UNM | Mentoring Institute

2010 Mentoring Conference

Mentoring Theory & Practice: Learning from the Past & Envisioning the Future

Third Annual Conference

October 27-29, 2010

Mentoring Institute
in the Division of Student Affairs
Main Campus, Student Union Building
Albuquerque, New Mexico, USA

Welcome to UNM & New Mexico

Photo by Erik Stenbakken

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 nationally recognized Campus Arboretum and the popular Duck Pond offer an outstanding botanical experience in the midst of one of New Mexico's great public open spaces.

The People

As a Hispanic-serving Insititution, the University represents a cross-section of cultures and backgrounds. In the Spring of 2008, there were 24,177 students attending the main campus with another 6,658 students at branch campuses and education centers. UNM boasts an outstanding faculty that includes a Nobel Laureate, two Mac Arthur Fellows, 35 Fullbright 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 counties. 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 hands-on training in state-of-the art laboratories. Offering more than 210 degree and certificate programs, NM has 94 bachelor's degrees, 74 master's degrees and 40 doctoral programs.The Health Services Center is the state's largest integrated health care treatment, research and education organization. Among the University's outstanding research units are the High Performance Computing Center, Cancer Center, New Mexico Engineering Research Insititute, Center for High Technology Materials, Design Planning Assistance Center, Environmental Law and Policy and the Center for Non- Invasive Diagnosis.

Information from the website of UNM. Read more online at http://www.unm.edu/welcome

UNM OFFICE *of the* PRESIDENT

A Welcome Message from UNM President, Vice President, and Conference Chair

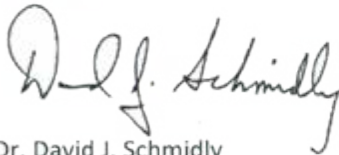On behalf of The University of New Mexico, we are delighted to welcome you to the 2010 Mentoring Conference "Learning From The Past & Envisioning The Future". The Mentoring Institute at the University of New Mexico, Division of Student Affairs, is gladly hosting this Conference at the Student Union Building from October 27-29, 2010.

Overall, the Conference will provide professional development and networking opportunities to students, faculty, staff, researchers, professionals and practitioners in the field of mentoring. It will be an excellent opportunity for you to meet with colleagues from all over the country to create mentoring alliances and to build relationships nationally and internationally.

We would like to take this opportunity to commend your hard work and dedication to improving the lives of so many people through mentoring. We all have the capacity to give and to make contributions to others during our lives. The individuals who have committed themselves to mentor others most certainly are following through on their potential and our university is pleased to receive you.

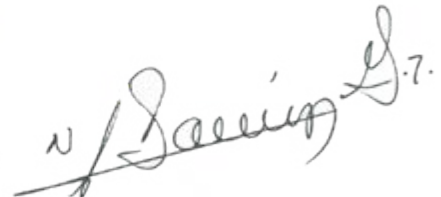We hope you enjoy your visit to the University of New Mexico and have a successful conference.

Sincerely,

Dr. David J. Schmidly
President
University of New Mexico

Dr. Eliseo Torres
Vice President
Student Affairs

Nora Domínguez, Ph.D. Candidate
Conference Chair & Director
Mentoring Institute

The University of New Mexico • MSC 06 3300 • 1 University of New Mexico • Albuquerque, NM 87131-0001 • Phone 505.277.2626 • 505.277.5965 • www.unm.edu

Scholes Hall, Building 10

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Conference Chair

Nora Dominguez, Ph.D. Candidate
Director of The Mentoring Institute, UNM

Nora Dominguez, is the Director of the Mentoring Institute, Member of the Board of Directors of the International Mentoring Association, Part-Time Faculty at the University of New Mexico, and Ph.D. Candidate in Organizational Learning and Instructional Technologies, She earned her M.B.A. in the Autonomous Technological Institute of Mexico (ITAM). Nora has dedicated more than 20 years of her professional practice to develop and implement training and mentoring programs in the workplace. Her professional experience includes a combination of educational and management positions in the banking industry. Her consulting experience includes a broad scope of services helping entrepreneurs, small businesses and corporations to develop financial strategic plans, risk management strategies, and evaluation programs.

Keynote & Plenary Speakers

Kathy E. Kram, Ph.D.
Keynote Speaker, Boston Univiersity

Kathy E. Kram is the Shipley Professor in Management at the Boston University School of Management. She received her B.S. and M.S. degrees from M.I.T. Sloan School of Management, and a Ph.D. from Yale University. Professor Kram teaches undergraduate, MBA and Executive MBA courses in Global Management, Leadership, and Careers in the 21st Century. She is currently exploring the nature of peer coaching and mentoring circles as part of her ongoing program of research on relational learning, adult development and leadership development. All of her research is aimed at enhancing leadership effectiveness and quality of work life. In addition to her seminal book, Mentoring at Work, she has published in a wide range of academic and professional peer reviewed journals. Her new book, an edited volume with Prof. Belle Rose Ragins is titled The Handbook of Mentoring at Work: Theory, Research and Practice, published by Sage Publishing. Dr. Kram is a founding member of the Center for Research on Emotional Intelligence in Organizations (CREIO). During 2000-2001, she served as a visiting scholar at the Center for Creative Leadership (CCL) and as a member of the Center's Board of Governors from 2002-2009.

Joseph Pascarelli, Ph.D.
Plenary Session Special Speaker, International Mentoring Association

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.

Carmen M. Carter, Ph.D.

Plenary Session Special Speaker, Multicultural Women's Council

Carmen M. Carter is a Project Director at one of the fastest growing universities in the Texas Region, and one of Princeton Review's Best in the West. She is the Founder of the Multicultural Women's Council™, a nonprofit organization created to mentor and empower women to achieve gender parity, Host and Author of InsideDiversity™, and Diversity Optimization Practice Leader for Corpus Optima. She has over 20 years of professional experience that spans academia, faith-based, and government organizations, as well as has held executive roles with Fortune 500 companies in multiple industries. Her international reputation for innovation and understanding in the field place her among the foremost voices in the diversity community.

Courtney Johnson, M.D.

Plenary Session Special Speaker, UNM

Courtney Johnson, MD, is Professor of Pediatrics and Rheumatology at the University of New Mexico Children's Hospital and School of Medicine. He grew up in Cheyenne, Wyoming and graduated from Harvard with a BA in musicology and from Washington University School of Medicine. He is the only pediatric rheumatologist in New Mexico and one of approximately 175 practicing board-certified pediatric rheumatologists worldwide. Dr. Johnson studied piano with Kate Friskin and Eugene List, and piano and composition with Nadia Boulanger in Fontainebleau, France. He is interested in the relationships between medicine, music, and mentoring.

Scott N. Taylor, Ph.D.

Plenary Session Special Speaker, UNM

Scott N. Taylor is an assistant professor of organizational behavior in the Anderson School of Management at the University of New Mexico. His research focuses on leader assessment and development with emphasis on emotional and social competency development, leader self-awareness, multi-source feedback assessment, and intentional change theory. Scott holds a Masters of Business Administration and Doctorate of Philosophy in Organizational Behavior from Case Western Reserve University. He has ten years of experience as an executive coach and organization and leadership development consultant having worked with over thirty companies in a variety of industries. Prior to pursuing an academic career, he was a manager at Ernst & Young, LLP, and later he was a manager of organization effectiveness with Sabre Inc.

Linda Searby, Ph.D.

Plenary Session Special Speaker, University of Alabama

Linda Searby, Ph.D., is an assistant professor and program chair of Educational Leadership at the University of Alabama at Birmingham. She teaches preparation courses for school administrators at the master's, specialist, and doctoral levels. Her research focuses on mentoring, especially from the protégé's perspective. She is currently conducting research on "what constitutes a mentoring mindset?". She initiated a peer mentoring Support Network for Assistant Professors in the School of Education and has shared the success of the program in several venues, including the International Mentoring Association conferences and the UNM Mentoring Conference.

Mark Searby, PhD.

Plenary Session Special Speaker, Samford University

Dr. Mark Searby has served as a pastor, professor, college administrator, and consultant. He currently is the director of the Doctor of Ministry Studies program at Beeson Divinity School at Samford University in Birmingham, Alabama. He has developed mentoring programs for college and graduate students, as well as worked with young business professionals as a mentor. He is a member of the International Mentoring Association. He has given presentations for the International Mentoring Association annual conferences and the UNM Mentoring Conference. Dr. Mark and Linda Searby have established Peacewood Consulting Services, LLC to provide coaching and mentoring for emerging leaders and to assist organizations in leadership development.

