about the creation and implementation of an online graduate course designed to support the mentors themselves. This online, reflective environment provides the opportunity for mentors to learn about mentoring skills, try them out with their mentees, and then reflect on the process with other mentors. Discussion will center on creating an online environment where mentors are comfortable sharing their trails and shortcomings, as well as their successes, with others in the course. In addition, the presenter will share mentoring resources, reflection questions, along with issues that arise in an online environment.

The presenter will also share results of a pilot study with regard to the themes the mentors bring up in their reflections and their major areas of concern as they work with their mentees. A full IRB-approved study will begin in Spring 2010. Preliminary research questions and methodology will be shared with participants.

## **2:00 PM- 2:50 PM**

### **Kimberly Miller**

*United States Geological Survey*

Acoma A

#### *Successfully Managing a Mentoring Program to Facilitate Succession Planning*

Mentoring plays a vital role in succession planning. A well-developed mentoring program can ensure an organization maintains its quality and effectiveness even with large numbers of employees retiring. In organizations with a successful mentoring program, succession planning is achieved when one employee goes out the door, another qualified and capable employee steps through that door. The United States Geological Survey (USGS) is faced with 2/3 of its workforce reaching retirement eligibility. As a result, succession planning became vitally important to the integrity of our organization. In response, the USGS developed a successful mentoring program. Subsequently, the USGS Mentoring Program is used as a model for many other agencies.

The USGS Mentoring Program, in its beginning, focused on recruiting new employees, retaining new hires, and aiding in acculturation into the USGS. The USGS Mentoring Program, through time and in response to change, evolved not only to focus on those goals but also to emphasize the transfer of knowledge, especially with regard to succession planning. The evolution of the USGS Mentoring Program involved more than a change of focus. It also included a change in methods, a new way of looking at mentoring and the introduction of new technology. The USGS Mentoring program began with a bold vision and continued that vision as it started looking at mentoring outside of the box. Traditionally, mentoring partnerships were one-on-one; followed rigid roles, consisted of older mentors mentoring younger protégés; and were long-term partnerships with face-to-face meetings. The USGS Mentoring Program adopted a more contemporary approach by including mentoring circles that recognize one protégé can benefit from more than one mentor. The contemporary partnerships exhibit more flexible roles demonstrating the talent and knowledge brought to the partnership by the protégés.

Age is not a determining factor in USGS Mentoring partnerships and in many cases the mentor and protégés are not co-located. This new way of thinking about mentoring formed the basis for a whole new approach. In the beginning, partnerships were formed using a general set of criteria and serving a few pairs in a small geographical area. With time, the USGS Mentoring Program evolved to service the entire USGS, encompassing the whole United States. As the training needs of the USGS changed, so did the Mentoring Program. In the beginning, the program matched employees with three or fewer years of service using a simple application process. The program has evolved to include all interested employees with five years of service or fewer applying as protégés. In today's program, potential protégés are given training in determining their objectives and setting their desired goals for the partnership. The application process is now more detailed, placing a greater emphasis on the goals and objectives of the protégé. Part of the pairing process now consists of seeking specific employees who possess the skills and knowledge necessary to help the protégés meet their goals and objectives. The USGS Mentoring Program continues to grow and modify its programming to meet the ever-changing needs of the USGS employee population.

**Melissa Bayne, Stacy Blake-Beard, Faye Crosby & Carol Muller**

*University of California, Santa Cruz & Simmon College*

Acoma B

*Challenging the Common Dogma: Does Mentoring Really Matter to Women and Underrepresented Students in the Sciences?*

Despite the increased representation of women and minorities in the sciences since the 1960s, gender and racial disparities continue within scientific industries, especially in fields that have historically been numerically dominated by men (e.g., health programs, physics, etc.). According to recent statistics, women occupy approximately 38% of full-time science and engineering positions, and only 11% are occupied by African American, Hispanic and Native American scientists combined (National Science Foundation, 2006). Previous research suggests that participation in positive mentoring relationships contributes to students' satisfaction with and commitment to their academic programs and to their scholastic performance (Kelly & Schweitzer, 1997; Tenenbaum, Crosby & Gliner, 2001). Furthermore, some suggest that mentoring relationships may be particularly important for women and minority students who face additional challenges throughout the academic pipeline (Blackwell, 1989; Evans & Cokley, 2008).

