In This Issue: This month’s issue begins with a letter from the editor and events that will take place on UNM’s Campus. Additionally, featured information is centered on April’s month long themes including Sexual Assault Awareness Month (SAAM), National Autism Awareness Month, National Poetry Month, and Alcohol and Drug Awareness Month. Articles in Focus this month provide information on recent publications that help with mentoring and being a resource for victims of sexual assault.

This issue also provides information about the upcoming American Education Research Association (AERA) 2019 Annual Meeting and includes lectures from past Presidential Addresses.

The issue concludes with information about the 2019 Mentoring Conference and Conference Call for Proposals, upcoming webinars, and membership.

Institute Founder and Executive Director: Nora Dominguez
Managing Editor: Jade Sheridan Moore
Welcome back to Mentoring and Coaching Monthly! This month, the UNM Mentoring Institute is pleased to provide information on Sexual Assault Awareness Month (SAAM) including resources and additional information about terminology and support systems for sexual assault victims, events, dates, and times for the 2019 AERA Annual Meeting, additional articles focused on educational research, and tips for mentoring students. We are so grateful for the opportunity to open up a discussion about mentoring in a variety of complex scenarios. While compiling this month’s issue, it was especially important to curate content that would address, highlight, and focus some areas that can sometimes fall by the wayside during day to day life; even in times of stress, we hope that some of the articles chosen for this month’s newsletter will provide a helpful resource to all students and faculty. As students and teachers prepare for the coming weeks of school, filled with reviews, finals, and graduation, this edition will also include events that can benefit all by offering tips to organize for the end of the semester. The Mentoring Institute wishes everyone the very best in April!

As always, thank you for joining us for this month’s issue!

UNM UPCOMING EVENTS

ARTS UNEXPECTED | Friday, April 19, 2019 (10 AM - 5 PM)

LGBTQIA+SOCIAL MIXER FOR STEM STUDENTS: OSTEM AND SANDIA COLLABORATION | Friday, April 19, 2019 (5 PM - 7 PM)

RAPID HIV TESTING | Tuesday, April 23, 2019 (10 AM - 2 PM)

STRESS & ANXIETY TOOLBOX WORKSHOP | Tuesday, April 23, 2019 (3:30 PM - 5 PM)

WHOSE HISTORY IS IT ANYWAY? SPANISH AND MEXICAN ARCHIVE COLLECTIONS IN THE CSWR | Wednesday, April 24, 2019 (12 PM - 1 PM)

COLLEGE LIFE 101: CONFLICT RESOLUTION | Wednesday, April 24, 2019 (1 PM - 3 PM)

DESIGNING ACTIVE LEARNING AROUND LEARNER’S BEHAVIORS AND MOTIVATION | Tuesday, April 30, 2019 (1:30 PM - 4 PM)

COPING WITH ENDINGS WORKSHOP FOR STUDENTS | Tuesday, April 30, 2019 (3:30 PM - 5 PM)

CLICK HERE TO SEE THE FULL SCHEDULE
EVENTS IN APRIL

SEXUAL ASSAULT AWARENESS MONTH

“Sexual Assault Awareness Month is a campaign to raise public awareness about sexual violence and educate communities on how to prevent it. The campaign theme, I Ask, champions the message that asking for consent is a healthy, normal, and necessary part of everyday interactions.”

Sexual Assault Awareness Month - I Ask. (n.d.). Retrieved April 15, 2019, from https://www.nsvrc.org/saam

NATIONAL AUTISM AWARENESS MONTH

“Autism spectrum disorder (ASD) is a complex developmental disability; signs typically appear during early childhood and affect a person’s ability to communicate, and interact with others. ASD is defined by a certain set of behaviors and is a “spectrum condition” that affects individuals differently and to varying degrees. There is no known single cause of autism, but increased awareness and early diagnosis/intervention and access to appropriate services/supports lead to significantly improved outcomes.”

Sexual Assault Awareness Month - I Ask. (n.d.). Retrieved April 15, 2019, from https://www.nsvrc.org/saam

FIND HELP AND SUPPORT

PLAN AN EFFECTIVE SEXUAL AWARENESS MONTH (SAAM) CAMPAIGN

REWITING STORIES OF TRAUMA THROUGH PEER-TO-PEER MENTORING FOR AND BY AT-RISK YOUNG PEOPLE
Lesley J. Douglas, Debra Jackson, Cindy Woods, & Kim Usher

CHILDREN AND YOUNG PEOPLE “IN CARE” PARTICIPATING IN A PEER-TO-PEER-MENTORING RELATIONSHIP: A EXPLORATION OF RESILIENCE
Nadia Mantovini, Steve Gillard, Gill Mezey, & Fiona Clare
EVENTS IN APRIL

NATIONAL POETRY MONTH

“National Poetry Month was inaugurated by the Academy of American Poets in 1996. Over the years, it has become the largest literary celebration in the world with schools, publishers, libraries, booksellers, and poets celebrating poetry’s vital place in our culture.”