Workshop Speakers

Laura G. Lunsford, Ph.D.

Plenary Session Special Speaker, University of Arizona

Laura Gail Lunsford is an assistant professor of psychology at the University of Arizona South. Her research focuses on mentoring and talent development; educational equity and access; and program evaluation. She has presented and published on public organization leadership and mentoring; the role of identity development on mentoring; and evaluation of mentoring programs. Lunsford started a successful student-faculty mentoring program at NC State and consults with the mentoring program for the Arizona Assurance Scholars at the University of Arizona. The International Mentoring Association presented her the Dr. Hope Richards Award for Outstanding Doctoral Dissertation in 2009. The National Science Foundation sponsored Dr. Lunsford's research in Australia on mentoring and senior scientists. Professor Lunsford teaches courses in organizational, social, and cognitive psychology. Her B.A. and Ph.D. are from North Carolina State University and her M.S. is from the University of North Carolina, Greensboro.

Barry W. Sweeny, Ph.D.

Plenary Session Special Speaker, Best Practice Resources, Inc.

Barry W. Sweeny is the President of Best Practice Resources, Inc. an independent mentoring and coaching consulting firm in Wheaton, Illinois. He has been a consultant, program evaluator, trainer, and author since 1987 and has presented and provided keynotes at dozens of conferences. Mr. Sweeny has trained thousands of mentors and supervisors, and helped develop or improve hundreds of programs in school districts, professional associations, universities, regional agencies, not-for-profits, and businesses all over the world. He is probably best known for his extensive mentor training and program publications and his mentoring web sites at www.teachermentors. com and www.BusinessMentorCenter.com. Barry is also a Director of the International Mentoring Association. Previously, Barry was an award-winning classroom teacher, district staff developer and mentor program coordinator, Manager of School & Program Development, and President of the Illinois Staff Development Council.
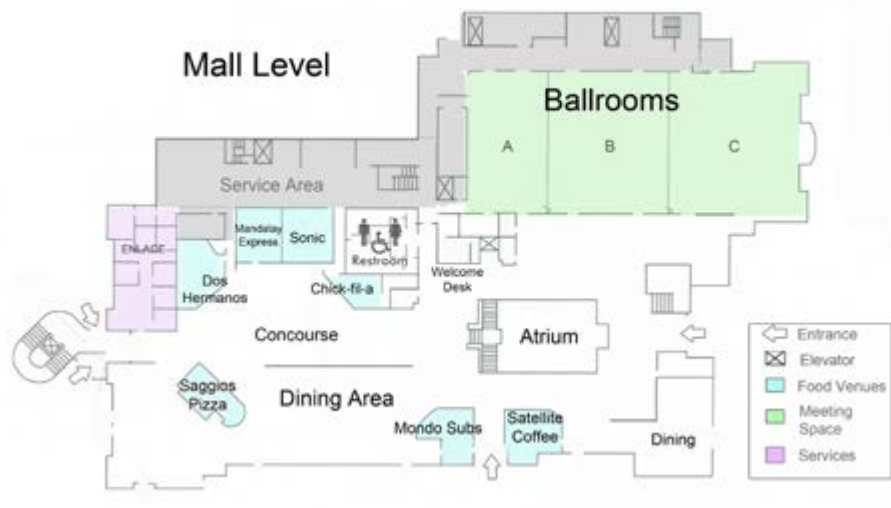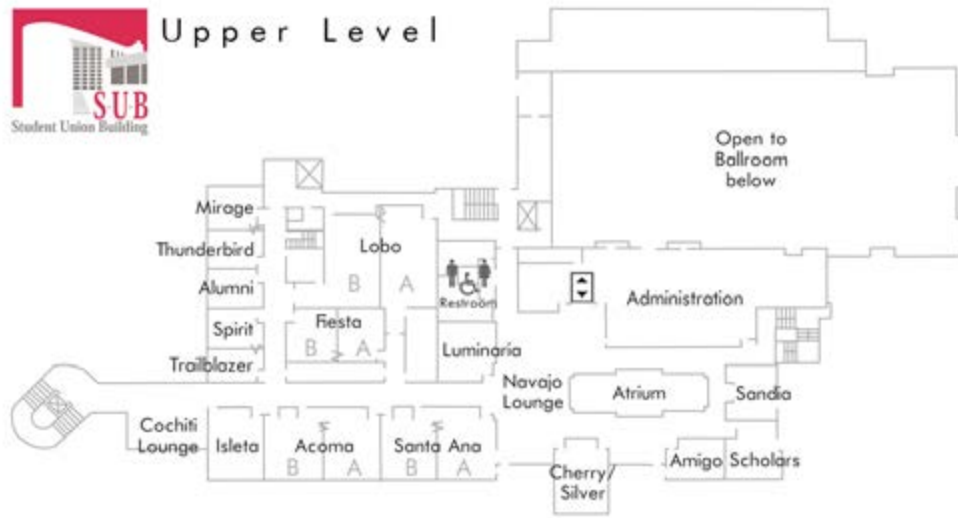
"Video or audio recording of sessions is not permitted. "

Conference At a Glance

Wednesday, October 27

Time			
8:00 -11:00 am	**Registration** Main floor lobby (outside ballrooms)	*Creating Effective Mentoring Programs* *Pre-Conference Workshop* **Acoma A&B** *Dr. Laura Lunsford*	*Best Practices in Academic Settings* *Pre-Conference Workshop* *Santa Ana A&B* *Dr. Barry Sweeney*
11:00 am *Plenary*	Opening Plenary –Ballroom A **Dr. Joseph Pascarelli, International Mentoring Association** *Learning From the Past & Envisioning the Future*		
11:45 am *Plenary*	Welcoming Session – Ballroom A **Dr. Suzanne Ortega, University of New Mexico**		
12:00 PM	Lunch – Ballroom B		
1:00 PM *Plenary*	Plenary Session- Ballroom A **Dr. Carmen Carter, Multicultural Women's Council** *Mentoring & Inclusion - Diversity Unleashed*		
2:00 PM *Concurrent Presentations*	**Buckel, C.** *U.S. Army Corps Engineers* **Santa Ana A&B** *Building a Legacy of Mentoring*	**Griffin, K. & Deo, M.** *Pennsylvania State University* **Acoma A & B** *More Than Friends: The Experience and Influence of Peer Mentoring in Law School*	**Gillon, K.** *Iowa State University* **Isleta** *A Critical Exploration of Race and Mentoring*
3:00 PM *Concurrent Presentations*	**Searby, L.** *University of Alabama* **Santa Ana A&B** *Assumptions: Powerful Predictors in a Mentoring Relationship*	**Narayanaswami, M.** *MindTree Ltd* **Acoma A & B** *Is Mentoring an Appropriate Intervention for Employee Professional Development?*	**Chan, A.** *Independent Consultant* **Isleta** *Strategies for Addressing Race and Culture in Mentoring*
4:00 PM *Concurrent Presentations*	**Lunsford, L. & Irwin, M.** *University of Arizona, Arizona Assurance* **Santa Ana A&B** *Mentor Benefits: Faculty Mentoring Low-Income Freshmen*	**Searby, M.** *Samford University* **Acoma A & B** *The Mentoring Greenhouse*	**Eldredge, J.** *University of New Mexico* **Isleta** *Virtual Peer Mentoring (VPM) as an Emerging Twenty-First Century Approach*