One organization that has been established to help all students, and especially women and students of color, gain helpful mentoring experiences is MentorNet; an online community that allows students to be linked to distal mentors through e-mail correspondence. In 2007 MentorNet conducted an on-line survey of its student members. In this presentation, we will discuss data from the MentorNet survey to explore the common belief that mentoring is necessary for the success of students in the sciences; particularly women and underrepresented minorities. Specifically, we will explore the questions: (1) do students themselves buy into this common belief? and (2) does there seem to be an empirical basis for this belief? We will conclude the presentation with a discussion of our findings as well as directions for future research.

**Debra Hamilton & Mary Render**

*Albuquerque Public Schools*

Isleta

*Principals as Leaders Through Mentoring (PALM): Mentoring for New Principals*

Research indicates that, second to the classroom teacher, school leadership impacts student achievement more than any other school-related factor. With the high turnover of principals and fewer people moving into the principalship, along with the stress of higher accountability for all educators, it has become critical that new principals receive quality mentoring to not only build their competence in the management of their schools, but to focus on the qualities and standards needed to develop their skills as instructional leaders.

Albuquerque Public Schools "Principals As Leaders through Mentoring (PALM)" program strives to support new principals in their jobs through the use of best practices as identified through nationally-recognized mentoring programs. These include regular, site-based visits and professional development sessions focused on instructional leadership, management and the New Mexico HOUSSE competencies. In addition, exemplary, site-based mentor principals receive training in mentoring practices to continue the work of developing school leaders focused on improving achievement for all students. Finally, through partnerships with the University of New Mexico and New Mexico Highlands University, we are working together to prepare aspiring principals for the role and road ahead of them. Come hear what is happening in APS with our PALM program as we share our successes, challenges and plans for the future.

### **Ivan Lopez**

*Undergraduate Mentoring and Coaching Services, LLC*

Santa Ana A

*Undergraduate Mentoring and Coaching Services, UMCS, LLC*

Two discernible goals in undergraduate mentoring are student retention and success. Although the application of mentoring to employee motivation has been considered in scholarly research, and motivation is a contributing factor in student retention and success, how motivation works within the mentoring process and how it can be applied to the retention and success of undergraduate students are areas for further exploration. This paper addresses these lines of inquiry through the incorporation of Motivational Interviewing (MI) to the design of undergraduate mentor training programs.

### **3:00 PM- 3:50 PM**

### **Cindy Shue & Diana Ortega**

*University of New Mexico - Campus Valencia, STEM Graduation and Transfer Project*

Acoma A

*Mentoring Our Students A Model Transfer Program*

UNM Valencia Campus was awarded a US Department of Education Title V STEM grant to encourage students to major in STEM fields (science, technology, engineering or math) and assist with the transfer process to UNM Main Campus into bachelor degree programs. Our student population of largely Hispanic, low-income, first generation students are not prepared to transfer to a four year institution and find large universities intimidating and inaccessible. How can we mentor and encourage our students to transfer into a bachelor degree program and succeed at large university? Cindy Shue, UNM Valencia Title V STEM Program Specialist and Diana Ortega, UNM Valencia Coordinator Program Advisement/STEM Transfer Advisor, will host a roundtable discussion on our cooperative transfer program involving multi-campus departments to provide a support system for our transferring students. The discussion will focus on characteristics of non-traditional students, our mentoring methods that succeed, and draw discussions from the audience on successful strategies to support and motivate transferring students.