ALCOHOL AND DRUG AWARENESS MONTH

“Alcohol Awareness Month provides a focused opportunity across America to increase awareness and understanding of alcohol addiction, its causes, effective treatment, and recovery. It is an opportunity to decrease stigma and misunderstandings in order to dismantle the barriers to treatment and recovery, and thus make seeking help more readily available to those who suffer from this disease.”


TEACHING STUDENTS BETTER ONLINE RESEARCH SKILLS
Leslie Harris O’Hanlon

CONSTRUCTING TEACHER LEADERSHIP THROUGH MENTORING: FUNCTIONALITY OF MENTORING PRACTICES IN EVOLVING TEACHER LEADERSHIP
Tugce Gul, Kadir Demir & Brett Criswell

WHAT WORKED (AND DIDN’T) THIS YEAR: 10 LESSONS FROM EDUCATION RESEARCH TO TAKE INTO 2019
Matt Barnum

CAREER MENTORING IN ONLINE COMMUNITIES: SEEKING AND RECEIVING ADVICE FROM AN ONLINE COMMUNITY
Maria Tomprou, Laura Dabbish, Robert E. Kraut, & Fannie Liu
TIPS FOR CHOOSING ACADEMIC MENTORS

Melissa McCartney

“Having good mentors is critical in any career. In academia, most researchers train under just one or two graduate and/or postdoctoral mentors; however, little is known about how this mentorship affects the mentee’s career. Liénard et al. analyzed an open-access database of 18,856 researchers to determine if graduate or postdoctoral mentors have a greater impact on trainee careers. Results show that although postdoctoral mentors were more influential in trainees’ success, the breadth of training between graduate and postdoctoral mentors was also predictive. Trainees working under mentors with disparate expertise, who were then able to integrate both sets of expertise into their own work, had higher levels of academic success. Advice to future scientists: Consider mentors who will teach you diverse, yet complementary, skill sets.”


BOOK REVIEW | DOWN GIRL: THE LOGIC OF MISOGYNY

Thomas E. Randall

“In Down Girl: The Logic of Misogyny, Kate Manne argues that the concept misogyny should be reconceived as a social and political phenomenon instead of its usual “naïve” rendering as a psychological phenomenon. In this, Manne is successful. Down Girl is highly recommended for its contribution to feminist, moral, and political philosophy, offering a parsimonious framework for scholars to intelligibly articulate why patterns of sexual objectification, threats, and violence toward women persist in a supposedly postpatriarchal world. Though Manne limits the application of her argument to misogyny imposed on white women living in the US, UK, and Australia, this is not a weakness of the text. Manne explicitly and repeatedly explains that this limitation is due to the boundaries of her own lived experience. The versatility of Manne’s argument enables and encourages different persons working in different contexts to examine misogyny in its various manifestations. Indeed, this reviewer expects Down Girl will form a foundational text for future research in this domain.”

“If misogyny is understood as a primarily psychological phenomenon of an individual, moral blame is limited to the inscrutable and irrational attitudes of a person. As such, this understanding cannot make sense of ongoing patterns of such behavior--and Manne wants to say that these acts are not merely random, unsystematic occurrences.”

Hypatia Reviews Online. (n.d.). Retrieved April 15, 2019, from https://www.hypatiareviews.org/reviews/content/368
AMERICAN EDUCATION RESEARCH ASSOCIATION (AERA)

CELEBRATING 103 YEARS OF NATIONAL EDUCATIONAL RESEARCH!

The American Educational Research Association (AERA) is a society of faculty, researchers, graduate students, and other professionals whose goal is to improve the educational process by encouraging inquiry and investigation that will ultimately serve the public. AERA, established in 1916, has continued to work in a range of settings including universities, federal and state agencies, and nonprofits to produce a body of work that ultimately transforms research into information which can be used to improve the educational methods and be used for practical application.

2019 AERA ANNUAL MEETING

APRIL 5, 2019 | METRO TORONTO CONVENTION CENTRE

This year, AERA’s Annual Meeting will be held on April 5, 2019 at the Metro Toronto Convention Centre. The topic of this year’s meeting is Leveraging Education Research in a Post-Truth Era: Multimodal Narratives to Democratize Evidence. This event is the world’s principal assembly of education researchers and an opportunity to highlight original studies in a variety of areas. Additional information about AERA and the Annual Meeting can be found below:

CLICK HERE FOR MORE INFORMATION
CALL FOR PROPOSALS

The UNM Mentoring Institute is pleased to announce its 12th Annual Mentoring Conference, *Towards the Science of Mentoring*.

Early registration is now open. We invite faculty, staff and students of higher education, researchers, K-12 educators, community leaders, administrators, non-profit partners, government agencies, and other professionals to participate in this five-day event, which will be held from Monday, October 21, 2019, through Friday, October 25, 2019 at The University of New Mexico’s Student Union Building in Albuquerque, New Mexico. Together, we will develop dynamic conversations and networking opportunities through hands-on workshops, individual/panel presentations, and plenary sessions.

This year’s conference theme is Towards the Science of Mentoring. In just over a decade, our outstanding Mentoring Conference presenters have created a rich archive of knowledge of mentoring that serves as a fertile foundation for practitioners and researchers. This year we are expanding this evidence and theoretical base to plan a framework for future scientific projects. We want to encourage discussion about work that draws from evaluated, sustainable mentoring programs using practitioner testimonies to promote further mentoring research. Case studies, qualitative research methods, and practices that reflect effective qualities for different populations will be valuable to this conference.