Thursday, October 28

Time			
9:00 AM *Concurrent Presentations*	**Armstrong, T.** *George Washington University* **Santa Ana A&B** *Relationships at Work Matter*	**Shenkman, M., Walch, M., Detry, M., Swedick, W. & Martell, N.** *Next Step Leader Mentoring* **Acoma A & B** *Mentoring Builds Community*	**MacEachen, S.** *University of New Mexico* **Isleta** *UNM Alumni Career Mentor Program*
10:00 AM *Concurrent Presentations*	**Reddick, R. J. & Cherwitz, R.** *University of Texas at Austin* **Santa Ana A&B** *Exploring Mentoring Experiences in the Intellectual Entrepreneurship of Pre-Graduate Internship*	**Krebs, M. & Torrez, C.** *University of New Mexico* **Santa Ana A&B** *What Makes a Quality Mentoring Environment for the Pre-service Teacher Field Experience?*	**Huang, T. & White, G.** *Lehigh University Center for Developing Urban Educational Leaders* **Isleta** *Developing a Mentoring Internship Model for Urban School*
11:00 AM *Keynote*	Keynote Address – Ballroom A **Dr. Kathy E.. Kram, Boston University** *Variations on the Mentoring Theme: New Forms and Practices*		
12:00 PM	Lunch – SUB Ballroom B **Dr. Courtney Johnson with Darci Lobdell, University of New Mexico** *The Art and Adventure of Mentoring*		
1:00 PM *Plenary*	Plenary Session- Ballroom A **Dr. Mark Searby - Samford University & Linda Searby – University of Alabama** *You….The Mentor, You…The Protégé*		
2:00 PM *Concurrent Presentations*	**Hill, M.** *University of New Mexico* **Santa Ana A&B** *Borrowing for the Body: Mentoring in the Arts-Related Fields*	**Rivera, M.** *University of New Mexico* **Acoma A & B** *Evaluating Plural Diversity Mentoring Efforts in University Settings*	**Ralph, E. & Walker, K.** *University of Saskatchewan* **Isleta** *A Model With Potential: "Adaptive Mentorship"*
3:00 PM *Round Tables*	**Jackson, F.** *North Carolina State University* **Santa Ana A&B** *Training Mentors in Technological Times*	**Brown, V.** *Roosevelt University* **Acoma A & B** *Mentor Is Not Another Word For Supervisor*	**Vucko, S. & Pratt, C.** *Quebec Ministry of Education* **Isleta** *Mentoring: Communities of Practice*
4:00 PM *Round Tables*	**Barnett, C.** *CGB Associates* **Santa Ana A&B** *Establishing Mentoring Programs for Organizational Success*	**Johnson, C.** *University of New Mexico* **Acoma A & B** *The Art of Mentoring*	**Dean, D.J.** *Association for Women in Science* **Isleta** *Improving Your Mentoring Network and Work-Life Satisfaction*
5:00 PM *Posters*	Poster Session- Ballroom A *Crackel, R. & Nolan, D.; Ferguson, S.; Konstantinov, K.N. & Tzamaloukas, A.H.; Magdaleno, K.; McFadden, L.; Martinez, A. & McCoy, H; Thomas, M.*		

Friday, October 29

Time				
9:00 AM *Concurrent Presentations*	**Cannata, M., Neergaard, L. &Hawkinson, L** *Vanderbilt University* **Santa Ana A&B** *Developing a Conceptual Framework for the Mentoring Relationship*	**Reddick, R.J. & Griffin, K.** *University of Texas at Austin; Pennsylvania State University* **Acoma A & B** *Black Faculty Narratives on Developmental Relationships Across Stages of Life Experience*	**Thomas, M.** *University of New Mexico* **Isleta** *A Purposeful Mentoring Relationship Model*	**Magdaleno, K.** *California State University* **Trail/Spirit** *Six Years Later: The California Association of Latino Superintendents and Administrators Mentoring Program*
10:00 AM	Book Presentation - Ballroom A **Dr. Kathy E.. Kram, Boston University** *The Handbook of Mentoring at Work*			
11:00 AM *Plenary*	Plenary Session- Ballroom A **Dr. Scott Taylor, University of New Mexico** *Coaching and Mentoring with Compassion: Helping Others Develop Social and Emotional Competence*			
11:45 PM *Plenary*	Closing Session – Ballroom A **Dr. Suzanne Ortega, University of New Mexico**			
12:00 PM	Lunch – Ballroom B			

Student Union Building (SUB) Maps

Upper Level

Mall Level

Pre-Conference Workshops

October 27, 2010

8:00 - 11:00 A.M.

Laura Lunsford
University of Arizona
Acoma A & B

Creating Effective Mentoring Programs

Enormous resources in time and money are invested in mentoring programs. How do you know if this investment is a good one? How can you show that a mentoring program is effective and successful? This workshop will equip you with the skills to answer these questions. The workshop is appropriate for both new and experienced professionals. An evaluation framework will be presented as an overarching model to create, assess, and improve mentoring programs. Come prepared to work as this will be a hands-on workshop.

At the conclusion of this workshop you will be able to:
 • Describe specific goals and outcomes of your mentoring program.
 • Create a one-page 'Logic Model' to evaluate a program's effectiveness.
 • Select the best tools to evaluate a program, e.g. survey, interview, observation.
 • Determine how often you need to collect data.
 • Develop specific metrics you can report to stakeholders.
 • Explain how to monitor and improve a program.

Barry Sweeny
Best Practice Resources, Inc.
Santa Ana A & B

Best Practices in Academic Settings

Tired of "workshops" that are all lecture and presenters who do not "walk their talk"? Attend this workshop for a refreshing change, but come prepared to participate and to grow your skills.
While this workshop will not address mentoring program design, the focus on mentoring best practices has certain implications for program structure and these will be briefly mentioned.
The workshop will have three sections, each taking about one hour:
   1. Presentation and explanation of "Mentoring Best Practices for Academic Settings", including practices to apply across all settings and foci, and practices that are unique to specific program goals, organization settings, and type of protégés.
   2. Unstaged presenter demonstration of mentoring best practices with a volunteer
   3. Small, setting and focus-specific group practice in applying the best practices.
Both the presenter demonstration and small group practice will include authentic group feed back to improve the mentoring practices. Therefore, this workshop is appropriate for new and existing programs, K-12 or higher education, faculty or student mentoring, and peer or expert-novice mentoring.

Plenary Sessions

11:00 A.M.

Joseph Pascarelli
International Mentoring Association
SUB Ballroom A

Learning From the Past & Envisioning the Future

In this session, Dr. Pascarelli will examine global perspetives on mentoring in order to identify the dynamics between and among culture, context, and mentoring as implemented in varied international settings with a particular focus on whether mentoring acts primarily as a tool for maintaining the status quo or as a transformational process that encourages changing cultures, contexts, individuals, and professionals.

1:00 P.M.

Carmen Carter
Multicultural Women's Council
SUB Ballroom A

Mentoring & Inclusion - Diversity Unleashed

Workshops about mentoring and inclusion are some of the most important sessions anyone will ever attend. Surprisingly, the goal of diversity is not necessarily diversity itself. In fact, training interventions focusing on the pervading cultural characteristics (similarities and differences) have only been met with modest sustainable results, and have derailed many well-intentioned diversity interventions. Mentoring is the missing link and bridge that creates diverse communities of learning where each individual can engage in the reciprocal learning process. This session will educate and increase your knowledge about the skills needed to move beyond the old definition of diversity; to one which fosters an environment of equity and inclusion. This is diversity unleashed, and an important lesson to learn!

Concurrent Presentations

2:00 P.M.

Cheryl S. Buckel
U.S. Army Corps of Engineers, Albuquerque District
Santa Ana A & B

The Mentoring Journey – Creating a Mentoring Program that is Right for Our Organization

This paper chronicles the process our organization went through in creating our current Mentor/Protégé program. The three year journey addresses the critical needs of the organization, and the research that was necessary in helping us develop the foundation for the pilot program. The paper analyzes why other programs within the Corps have failed, defines the purpose and fundamental elements for success of the Mentor/Protégé Program for our organization. The

paper also describes the structure of the pilot program, the education process, and the metrics for the program's progress and success.For the past 10 years or so, the U.S. Army Corps of Engineers (USACE) has implemented their Leadership Development Program. This four tiered program embraces mentoring at all levels, and has proven successful for those who participate in it through each of the four levels. However, there is a large portion of our career demographic that chooses not to participate in these programs, and misses out on the more formal mentoring experiences. Additionally, studies have shown that more than 60% of the USACE workforce will be retirement eligible within the next 5 to 10 years. When they leave the institutional knowledge they possess will go with them if we don't capitalize on their presence and encourage that transfer of information to the newer employees through mentoring relationships while they are still with us. Senior Leadership in USACE recognized the need for a mentoring program years ago, and many attempts at creating informal mentoring programs have occurred with marginal success. So a couple of years ago, I began researching fundamental elements of successful mentoring programs, which culminated in the development of the Mentor/Protégé pilot program in 2010 at USACE, Albuquerque District.