### **Kathleen Browne, Kathleen Pierce, James Castagnera & Timothy Lengle**

*Rider University*

Acoma B

*Launching of a Joint Labor- Management Mentoring Program in a Unionized Environment*

Implementing a collaborative effort involving both faculty and administration to provide mentoring to new faculty in a unionized environment might sound to some to be a daunting effort, and perhaps seen as not even possible in some cases. We will summarize Rider University's effort to launch such a mentoring program. AAUP bargaining unit members and university administrators worked to define roles for relevant contributors and offered guidelines and best practices for each role. Using specifics from the bargaining unit contract to define system constraints, designers kept the "spirit" of the agreement between both parties in mind as they created a highly professional approach to mentoring that is appropriate in the higher educational system/context. We contend that this approach and the resulting program has likely generated additional good will between the two "sides" since the mentoring is driven by bargaining unit members, and the intention of the mentoring effort is to genuinely assist new faculty succeed in the promotion and tenure process. It also has likely provided clarification for all parties in how they can most effectively fulfill the expectations of the contract. This presentation will include a summary of formative assessment of the launch and early implementation of this program.

### **Nora Dominguez**

*University of New Mexico - Mentoring Institute*

Isleta

#### *Mentoring for Leadership Development*

Leading when surrounded by the unpredictable is one of the toughest managerial challenges in organizational life. Yet increasingly, this is the grist of everyday life in today's economy. To be successful in any field, aspiring leaders require role models and guidance. This presentation explores current research and mentoring strategies to support, guide and foster personal and professional growth for leaders.

### **Carmen Samora, Phillip Gallegos, Parry Silcox & Patricia Perea**

*Julian Samora Legacy Project & University of New Mexico School of Architecture and Planning*

Santa Ana A

#### *To be Educated and Educado: The Mentorship Legacy of Dr. Julian Samora*

“To Be Educated and Educado: The Mentorship Legacy of Dr. Julian Samora” round table will include one of Dr. Samora's mentee, Dr. Phillip Gallegos Associate Professor of Architecture, University of Colorado Denver Health Sciences Center and Associate Professor of Research Director of Community Outreach at the University of New Mexico School of Architecture and Planning. Dr. Gallegos, a student of Dr. Julian Samora, will discuss Dr. Samora's mentorship and its ongoing impact his career and students. Indeed, the mentorship of Dr. Samora has become the guiding ethic of Dr. Gallegos's professional career. As Dr. Gallegos explains, “We each are the sum total of our interactions with others, and I remember the guideposts of my life that marked a clear and compelling path. Julian Samora was renowned as a scholar and researcher, but he also provided a clear marker to the future for me and for a generation of undergraduates he mentored. His accomplishments as a mentor to young students were derived from a deep seated and strong humanist core. Today, students in architecture are required to understand the nature of architecture as an enhancer of social fabric. I was fortunate enough to find in Dr. Samora a disciplined teacher who showed me a way to both ground myself in my community and my profession simultaneously.”

In addition Parry Silcox will join the round table discussion. Silcox is a PhD student in the College of Education at the University of New Mexico and in his expertise at an IT web specialist he acts as the digital project coordinator of the Julian Samora Legacy Project (JSLP). He will discuss the JSLP media website's digital archiving and electronic curriculum effort that draws upon the groundbreaking research and mentoring programs of Dr. Samora and continues Samora's work through a 21st century multimedia web based format. The e-curriculum in development at JSLP uses the stories and accomplishments of past leaders in creating lessons in social justice, civics, history, art, and culture. The use of technology broadens the potential audience and increases the possibility of engaging today's students.

Finally, the round table will include the contribution of Patricia Perea, a PhD candidate in the department of American Studies at the University of New Mexico. She received her M.A. in English from the University of Texas at Austin and her M.A. in English from West Texas A&M University. She has been an instructor in English, American Studies, Women Studies, Chicana/o Studies and English as a Second Language for ten years. Throughout her career as an instructor, she has mentored several students at both the high school and university level. Recently, she was involved in the McNair R.O.P. program and she has worked to place several students into professional conferences. Perea has taken students to several meetings of NACCS (National Association of Chicana and Chicano Studies) and to several meetings of the MALCS Summer Institute. The groundbreaking and foundational model of mentorship set by the academic scholar Julian Samora has contributed enormously to Patricia's determination to see her students progress successfully through the academy. The mentoring and pedagogical vision of Dr. Julian Samora continues to inform scholars and educators and our round table discussants will display the range of influence and diversity of applications of the work of Dr. Samora.