In light of this theme, we are keen to receive proposals that:

* are informative and relevant to the term ‘science of mentoring’
* are supported by theory and research
* demonstrate concepts and ideas that are applicable to future research
* have the potential to spark fruitful conversation during and after the conference.

In addition to hosting presentations that comply with the theme, we are asking for proposals based on the topics of mentoring, coaching, and leadership, within the following strands: science of mentoring, teacher mentoring, entrepreneurship, business, STEM (science, technology, engineering, & mathematics), education, arts, humanities, health sciences, and others. We wish for proposals to accomplish the following:

* Build on the knowledge base of existing literature
* Demonstrate the effectiveness of existing mentoring, coaching, and leadership programs
* Propose new methodologies or evaluation models
* Promote diversity, inclusion, and cross-cultural relationships
* Introduce concepts and ideas to promote and develop practices
Presentation Requirements

Presenters in the 2019 conference must meet the following requirements for their session (please read these carefully, as they are mandatory for all presenters):

**Individual/Panel Sessions**
- **Presentation:** Presenters are assigned a 45-minute slot; we suggest a TED Talk format for the first 30 minutes of the presentation, 10 minutes for Q&A, and 5 minutes for the session’s evaluation.
- **Paper:** Submission of a 5–7 page paper on the topic of your presentation is mandatory. Papers will be peer-reviewed and published in the conference proceedings.
- **Optional Poster Submission:** In addition to your individual/panel presentation, we strongly suggest to bring a poster to be displayed during the conference poster session. You do not need to write an additional poster paper; however, you will need to submit a Microsoft Power-Point file (template will be provided) with the content of your poster.

**Poster Session**
- **Presentation:** Poster presenters will have two hours to display and present their poster during the allotted poster session.
- **Paper:** Submission of a 1–2 page paper describing the content of your poster is mandatory. All poster presenters are also required to submit a Microsoft Power-Point file (template will be provided) with the content of your poster.

**Roundtable Presentation**
- **Paper:** Submission of a 5–7 page paper on the topic of your presentation is mandatory. Papers will be peer-reviewed and published in the conference proceedings.
- **Presentation:** You will be asked to present the problem, case, or idea from your paper and direct a set of questions to the group, and lead the discussion towards a solution that you may have input on based on your paper.

**Presenter Registration**
- **Presenters** must register for the conference; registration will grant access to 15 plenary/round table/poster sessions and more than 200 individual/panel sessions. As a token of our appreciation, accepted presenters will receive a registration discount.

**Important Dates**
- Abstract proposal submission deadline – **May 15, 2019**
- Accepted proposal notification – **May 30, 2019**
- Last date to register as a presenter and/or peer-reviewer – **June 15, 2019**
- Paper submission – **June 30, 2019**
- Peer-review process – **July 1 – 30, 2019**
- Peer-reviewed papers returned – **August 1, 2019**
- Final paper submission due – **August 30, 2019**
UPCOMING WEBINAR IN APRIL

Retention through Relationships: How to Build Connection into Mentorship
Chad Littlefield
April 23, 2019 | 12 PM MST - 12:45 PM MST

Google’s internal quest to build the perfect team found that the #1 indicator of high-performing, innovative teams is the psychological safety and trust that develop through social connections. Here’s the thing. Our meetings, programs classrooms, syllabuses, etc. are so often focused on content—not connection.

In this fun, interactive webinar, Chad Littlefield, TEDx speaker and author, will share practical tools on how to foster a culture of connection in your mentorship program. We’ll also get a chance to have an experience with tools from Chad’s Connection Toolkit™ which is being used by educators on campuses and companies all over the world to spark meaningful connection. The kind of connection that builds trust and psychological safety. That type of connection that sparks engagement and conversation with your students—and staff. You will walk away from this session with concrete, actionable tools to “create connection before content” worth remembering both inside and outside of work.

CLICK HERE TO SEE DATES & TIMES OF FUTURE WEBINARS

PAST WEBINARS

Mentoring Across Differences
Marsha Carr
March 2019

A Model For Mentoring STEM Undergraduates
Yadeeh Sawyer
February 2019
MEMBERSHIP

BENEFITS TO MEMBERSHIP:
We encourage you to become a Mentoring Institute member. Membership provides staff members in higher education, faculty, and students at all levels, the opportunity to access past conference proceedings, recordings of our webinars after they are streamed live, conference videos, and a discount on the Mentoring Conference registration fee. The literature and information provided by a membership is useful for practitioners, business executives, youth mentors, and non-profit organization, as it provides exclusive access to 11 years of research and practice in the field of mentoring.

CLICK HERE TO SIGN UP

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12th Annual Mentoring Conference
TOWARDS THE SCIENCE OF MENTORING

Monday, October 21st - Friday, October 25th, 2019 | The University of New Mexico | Albuquerque, NM

WEBINARS

MENTORING INSTITUTE