Meera E. Deo & Kimberly A. Griffin
Thomas Jefferson School of Law, Pennsylvania State University
Acoma A & B

More than Friends: The Social Capital Benefits of Peer Mentoring Relationships in Law School

Granovetter's (1973) research on social networks and the strength of weak ties suggests that relatively tenuous links between large networks of people are highly beneficial. Social capital benefits may also accrue when individuals or groups create a safe, nurturing space for newcomers to become familiar with institutional norms and practices (Coleman, 1988; Lin et al., 2001). Extending this work to mentorship in law school, we can infer that having a large group of diverse mentors that includes peers may also be useful. This study addresses three interrelated questions: How do students describe the roles of peer mentors?; How do students in peer mentoring relationships describe their motivation for forming these bonds?; and What influence do students perceive peer mentoring relationships have on their academic and career outcomes? Data was drawn from the Educational Diversity Project (EDP), a collaborative three-year study conducted by a national team of researchers examining law school diversity. Analyses of survey and focus group data collected in 2005 from 203 first-year law students at 11 institutions across the US reveal that the overwhelming majority of law students rely on their peers for support.   The qualitative data illuminate the ways in which peer mentors couple socio-emotional support with academic and career-based information. As we seek to encourage students throughout law school and improve their experience, it is important to consider how institutional agents can encourage students to go beyond building friendships to forming mentoring relationships, which could facilitate development and success in law school and beyond.

Kathleen E. Gillon
Iowa State University
Isleta

A Critical Exploration of Race and Mentoring in Higher Education

A mentoring relationship that involves two individuals from two different cultures is often formally identified as "cross-cultural mentoring." Currently, the literature primarily prescribes to only one type of "cross-cultural" mentoring – that of an individual from a dominant group mentoring an individual from a non-dominant group (Johnson-Bailey and Cervero, 2002, 2004; Benishek, Bieschke, Park, and Slattery; 2004). Additionally, within a higher education context, the literature seems to be limited to faculty-to-faculty mentoring (Johnson-Bailey and Cervero, 2004; Stanley & Lincoln, 2005; Dolan, 2007). This paper explores the idea of cross-cultural faculty/student mentoring within the context of a faculty person of color mentoring a white student. Literature related to cross-cultural mentoring is introduced, the lack of literature and possible progression of literature is discussed, and a current mentoring model (Multicultural Feminist Mentoring Model) is critiqued. Possibilities for future study and production of scholarship will be suggested.

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3:00 P.M.

Linda Searby
University of Alabama
Santa Ana A & B

Assumptions: Powerful Predictors in a Mentoring Relationship

When mentors and mentees enter a mentoring relationship, they bring their assumptions with them. An assumption is a belief one possesses that is thought to be true and from which a conclusion can be drawn. It can also be a belief that someone should behave in a particular way. Often unspoken, these assumptions can be powerful predictors of success or subtle forces contributing to failure in the mentoring process. Therefore, it is important to examine the role of assumptions in adult learning relationships. Assumptions held by a mentor and mentee are influenced by many factors. Prior life experiences, fears, cultural interpretations, myths, and core values are wrapped up in the personal packages adults bring into the mentoring relationship. This paper will assist conference attendees in learning how to examine assumptions (or help others do so) at the outset of a mentoring relationship.

Narayanaswami, Meenalochani (Meena)
MindTree Ltd
Acoma A & B

Mentoring- A feasible approach to Professional Development

Professional development "refers to skills and knowledge attained for both personal development and career advancement. "Mentoring as an avenue for "experiential learning" and professional development is well known. This paper focuses on Mentoring and its impact on professional development of employees in the Information Technology sector. The paper covers the following aspects-Context and reality, Critical Success Factors and challenges. Professional development can be described as the ability of an organization to put the "employee first", providing and enabling platforms for professional growth, providing a thrust to employee goals through coaching, mentoring as a sustained intervention and hasten the employee learning and professional trajectory. The three key components to professional development are the development of technical, behavioral and emotional skills. Each of these individual components is vital for holistic employee development. A few Critical Success Factors for professional development should include Comprehension of one's role and ability to link it to the overall organization's objective, Building ancillary behavioral skills like people management, leadership skills, handling emotions, decisions, value based behavior, providing Continual employee feedback, Should have a structure yet be flexible and should be forward looking. Mentoring offers an intangible benefit for employees seeking professional development. Mentoring addresses the need of the employee in a planned, cohesive manner. The structured meetings during the mentoring process that are open and trust based make a visible difference in the mentee and his approach to handling professional issues or crises. Mentoring also provides the employee a much-needed anchor in the organization in the form of a mentor. Skill development as a focus area is best enabled through a mentor who can provide insight through his foresight.

Anne Chan
Independent Practice
Isleta

Strategies for Addressing Race and Culture in Mentoring

Mentoring across racial and cultural differences poses an ongoing challenge for anyone involved in mentoring. This session addresses the conference theme by presenting a cross-cultural theory of mentoring that specifically targets

contemporary diversity concerns in mentoring. This theory of mentoring was derived from two research studies of outstanding mentors who worked successfully with ethnically and culturally different mentees in higher education. Participants will learn a model of mentoring that is inclusive of contextual and multicultural differences. They will also learn concrete tools to effectively mentor and empower mentees, even when vast cultural differences are at stake.

A unique feature of this presentation will be a discussion of how technology is both a cultural and generational challenge in mentoring. Participants will learn how technology shapes the cultural worldview of mentees and how mentors can successfully work through this digital/cultural divide. Thus, diversity, technology, and generational concerns will be explored in this presentation.

4:00 P.M.

Laura Gail Lunsford & Mary Irwin
University of Arizona, Arizona Assurance
Santa Ana A & B

Benefits of Being a Mentor: Mentoring Low-Income Freshmen

Most of the mentoring literature focuses on benefits to the mentee. However, mentors may benefit and change from the mentoring relationship. This paper will report on preliminary data from an evaluation of a faculty-student mentor program. This study provides an important contribution by examining how faculty benefit from their mentoring relationships with low-income, under-represented, first-year students at a public, four-year university. This mentoring retention program is unique in its wide-scale commitment to assign 774 students to faculty mentors. Students were required to meet with a faculty mentor at least twice a semester. The study reports on data from the 2009-10 academic year. All 398 mentors were invited to complete an online survey; 236 mentors responded to the survey with a 59 % response rate. Qualitative analysis of open-ended questions provides insight into mentors' 1) perceptions of the student experience; 2) changes in attitudes about low-income students; 3) self-reported benefits from the mentoring relationship. Preliminary findings suggest that mentors experienced two types of benefits: increased knowledge about students, and perhaps how to teach them; and increased satisfaction. For example faculty noted they better understood challenges faced by first-generation college students and student uncertainty about their college major. These experiences made some faculty reevaluate how they communicate with other students. Faculty experienced greater satisfaction by noting their enjoyment at meeting undergraduates in less formal settings, outside of class. One first-generation college mentor said, "For me it was a phenomenally liberating and eye-opening experience."

Mark Searby
Beeson Divinity School, Samford University
Acoma A & B

The Mentoring Greenhouse

In the world of horticulture, a greenhouse provides a controlled environment in which plants or seedlings can be started until they are able to thrive on their own in the outside world. The mentor-leader can provide a greenhouse for proteges by creating a safe environment in which the character of the protégé is cultivated, an affirming community is nurtured, and a healthy organizational culture is modeled. Thus, an environment is created in which growth is more likely to occur for protégés and their future success is promoted. From the perspective of one who teaches and mentors young emerging leaders, cultivating character, community, and culture is viewed as essential to the development of healthy protégés and organizations. They are the building blocks for mentoring success.

Jonathan D. Eldredge
University of New Mexico
Isleta

Virtual Peer Mentoring (VPM) as an Emerging Twenty-First Century Approach to Professional Growth

Most professionals practicing today benefited from traditional patterns of mentoring. These mentoring relationships possibly began as early as the period prior to professional training. Some of these relationships might still exert an influence on some professionals' development. The need for mentoring can continue even as professionals reach the highest rungs in their career ladders. Established professionals find fewer and fewer traditional mentors due to a gap in supply and demand, however.

October 28, 2010

9:00 A.M.

Tracey M. Armstrong
George Washington University
Santa Ana A & B

Relationships at Work Matter

Entry into any new work role can be a challenging process. It is a time marked by anxiety, apprehension, and frustration, during which an individual must relinquish the comfort and confidence associated with the known and experience the discomfort and uncertainty of the unknown (Crow & Glascock, 1995). Considerable progress has been made toward understanding how newcomers learn and adjust to their roles; at the heart of the socialization literature has been the belief that relationships with insiders "positively contribute to both individuals' professional and personal growth" (Kram, 1988). Despite the recognition that the cultivation and maintenance of relationships at work may be a critical component to the effectiveness of an organization, only recently has the socialization literature begun to explore the perspective of social network theory as it applies to the socialization of newcomers (Morrison, 2002). The central purpose of this study was twofold; a) to identify the formation and functions of the social networks of novice school leaders; and b) to determine to what extent formal organizational socialization tactics, specifically the implementation of a leadership program, influence the development of the social networks of participants. Participants identified supportive relationships both within and outside the school district as serving a broad range of career and psychosocial functions. Results also indicated that formal organizational socialization strategies employed by a school district do have the potential to affect the development of connections among and between members of the organization. Just over one-third of the total relationship dyads (42.3% of intraorganizational dyads) were connections associated directly with the particpant's participation in the induction program.