## *Poster Session-Ballroom C*

**4:00 PM- 4:50 PM**

**Elizabeth Dunn**

*Simmons School of Management*

*Congruence and complementarity: The role of deep- and surface-level salient identities in forming effective developmental networks*

This theoretical paper suggests strategies for individuals and organizations who wish to maximize the benefits accrued from developmental relationships by paying attention to the salience of the social, role, and professional identities of individuals, and striving to build broad and diverse networks of developmental relationships among peers, supervisors, junior colleagues, friends and family members. The proposed model combines existing research from the fields of mentoring and identity to present a composite model for increasing the effectiveness of developmental relationships through strategies that emphasize similarity and difference between parties, and addresses the implications for the individual and the organization.

Research on cross-gender and cross-race mentoring relationships suggests that the social identity mismatch inherent in such relationships can lead to severely diminished effectiveness and outcomes, due to a lack of identification between mentor and protégé. The challenges presented by these social identity mismatches may be partly alleviated by identifying other salient identities that mentor and protégé might share, including deep-level characteristics such as attitudes, beliefs, and values, as well as othersurface-level characteristics such as age, ethnicity, or professional role. Because successful mentoring relationships require a certain basis of identity congruence between mentor and protégé, it is vital that common ground be shared and salient for both parties.

Research on developmental networks suggests that broad and diverse constellations of relationships result in better short-term, individual results, including psychosocial and career-enhancing benefits, and better long-term, organizational results, including the retention and advancement of mentors and protégés that participate in such networks. Because successful mentoring relationships require the potential for growth, experimentation, and change, it is vital that diversity and difference exist within each partnership, and within each network.

This suggested model extends existing theory that proposes that diverse organizations and teams are more effective as a result of their diversity, and that cites increased diversity as a competitive advantage, by suggesting that the benefits of diversity extend also to developmental networks that consistently and overtly consider the salience of a number of different types of self identity, not merely those ascribed according to gender, race, and other surface identities. By exploring possible relationship matches along salient self-identities beyond those of social identity, both individuals and organizations can benefit.

**Chris Gennings & Pamela Dillon**

*Virginia Commonwealth University*

*A Novel Measure of : The Research Project Quality Scale*

Mentoring is increasingly recognized as significantly contributing to academic research productivity, including publication and grant success. However, junior faculty Investigators often have trouble finding experienced mentors in their fields. In order to address this problem at Virginia Commonwealth University, we have formed peer support groups that allow our junior faculty to meet regularly, set goals, and encourage each other as they work toward independent research funding. One function that the group provides for its members is a peer review of grant applications prior to their submission

to external funding agencies. While the value of this activity seems apparent, it is hard to quantify whether such peer reviews are comparable to reviews by experienced researchers.

The current study was designed to develop an innovative evaluation tool, the Research Project Quality Scale (RPQS) as an instrument to assess the overall quality of Investigators' grant applications as well as to identify those qualities of grant applications that have the most impact on overall application scores. The scale is based on NIH review criteria and includes domains for research significance (3 items), approach (3 items), innovation (1 item), investigators (3 items), environment (2 items), and presentation (2 items) with sub-scores measured on each criteria. Desirability function methodology is used to find the levels of the factors that optimize the overall quality of many endpoints. Components of the score can be evaluated to identify those that have the most impact on the overall score. The main idea of desirability scores is to create a function for each variable (here, each item) that transforms the observed response (quality scale rank) to a unitless scale (0 to 1) based on the quality (or desirability) of the response. A value of 1 signifies the highest quality, and a value of 0 signifies the lowest quality. The individual scores for each item are combined into a single composite score by using the geometric mean.