Michael H. Shenkman, Mark Walch, Michelle Detry, Wend Swedick & Natasha Martell
Next Step Leader Mentoring, a program of the New Directions Institute
Acoma A & B

Mentoring Builds Community

Developing our communities' leaders is always of supreme importance. Each leader is a unique individual who cultivates and attracts followers very much based on his or her own "skills of character;" therefore, a mentoring component in a leader's life is critical. Yet many aspiring leaders never get an opportunity to be individually mentored. More than ten

years ago, Dr. Michael Shenkman created a defined curriculum, called The Arch of Leadership, in order to condense and intensify the mentoring experience around what is specifically asked of leaders by followers and potential followers alike. The Arch of Leadership focuses the personal and attentive mentoring process on guiding aspiring executives and entrepreneurs through a process of self-examination and a re-orienting of personal stories so as to deepen a mentee's commitment to a vision and to their own, unique brand of leading. The curriculum is used for individual mentoring, in-house corporate programs, community based programs and an on-line remote learning experience.   Since its founding, the program has been used in mentoring more than 300 mentees and in training more than 20 mentors. In 2002, a community development program invited Dr. Shenkman to create a program that trains and pairs local mentors with aspiring executives, business owners, and public and nonprofit directors. In 2006, the board of this mentoring program, its alumni and mentors formed an independent, self-standing program, Next Step Leader Mentoring – a community-based, volunteer mentoring program, now in its eighth year of operation. Starting in 2009, program was replicated in Boston, MA.

Susan MacEachen
University of New Mexico, Alumni Association
Isleta

UNM Alumni Career Mentor Program

The University of New Mexico Alumni Association is excited to announce the launch of its new UNM Alumni Career Mentor Program. This program makes it possible for our students to communicate and connect with UNM alumni who have registered as career mentors. The goal of the UNM Alumni Career Mentor Program is to give current students or recent graduates an opportunity to network, find job opportunities or guidance from alumni, or community.

10:00 A.M.

Richard J. Reddick, Richard A. Cherwitz, Aida Prazak & Nathan Bunch
University of Texas at Austin
Santa Ana A & B

Exploring Mentoring Experiences in the Intellectual Entrepreneurship Pre-Graduate Internship

An innovative philosophy emerging in higher education is that of intellectual entrepreneurship (IE), which posits that institutions should produce "citizen-scholars" who creatively utilize their intellectual capital as a lever for social good, and instigates learning across disciplinary boundaries, promoting diversity in higher education and collaborations between universities and society. For seven years, the IE philosophy has been applied in a pre-graduate internship at The University of Texas at Austin (UT-Austin), in which undergraduates connect with graduate students in their field of study to explore graduate study (e.g., conducting research, scholarly writing, serving as research assistants, publishing in journals, etc.). While the IE philosophy has captured the attention of presidents of universities and foundations and received recognition in the Washington Post and Dallas Morning News, at this time little empirical research exists analyzing experiences and outcomes for participants in mentoring dyads.

This research paper discusses outcomes from a project at UT-Austin, focusing on how senior graduate student partners in IE internships make meaning of experiences mentoring undergraduate protégés. Findings detail that mentors take pride in demystifying the "hidden curriculum" of graduate school to protégés, many of whom come from underrepresented populations (e.g., women in science, first-generation collegians, students of color). Additionally, mentors enhance valuable advising and teaching skills through mentoring, which many intend to utilize in their professional careers. Researchers will share these outcomes along with other significant findings in an engaging session that details how one philosophical approach can provide a pathway to graduate education for a historically underrepresented population.

Marjori M. Krebs & Cheryl A. Torrez
University of New Mexico
Santa Ana A & B

What Makes a Quality Mentoring Environment for the Preservice Teacher Field Experience?

Teacher educator-researchers conducted a descriptive study with preservice teachers, their cooperating teachers, and teacher education faculty at a minority-majority university in the Southwestern United States to seek to understand the characteristics of a successful preservice teaching and mentoring environment from each of these perspectives. In addition, researchers sought to determine which of the identified characteristics of successful mentoring environments for preservice teaching were actually present in their field experience placements. Cooperating teachers identified three major contributions they make to help create quality preservice teaching environments: a) opportunity, b) expertise and insight, and c) resources and materials. Preservice teachers identified five characteristics of environment they believe contribute to a successful field experience and mentoring environment: a) a supportive emotional environment, b) cooperating teacher leadership, c) a physical environment conducive to learning, d) an educational environment focused on teaching and learning, and e) an inclusive school environment. The preservice teachers indicated that not all of these characteristics were necessarily present in their field experience environments. Teacher education faculty cited the importance of the leadership of the cooperating teacher, followed by a supportive emotional environment as the two most important characteristics in the preservice teacher mentoring environment. In order to improve the likelihood that preservice teacher environments are more conducive to positive preservice teacher experiences, researchers have created a self-assessment document to enable cooperating teachers to assess their learning environments to promote greater professional growth of preservice teachers.

Tiedan Huang & George White
Lehigh University, Center for Educating Urban Educational Leaders
Isleta

Developing a mentoring internship model for urban school leadership using legitimate peripheral participation

Rigorous internship coupled with high quality mentoring from exemplary principals is one of the signature features in the most effective leadership preparation programs across the country. Lave and Wenger's (1991) model of legitimate peripheral participation (LPP) describes such practice for bringing intern administrators from the periphery to the center of the community of leadership practice. In LPP mentors create growth-promoting opportunities that allow interns to co-lead with them, completing part of the task while simultaneously observing mentor principals perform theirs. Mentors also gradually increase the complexity of tasks assigned to interns. Guided by a conceptual framework integrating LPP and adult learning theories (Kolb, 1984), this study looks into the selection, preparation of mentors and mentoring and internship activities and attempts to connect these factors to mentor and intern learning that occurred in an ongoing university-district collaborative leadership preparation program. The participants consist of five mentors, five host principals and 13 interns grouped into five triads. The study uses a mixed method approach drawing data from multiple sources including survey, interviews, and documentations (mentor handbooks, mentoring logs and reflective journals). Initial analysis indicates: mentors and host principals have differentiated roles with mentors focusing on promoting personal growth and providing psychosocial support and host principals scaffolding growth-promoting activities; great variation exists in how host principals construct learning experience and in the level of engagement between mentors/host principals and interns. Additional individual interviews are underway to build a closer link between mentor selection, preparation and mentoring and internship activities and interns learning.

Keynote Address

11:00 A.M.

Kathy E. Kram
Boston University
Ballroom A

Variations on the Mentoring Theme: New Forms and Practices

Globalization, increasingly diverse workforces, rapid changes in technology, and persistent environmental turbulence are shaping contemporary workplaces. These forces require individuals and organizations to develop the capacity to learn effectively and efficiently, if they are to successfully meet the challenges they face. Relationships at work that provide mentoring and coaching are an important and relatively untapped resource for learning. In this talk I will highlight the various forms of mentoring that are possible, and how leaders, HR practitioners, and individuals can create conditions for a range of developmental relationships to thrive. In particular, I will consider differences between formal and informal mentoring, as well as the nature of peer mentoring and peer coaching, mentoring circles, communities of practice, affinity groups, and developmental networks. What are the strategies and practices that will enable individuals and organizations to leverage the potential of these variations of mentoring? The range of new possibilities will be highlighted.

Plenary Sessions

12:00 P.M.

Courtney Johnson with Darci Lobdell
University of New Mexico
Ballroom A

The Art and Adventure of Mentoring

After attending this session, each participant should be able to discuss the following:
1. The application of music theory concepts to mentoring in various disciplines
2. The spectrum of mentoring approaches, from the traditional didactic format to a more informal and contemporary style
3. The use of both (1) and (2) to create a sense of excitement and adventure in learning

1:00 P.M.