The overall quality score for a given application as quantified by using the RPQS will be linked with the priority score assigned to the project by a review committee. The RPQS scores assigned by general reviewers who have some research experience, but not content area expertise, will be compared to the scores assigned by experienced researchers with content expertise. All researchers who submitted original grant applications in response to an internal funding mechanism between May 1, 2007 and May 1, 2008 were asked to participate in the study. Researchers who agreed to participate in the study provided their grant applications to a general reviewers who had some research experience, but not content area expertise, and to reviewers with content area expertise. Both reviewers independently evaluated and scored the grant proposals by using the RPQS.

Preliminary data were used to optimize the RPQS such that individual items were weighted in order to maximize the standardized slope parameter estimate. Early results show that the significance and environment domains have the greatest impact on the overall quality score. Further analyses will allow us to determine whether reviewers with general research experience are able to identify those areas of research proposals where improvement would have the biggest impact on quality as well as experienced reviewers with content area expertise. This will ultimately allow us to evaluate the quality and value of peer reviews among a group of junior faculty researchers.

### **Brenda Hodges**

*Northern Illinois University*

*Mentoring Efforts of a Faculty Development Center: Strengthening Faculty Careers to Meet the Challenges of a Changing Academic Environment*

Faculty Development and Instructional Design Center (Center) at Northern Illinois University (NIU) was reorganized in 1998 and charged with, among other duties, continuing the New Faculty Mentoring Program and arranging other mentoring opportunities, such as the Research Mentoring Program, the New Department Chair Mentoring, Writing Circles, and Online Mentoring.

To fulfill this charge, the Center arranges mentors for requesting faculty in various departments and disciplines as part of the Center's professional development efforts to strengthen and retain faculty members in support of NIU's mission. The Center supplies mentors and protégés with numerous articles, web resources, and helpful information on mentoring. Center staff collect feedback, both solicited and unsolicited, for all mentoring programs to assess programs' effectiveness and whether the programs help faculty meet challenges in a changing academic environment.

This paper describes the Center's various mentoring efforts, provides examples of feedback received, explores difficulties the Center has experienced, and concludes with lessons learned. The Center's mentoring efforts are described

from the perspectives of mentoring program participants as well as Center staff involved. This narrative provides useful ideas for other professional development units considering similar mentoring programs for faculty in higher education.

**Kathy Lopez-Bushnell, Katie Gardner, Jessica Sanchez & Diane Miller**

*University of New Mexico - Hospitals & Con Alma Health Foundation  
Mentoring Minority High School Students for Nursing*

In New Mexico there is a serious and growing problem with a shortage of minority nurses. Too often minority patients do not have someone they can communicate with or who understands their culture when they are sick and need help.

Project Diversity is a IRB approved research program that encourages disadvantaged minority students to become nurses. Nurses mentor students by exposing them to nursing workshops, teaching them about health care issues, and job shadowing. The program also provides tutoring for the students.

There are forty mentors and forty students involved in the program. Often times, these students come from families that are not supportive of education and/or careers. When they meet with their mentors they discuss school, nursing, home, problems, family, boyfriends, etc. and in the end, the students connect with them in a way that is constructive and supportive. When asked, students often said that the relationship with their mentors had enriched and changed their lives. The mentors talk about what they have learned from their students as well. Understanding each other's lives from a very personal perspective not only helps students have a vision of what can be, but it also helps nurses be better nurses when they understand on a personal basis the hardships of others and what it must feel like to walk in those shoes.

**Les McFadden**

*University of New Mexico - NM-PAID Program*

*NM-PAID: Institutional Transformation to Increase Faculty Diversity*

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 doubled from 15% 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, 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. Given the initial success at NMSU and the evident need to improve the numbers, a proposal for a second grant entitled, Partnerships for Adaptation, Implementation, and Dissemination (PAID) was awarded funding for years. This grant aims to extend the work of the NMSU-ADVANCE program by building upon the best practices of mentoring, promotion and tenure, department head training, as well as improving the transition to the professoriate for postdoctoral fellows. Like NMSU, each institution has developed its own Alliance for Faculty Diversity committee which is made up of male and female STEM faculty and department heads or in the case of LANL, staff scientists, group leaders and post-docs. These committees are charged with coordinating diversity initiatives and working with administration to institutionalize successful strategies. 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 and UNM have established one-on-one mentoring programs 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.