Mark & Linda Searby
University of Alabama
Ballroom A

You….The Mentor, You…The Protégé

Mentoring is a life-long proposition. We believe that every individual should be mentoring someone and should be mentored by someone throughout life. Therefore, you need to know how to be an effective mentor and a responsive

protégé. Dr. Mark Searby will present ideas and tools for you, the mentor, to utilize as you assist your protégés in developing self-awareness, self-management, and personal growth. Dr. Linda Searby will offer practical tips for preparing yourself as a protégé for a mentoring relationship. She will share research-based information on the knowledge, skills, and dispositions of effective "protegeship" that when acquired, will help you get the most out of your mentoring relationship.

Concurrent Presentations

2:00 P.M.

Michelle Hill
University of New Mexico
Santa Ana A & B

Borrowing for the Body: Mentoring in the Arts-Related Fields

In the worlds of theatre and competitive forensics (speech), a tension exists between the two. Perhaps because students (both high school and college) are often asked to choose to fully participate in the forensics or fully engage themselves in theatrical productions, there are very few students who are able to navigate both worlds effectively. Moreover, because forensics straddles the line between an academic and extracurricular activity, very little exists in the way of informative theoretical or practical didactic texts. I argue that it is time for students involved in forensics (thousands each year) to borrow some of the most respected theatrical techniques to further hone their crafts—specifically involving physicality and the body. In forensics, students are asked to memorize ten-minute cuttings from various forms of literature and perform them for audiences. Reminiscent of theatre, students perform a great deal of subtextual work in order to unearth truths about their characters, often relaying this information through distinct physical choices. However, when coaching, explaining physicality to students (in or just out of adolescence) with no formal movement training quickly becomes awkward for all involved. In July 2010, I spent two weeks with a group of 8-10 high school students, readying them for the upcoming forensics season. For an hour each day, "played" with exercises developed primarily by Augusto Boal in Games for Actors and Non Actors (supplemented by Michael Road, Weigler and others). My paper is an exploration of this process: using the most respected theatrical techniques with students who have chosen forensics over theatre; and found themselves without a starting ground for building characters based in bodily action and movement.

Mario A. Rivera
University of New Mexico
Acoma A & B

Evaluating Plural Diversity Mentoring Efforts in University Settings

Using a combination of qualitative and quantitative program evaluation and performance measurement methods, including survey-based evaluation methods for the quality of the mentoring relationship (MRQ), it should be possible to capture whatever mix of informal and formal mentoring of faculty, students, and staff may obtain in a university academic unit (school, division, or department). Assuming that the given academic unit encourages both mentoring and diversity, its faculty and administration may be canvassed for all efforts underway to mentor and guide women and members of racial, ethnic, and other minorities (broadly defined) among its faculty, staff, and students. For instance, one would expect that there would be of efforts at senior faculty guidance of junior faculty, as well as faculty mentoring of students, including collaboration around published work and conference presentations. Some efforts may be less obvious but still germane. For example, classroom discussions of race and diversity issues may be seen as an instance of mentoring and diversity advocacy, if women and minority students are helped to take a salient role in class discussion.

Mentoring evaluation results should be part of annual performance reports and periodic accreditation self-reports of academic units, as a way to increase accountability for the advancement of diversity efforts and to publicly underscore the value of diversity and mentoring for the unit. A literature review of extant research and applicable theory related to evaluation of mentoring programs, and a brief case study relating to the author's own experience, will be part of the paper and presentation.

Edwin G. Ralph & Keith D. Walker
University of Saskatchewan
Isleta

A Model With Potential: "Adaptive Mentorship"

Recent research has been conducted both by the Carnegie Foundation for the Advancement of University Teaching, and by the presenters on practicum/clinical education for the professions. Evidence from these cross-disciplinary investigations confirmed that the process of mentorship is crucial to the professional growth of prospective practitioners, and that the effectiveness of mentorship practice may be hampered by difficulties or inconsistencies that arise within the mentor/ protégé interrelationships and interactions. In the light of these findings, the presenters have developed a mentoring model called Adaptive Mentorship © (AM), which can be applied by persons in mentorship positions within any professional preparation program or educational/training setting. AM has been shown to enhance the overall mentoring process, and to help reduce interpersonal conflicts that typically arise within mentor/protégé relationships. The key principle underlying the model is that the mentor must appropriately match his/her mentorship response to correspond to the particular developmental level of the protégé.

Round Tables

3:00 P.M.

Felicia Jackson
North Carolina State University
Santa Ana A & B

Training Mentors in Technological Times

The successful implementation of any mentoring initiative requires that its participants receive intentionally designed training. This is especially true for mentors, who are charged with the task of leadership development, support and guidance of others. Traditional approaches to preparing individuals for this role tend to limit training opportunities to a particular place, time and method.

In recent years, mentoring program coordinators have implemented alternative methods of achieving desired learning outcomes in using digital age technologies. This Round Table session will allow the audience to collectively brainstorm, explore and discuss the strategic use of electronic materials, virtual learning experiences, and technology tools to enhance mentorship training. Facilitator will provide examples of ways to utilize digital resources to develop innovative training for mentors. Participants will engage in simulated exercises to demonstrate the effectiveness of virtual approaches and e-learning experiences.

Victoria Brown
Roosevelt University
Acoma A & B

Mentor Is Not Another Word For Supervisor

The relationship between a mentor and protégé goes beyond that of a supervisor and subordinate. Kram (1985) defined mentoring as a developmental relationship between supervisors and subordinates, or among peers. Note that this definition does not state that a mentor necessarily has what is known as legitimate power (Raven & French, 1958) over a protégé. In contrast, Godshalk and Sosik (2003) suggest that a mentor more often has referent power, which is power based on the protégé's identification with the mentor. This is an oft-neglected nuance, but it is important to remember that a mentor and a supervisor may have very different roles. Ragins and Cotton (1999) found different mentoring styles for supervisors and non-supervisors: a supervisory mentor was able to provide more career support, but not more social support, than a non-supervisory mentor. This difference may be due to the fact that a mentor who is also a supervisor has more direct access to career-advancement information that would be useful to the protégé than does a mentor who is not a supervisor. The reduced social support may be due to a hesitancy to engage in behaviors that may be seen as favoritism by other employees. Additionally, it may be problematic to have a mentor that is in a position to formally evaluate the protege. This confound illustrates that sometimes it may be advantageous for a non-supervisor to serve as a mentor.

Stephanie Vucko & Cheryl Pratt
Quebec Ministry of Education
Isleta

Mentoring: Communities of Practice

The Quebec Ministry of Education, Leisure and Sports (MELS), in partnership with the Anglophone minority community, piloted a successful model of professional development. Using technology to bridge geographical distances, teachers and consultants from across the province came together to participate in professional dialogue, to share resources and to contribute to communities of practice. Problem: 1. Challenges faced as a minority Anglophone group. The Anglophone community represents 10% of the population of Quebec. As such, most resources are developed in French and English-based resources are scarce. There are no textbooks available for these courses. Moreover, a teacher new to POP is often the only teacher teaching this subject in a school, making the transfer of expertise rare. 2. Curriculum changes. Education reform in the province of Quebec, introduced new courses in the Career Development subject area for senior high school students: (1) Personal Orientation Project (POP); (2) Exploration of Vocational Training (Explo) and; (3) Entrepreneurship (EN). These courses are electives taught by teachers who are experts in other subject areas (e.g. Math), but who have no formal education in the Career Development domain, as none exists. The lack of formal training, timely support, lack of easily available resources; added to the technology dependent classrooms, student centered and project-based approaches, all contribute to a stressful workload for teachers unfamiliar with the Career Development subject area. As a result, year-to-year, there is a considerable turn around of teachers teaching in the Career Development subject area.

4:00 P.M.

Claudia Barnett
CGB Associates
Santa Ana A & B

Establishing Mentoring Programs for Organizational Success

Organizational leaders are realizing that positive relationships are influential and at times vital to their success.

Although this trend is being acknowledged, it is questionable how to establish a positive relationship that will produce an organization with successful results. This session relates to the focus of increased performance through mentoring relationships. Presently, assessments are made, but not to determine the needs and the relevance to individuals within an organization. In order for mentoring relationships to be successful, they must be established properly within an organizational setting. As changes occur in the corporate sector, the application of Human Performance through mentoring is a vital component. It is imperative to work with the current and existing employees in addition to the future hiring of an employee who will be a good fit for a current vacancy. Retention is key and relevant to the Return on Investment (ROI) factors of organizational success.

Courtney Johnson
University of New Mexico
Acoma A & B

The Art of Mentoring

Similar to the parts of a musical score in which harmony, melody, and rhythm interact over time, a medical record is also a flowing tapestry of multiple simultaneous events: history, physical findings, laboratory studies, and social circumstances. Components of the score or medical history often have multiple and changing identities: middle C may be a part of many possible harmonies, and a patients chief or ancillary complaint such as abdominal pain has many potential causes. Conductor or physician must continually integrate and reassess this flow of information and recognize salient events over time as well as at a given moment. Important musical or medical clues may be apparent or hidden below the surface. The anticipation and recognition of such clues may help to create a transcendent performance and for a patient may save a life. This tapestry analogy extends to other disciplines such as law, business, arts and sciences, and even auto mechanics. By providing appropriate background and salient clues, a good mentor to an individual or group in whatever discipline creates partial tapestries of varying difficulties, and challenges and helps the learner[s] to complete the picture to connect the dots. A good mentor is both the sage on the stage and the guide at your side. More important than the facts learned are the analytical thought processes acquired over time spent with the mentor -- a week, a month, an entire school year. Each interactive session can hold the excitement of a new, eagerly anticipated adventure.

Donna J. Dean
Association for Women in Science
Isleta

Improving Your Mentoring Network and Work-Life Satisfaction

The Association for Women in Science (AWIS) received a three-year grant to develop and facilitate an educational/ support program on work/life balance. The goal of the program is to give women in STEM the tools they need to achieve their personal work/life balance. In 2009, the first year of our program, we helped 342 women to:
• Examine how their current choices impact work-life balance and identify changes that will have the biggest impact on personal and professional satisfaction
• See personal challenges and opportunities from a fresh perspective
• Recognize the critical importance of recovering from stressors to stay motivated and engaged
• Understand how incongruence between values and actions can drain energy
• Identify and create a plan to eliminate their personal and professional energy drains
A content planning survey was also conducted in May 2009. 409 responses were received for a response rate of 14.6%. Three interesting results emerged:
• 68% of respondents reported that work/life balance issues had an impact on the decision to have or delay having children
• 70% of respondents reported not taking advantage or not having access to work/life balance resources
• 50% of respondents would prefer home/self-study/on-line program

Project goals and assessment:
1. Create a new resource called "Program-In-A-Box" to help AWIS chapters launch their own work/life balance programming at the local level.
2. Compile an e-workbook for participants as they discover their path to work/life balance.
3. Develop webinars to support on-going learning for participants of local programs and beyond.
4. Offer on-going mentoring support through group sessions specifically designed to expand peer-support systems.

Poster Session- Ballroom A

5:00 P.M.

Rosanna Crackel & Debby Nolan
Texas Woman's University, Dallas Campus
Ballroom A

Calculating with Confidence: Integration of an Institute of Medicine (IOM) Competency

Nurse educators are faced with various challenges in providing nursing education. Technology is rapidly changing, and educators find themselves struggling to keep abreast of current information. Advancing technology is an important factor to consider in training students in the field of nursing. Utilizing informatics has been deemed by the IOM as one of its core competencies for health professions education. Research presents varying definitions of informatics with identified benefits and challenges. Informatics can assist nurse educators in helping students to accurately and safely calculate, and administer medications.   Medication errors usually result in negative outcomes for patients in the clinical setting. In order to help students feel more confident in calculating and administering medications, integration of informatics is necessary.

S. Kiersten Ferguson
University of Texas at Austin
Ballroom A

Reframing the conversation: Faculty mentoring underrepresented undergraduate students in engineering

Women and members of underrepresented minority groups remain a relatively small proportion of the engineering faculty and students on college and university campuses, reducing the number of innovative and diverse perspectives contributing to these fields (National Academies, 2006). Literature reviews suggest faculty engagement with students could be addressed through out of classroom routes, such as mentoring. One critical area missing in the research literature concerns faculty mentoring of engineering undergraduate students, particularly in their freshman and sophomore years. This study explores the narratives of engineering faculty member mentors, student affairs practitioners, and undergraduate student mentees and their mentoring experiences at a large, public research university. As the first two years in engineering programs tend to have the highest rates of 'switching out' to other majors, a study focused on faculty members mentoring underrepresented freshmen and sophomore students revealed variables specifically related to increasing student retention. Drawing on feminist pedagogy, which seeks to explicitly address the need to create and sustain an inclusive classroom environment for students through a concern for what we teach and how we teach (Freire, 1972; hooks, 1994; Mayberry, 1998), this study will reframe the conversation surrounding faculty mentoring of undergraduate students. The following research questions guided the study: 1) how do mentors and mentees make meaning and conceptualize the act of mentoring, 2) how are these mentoring relationships situated within the context of the institution in which they are embedded, and 3) what implications emerge for retention and representation of underrepresented students for student affairs practitioners?

K. Konstantinov & A. Tzamaloukas

UNM School of Medicine and New Mexico VA Health Care System
Ballroom A

The Brave New World of Researchers with Clear Ethical Vision: a Mentor's Perspective and Challenges

The field of ethics in medical research has seen important developments in the last three decades, but it also faces great challenges in the new century. Mentoring in the ethics of clinical research involves instilling in the trainee a deep understanding of the present system of safeguards associated with research on human subjects.
Major obstacles to ethical medical research are posed by the nature of certain research projects or by selfish and economic interests. Success in creating researchers with clear ethical vision may define, to a large extent, the success of medical research in the future.

Kenneth R. Magdaleno

California State University, Fresno
Ballroom A

Six Years Later: The California Association of Latino Superintendents and Administrators
Administrator Mentoring Program

California currently has 1,043 school districts. In 2004 there were 1056 school districts and my research as a doctoral student at the University of California Los Angeles (UCLA) discovered that out of 1056 superintendents there were a total of 75 Latina and Latino school superintendents in California. This disproportion in the percentage of Latina and Latino leaders substantiated the need for a mentoring program that would increase the growth rate and improve the retention rate of Latina and Latino superintendents. This study was an in-depth analysis of 22 Latina and Latino superintendents and assistant superintendents to determine how they became high-ranking school administrators, what experience they had with mentoring, and how best to meet the mentoring needs of Latino educational leaders. Interviews were conducted throughout California at individual district sites. During the interviews participants reflected on the support they received, the value that mentoring may or may not have provided, and what they would like to observe in a mentoring program for Latino educational leaders. Key findings were: (1) A positive professional and personal relationship between the school board and the superintendent is critical to position tenure; (2) The superintendent position is intensely isolated; (3) For many Latina and Latino superintendents, isolation is a result of racial and gender discrimination; and (4) Both Latina and Latino superintendents acknowledge that covert and overt racism and discrimination exists but have learned to insulate themselves in order to tolerate and move beyond its effects; (5) A culturally sound mentoring program is key to the development of successful leadership characteristics for Latinas and Latinos (I will use Latino as a commonly referred to term in order to meet narrative guidelines. However, all information provided includes members of the Latina population).

Les McFadden

University of New Mexico and NM-PAID
Ballroom A

NSF ADVANCE-PAID: Institutional Transformation to Increase Faculty Diversity

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 almost doubled from 17% to 34%. 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) required further progress in recruiting and retaining under-represented faculty after the ADVANCE grant ended. 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 in 2007.

Avelina Martínez, Shannon McCoy-Hayes & Martha Jo Vargas
University of New Mexico
Ballroom A

Envisioning a Community of Practice: The Evolution of Peer Mentoring Within UNM Biology

The Department of Biology at UNM is one of the largest on campus with 1700 declared majors. In the Fall 2010 semester, 317 incoming freshman have listed biology as their intended major (2010 New Student Orientation). With only two undergraduate advisors and a do-more-with-less campus directive the Biology Academic Advising Program has identified a need to be proactive in creating a solution that will better support current declared majors and first-year students who intend to major in biology. In addition to outreach on branch campuses, and community colleges statewide, on main campus the advisors meet with students to discuss degree requirements, research lab assistantships, access to undergraduate research programs, academic portfolios and career opportunities. Given the sheer numerical disparity between students and advisors, and the diverse expectations for follow-on programs and potential costly delays if those are not met, it is our belief that undergraduates need more contact time with mentors who can help guide them through their university experience. Undergraduate students need to be able to navigate their degrees and advocate for themselves early on in their educational careers. Students should be able to successfully transition from an intended major to declared major in Biology, and subsequently matriculate into a professional program, graduate school or employment. Students need to know how to navigate the Department's faculty and staff resources to ensure participation in lab or field research opportunities and know earlier than later their area of study which will increase their success in their degree program and career selection.