**Jeremy Phelps, Benjamin Hoffman & Hoan Tran**

*University of New Mexico - College of Medicine, Dept. of Neurosurgery, Graduate Medical Education, Dept. of Pediatrics*

*Mentoring Across Medical Specialties: A survey of the University of New Mexico Medical School*

Mentoring relationships have long been an integral part of post-graduate medical training. Research has demonstrated that in-training (resident) physician mentoring increases training satisfaction, research productivity, personal and professional development. Mentoring also aids residents in the making of career decisions and provides increased networking opportunities. Faculty benefits from mentoring include enhanced job satisfaction, academic skill development, research productivity, retention, and promotion. Despite a steadily increasing understanding of the benefits and process of resident mentoring, there currently exists a deficiency in the number of faculty participating in resident mentoring. An increased need for faculty mentors presents a challenge to medical training programs which must reconcile ever-changing clinical demands with changes in resident educational requirements (e.g. duty hour restrictions). This study seeks to understand the mentoring practices at a single academic institution, the University of New Mexico College of Medicine (UNM COM). Particular attention will be given to forces promoting and discouraging mentoring activities, attitudes of different generations in resident mentoring, and distinctive mentoring practices across medical specialties. A survey assessing mentoring practices and attitudes was distributed to the clinical faculty at the UNM COM. The final data from the survey is in the process of collection and statistical analysis and will be presented in its entirety in the final paper.

**Joanne Robinson**

*Ontario Principals Council*

*Mentoring, combined with coaching to support newly appointed school administrators*

Leadership is a critical foundation for the success of any education system. Today more than ever, there is a call for effective leadership at every level of education to guide and support teaching and learning in schools and to ensure that our students have the opportunity to achieve to their highest potential. Mentoring is one of the most powerful forms of professional support for principals and vice-principals. It can help accelerate learning, reduce isolation and increase the confidence and skill of newly appointed school leaders. It can also be a tremendous learning and growth opportunity for the experienced principals and vice-principals who become mentors. When mentoring is combined with coaching skills for mentors, a winning recipe for attracting and retaining highly effective school leaders occurs.

The Ontario Principals Council has developed a program of MentoringCoaching that combines training in both mentoring and coaching skills, with the ultimate goal of developing schools and districts built on a culture of collaboration that supports administrators new to their roles, while recognizing and accessing the expertise and experience of veteran school leaders. This paper will feature the highlights of the research that led to the foundational MentoringCoaching program developed in Ontario.

**Mary Thomas***UNM College Advisement Center**Communities of Practice in Higher Education as it related to mentoring Undergraduate Students*

We will compare traditional learning models with informal communities of practice while looking at our success in preparing students for admission into Law and Medical degree programs. We will discuss the role of Adjunct Volunteer Faculty in communities of practice in the UNIV 216 seminar. UNIV 216 is a UNM program that invites professionals from the community to guide and mentor sophomores by sharing their passion for their profession. We will discuss our programs stats and analyze our success. Students in both the Law and Medical seminars have excelled well beyond the University norms.

Since 2005, in the Law seminar, 95% of the students were retained and most are graduating within 5 years of starting their undergraduate degrees. We will consider the big question: Why are we succeeding? The UNIV 216 seminar program for reasons we can not pin point has either attracted excellent students or is enabling excellence in student performance. What is in it for the student? Our goal in UNIV 216 is to provide a safe learning environment to explore ideas and passions related to occupations. We will discuss the differences between mentoring freshmen and sophomores as compared to juniors and seniors.

We will compare the evolution of UNIV 216 seminar instructional design with what our students bring to UNIV 216 learning environment. This discussion will focus on how they prefer to learn and our understanding of their technical, virtual and learning styles. In closing we better learn how to synthesize our discussion into guiding suggestions on best practices in mentoring freshmen and sophomores in higher education. Join us in discussion of Communities of Practice using UNM's UNIV 216 seminar.

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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.

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