Mary Thomas
University of New Mexico
Ballroom A

As Program Manager for UNIV 101 Introduction to UNM and Higher Education, my job is to facilitate student success, and to know if engagement in the course mid term assignment: How to find a faculty mentor project, correlates with student success.
Hypothesis: Self awareness and identity of the protégé is negotiated through storytelling, a communication dyad central to mentoring relationships occurring within communities of practice: the place for formal and informal professional dialogue.
The model is based on three assumptions:
1) Given that storytelling occurs in relationships: impersonal, mediated and interpersonal, then storytelling dyad becomes a meaningful negotiation tool for interaction and interplay in purposeful mentoring relationships. I recognize storytelling as a form of purposefully focused knowledge sharing.
2) Given that identify formation of the composite self includes:
a. self awareness formed by comparing and emulating those we admire,
b.self concept shaped by culture and beliefs, and
c. self esteem formed by reflection of personal perceptions of self worth,
Then I recognize mentors: youth, student-faculty, and workplace, as the other who dynamically impacts self identity formation.
3) Given that mentored wisdom sharing experiences predictably occur and are organized within communities of practice in either social/personal, academic or professional relationships, then identity formation can be framed in Communities of Practice and recognized as a purposeful dynamic process.
A Purposeful Mentoring Relationship Model, represents self in motion as a golden ratio spiral neatly describing the dynamics of ongoing self initiated, purposeful relationships while revealing the significance of intellectual and professional social networking as both a place for and mechanism in which self is negotiated and identity is formed.

October 29, 2010

Concurrent Presentations

9:00 A.M.

Marisa Cannata, Laura E. Hawkinson & Laura L. Neergaard
Vanderbilt University
Santa Ana A & B

Developing a Conceptual Framework for Understanding the Teacher Mentoring Relationship

The number of teachers receiving induction supports has risen substantially in recent decades as part of a nationwide effort to reduce teacher turnover and improve teaching quality. Induction programs vary widely in terms of activities and supports for teachers, but the majority include mentoring for beginning teachers. As the prevalence of mentoring-based induction programs continues to grow, an overarching framework is needed to help schools design optimal mentoring programs. This paper proposes a theoretical model of the relationship between different features of mentoring and outcomes based on the existing research literature in education and other disciplines. The proposed framework distinguishes between precursors to successful mentoring, processes of successful mentoring, and outcomes that indicate successful mentoring, as well as components of mentoring programs that intend to influence the precursors and processes. Precursors include features of the mentoring relationship and characteristics of both the mentor and mentee that exist prior to establishment of the mentoring relationship. Precursors are labeled as such not because they occur before the mentoring relationship begins, but rather because these factors set the stage for the mentoring processes–the content, context, and characteristics of interactions between the mentors and mentees. Ultimately, mentoring relationships are important because of the impact they can have on organizational outcomes, such as reducing turnover and increasing student achievement, and individual outcomes for teachers and their mentors. The development of this mentoring framework is part of an ongoing study of the mentoring of beginning middle school mathematics teachers funded by the National Science Foundation.

Richard J. Reddick & Kimberly A. Griffin
University of Texas at Austin, Pennsylvania State University
Acoma A & B

Black Faculy Narratives on Developmental Relationships Across Stages of Life Experience

Adult and career development literature suggests that ideal mentoring dyads emerge when the senior partner has reached a stage in which she is looking to create a legacy, rather than advance in the organization. In the nation's colleges and universities, this model is somewhat dated: an influx of junior faculty, seeking to advance to the senior ranks in their profession, constitute a sizable number of mentors available to students. This is especially true among Black academics, who are more highly represented at the junior than at senior levels of academic rank, and are often sought by students (especially students of color) as mentors. This study explores how Black faculty mentoring patterns and behaviors are differentiated by stage of career development (academic rank within the tenure process) and personal development (based on prevailing theories of adult development articulated by Levinson). We present findings from two qualitative studies (n=37) encompassing the experiences of Black faculty from three research-intensive universities. Findings suggest that Black faculty approach the mentoring in different ways, often corresponding both to their stage of career and personal development. Despite their desire to uplift underserved students and frequent engagement in mentoring, junior faculty tend to express concern about their investment of time and energy into mentoring. Senior professors tend express fewer

time concerns, and congruent with their stage of adult development (late adulthood), may take a more parental interest in mentoring, at times offering more robust psycho-social support than their junior colleagues.

Mary Thomas
University of New Mexico
Isleta

A Purposeful Mentoring Relationship Model

As Program Manager for UNIV 101 Introduction to UNM and Higher Education, my job is to facilitate student success, and to know if engagement in the course mid term assignment: How to find a faculty mentor project, correlates with student success.

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A Purposeful Mentoring Relationship Model, represents self in motion as a golden ratio spiral neatly describing the dynamics of ongoing self initiated, purposeful relationships while revealing the significance of intellectual and professional social networking as both a place for and mechanism in which self is negotiated and identity is formed.

Kenneth R. Magdaleno
California State University, Fresno
Ballroom A

Six Years Later: The California Association of Latino Superintendents and Administrators Administrator Mentoring Program

California currently has 1,043 school districts. In 2004 there were 1056 school districts and my research as a doctoral student at the University of California Los Angeles (UCLA) discovered that out of 1056 superintendents there were a total of 75 Latina and Latino school superintendents in California. This disproportion in the percentage of Latina and Latino leaders substantiated the need for a mentoring program that would increase the growth rate and improve the retention rate of Latina and Latino superintendents. This study was an in-depth analysis of 22 Latina and Latino superintendents and assistant superintendents to determine how they became high-ranking school administrators, what experience they had with mentoring, and how best to meet the mentoring needs of Latino educational leaders. Interviews were conducted throughout California at individual district sites. During the interviews participants reflected on the support they received, the value that mentoring may or may not have provided, and what they would like to observe in a mentoring program for Latino educational leaders. Key findings were: (1) A positive professional and personal relationship between the school

board and the superintendent is critical to position tenure; (2) The superintendent position is intensely isolated; (3) For many Latina and Latino superintendents, isolation is a result of racial and gender discrimination; and (4) Both Latina and Latino superintendents acknowledge that covert and overt racism and discrimination exists but have learned to insulate themselves in order to tolerate and move beyond its effects; (5) A culturally sound mentoring program is key to the development of successful leadership characteristics for Latinas and Latinos (I will use Latino as a commonly referred to term in order to meet narrative guidelines. However, all information provided includes members of the Latina population).

Book Presentation

10:00 A.M.

Kathy E. Kram
Boston University
Ballroom A

The Handbook of Mentoring at Work

This handbook brings together the leading scholars in the field to craft the definitive reference book on workplace mentoring. This stat-of-the-art guide connects existing knowledge to cutting-edge theory, research directions, and practice strategies to generate a must-have resource for mentoring theorists, researchers, and practitioners.

Plenary Session

11:00 A.M.

Scott N. Taylor
University of New Mexico
Ballroom A

Coaching and Mentoring with Compassion: Helping Others Develop Social and Emotional Competence

Why is developing social and emotional competence (ESC) critical to leading, managing, mentoring, and coaching others? What are effective ways for helping others in their efforts to develop ESC and change in sustainable ways? What is the difference between coaching for compliance and coaching with compassion? What should a coach or mentor focus on when trying to help others in their personal or leadership development change process? Too often we rely on coaching for compliance rather than coaching with compassion as the approach to achieving results at the individual and organizational levels. Unfortunately, coaching for compliance rarely engages the intrinsic motivation of those we seek to mentor or coach. As a result, we rarely see progress in their efforts to change in sustainable ways. When this happens relationships are strained and organizational results suffer. This plenary session will provide practical answers to the questions posed above by presenting recent research on adult development and change through an experiential presentation style.

SAVE THE DATE !
2011 Mentoring Conference

Octubre 26-28, 2011

Call for Proposals Release:
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Submission Deadline:
June 15, 2011
Accepted Proposals Notification:
July 15, 2011
Complete Papers Submission:
August 31, 2011

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Contact Information

Phone Number
(505) 277 - 1484

Fax
(505) 277 - 5494

Web Page
www.mentor.unm.edu

E-Mail
mentor@unm.edu

Mailing Address:
1 University of New Mexico
MSC 05 3410
Albuquerque, NM
87131-0001

Physical Address:
1716 Las Lomas Rd N.E.
Albuquerque, NM 87131

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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Mentoring Institute

Website:
http://mentor.unm.edu/

Email:
mentor@unm.edu