UNM | Mentoring Institute

2011 Mentoring Conference

Learning Across Disciplines

Fourth Annual Conference

October 26-28, 2011

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

Welcome to UNM & New Mexico

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 employes 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's President, Vice President, and Conference Chair

On behalf of the University of New Mexico, we are delighted to welcome you to the 2011 Mentoring Conference, "Learning Across Disciplines." 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 26th - 28th, 2011.

The goal of this year's conference is to promote mentoring best practices that extends across university disciplines and encourage the establishment of mentoring programs in all fields of study. The conference will provide professional development and networking opportunities to students, faculty, staff, researchers, professionals and practitioners from all over the country to build a collaborative network of ideas and support. This year, more than 350 attendees are expected, with speakers and participants representing more than 150 institutions of higher education, helping to highlight the diversity and importance of mentoring at peer institutions.

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 mentoring others are following through on this potential and our university is pleased to host you.

We hope you enjoy the conference and your visit to The University of New Mexico.

Sincerely,

David J. Schmidly
President
University of New Mexico

Dr. Eliseo Torres
Vice President
Student Affairs

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

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Scholes Hall, Building 10

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University of New Mexico

David J. Schmidly, Ph.D

President, UNM

Dr. David J. Schmidly was installed as the 20th President of The University of New Mexico on October 7, 2007. As President, he is responsible for UNM campuses in Gallup, Los Alamos, Taos, and Valencia as well as the UNM Health Sciences Center, which includes the nationally renowned UNM Cancer Center. President Schmidly brings in a wealth of knowledge and experience to UNM having led Oklahoma State University as its system CEO and President since November of 2002.

In addition to his work as OSU, he was previously President of Texas Tech University after having served as vice president for research, graduate studies, and technology transfer, and as dean of the graduate school. He has also spent 25 years at Texas A&M University, including five years as CEO of the Galveston campus and six years as head of theDepartment of Wildlife and Fisheries Sciences. President Schmidly is an international researcher and scientific author and has been inducted into the Texas Hall of Fame for Science, Mathematics, and Technology. In addition, Dr. Schmidly received a very prestigious honor when a new species of mouse was named after him — Peromyscus schmidly. Quite possible, the only university president with this distinction.

Chaouki T. Abdallah, Ph.D.

Provost and Executive Vice President for Academic Affairs, UNM

Chaouki T. Abdallah started his college education at the Ecole Supérieure d'Ingénieurs de Beyrouth - Université Saint-Joseph in Beirut, Lebanon, but finished his undergraduate studies at Youngstown State University, with a Bachelors of Engineering degree in Electrical Engineering in 1981. He then obtained his MS and Ph.D. in Electrical Engineering from GA Tech in 1982, and 1988 respectively. He joined the Electrical and Computer Engineering department at UNM where he is currently a professor and was the chair between 2005 and 2011. Since July 2011, Professor Abdallah is the Interim Provost and Executive Vice President for Academic Affairs at UNM. Professor Abdallah conducts research and teaches courses in the general area of systems theory focussing on control and communications systems. His research has been funded by national agencies and laboratories, as well as various companies. He has also been active in designing and implementing various international graduate programs with Latin American and European countries. He was a co-founder in 1990 of the ISTEC consortium, which currently includes more than 150 universities in the US, Spain, and Latin America. He has published 7 books, and more than 300 peer-reviewed papers.

Eliseo Torres, Ph.D.

Vice President for Student Affairs, UNM

Dr. Torres has served as Vice President for Student Affairs at UNM, a four-year state research university based in Albuquerque, New Mexico, since January 2, 1996. Before coming to The University of New Mexico, Dr. Torres not only served as Vice President for External Affairs but he also taught in the Bilingual Doctoral Program at Texas A&M University in Kingsville, Texas. He has served as Interim President, Vice President for Student Affairs and Special Services, Director of the University's Center for Continuing Education, and also as Assistant to the President. For two years preceding his appointment to the Texas A&M-Kingsville staff, he was with the Texas Education Agency in Austin. Dr. Torres was elected as an advisor to Mexican President Felipe Calderon for improving lives of immigrants in the United States.

Tim Gutierrez, Ed.D.

Associate Vice President for Student Services, UNM

Tim Gutierrez is the Associate Vice President (AVP) of Student Services at The University of New Mexico. He received his Doctorate of Education in Educational Leadership from The University of New Mexico. For the past 33 years, Dr. Gutierrez's educational and professional experience has focused on implementing federal and state funded programs to support underrepresented students. He oversees many departments, including Recreational Services, Accessibility Services, Title V, Community Learning and Public Service Programs, College Enrichment and Outreach Programs, and the Mentoring Institute, among others. He works with departments to create a positive and collaborative environment for the Division of Student Affairs, the university community, and the surrounding community in order to give all students an equal opportunity to get a degree in higher education.

Conference Chair

Nora Domínguez, Ph.D.C.

Director of the Mentoring Institute & Conference Chair
   Director of the STEM Success Program, UNM

Nora Domínguez is Director of the Mentoring Institute and the STEM Success Program, Part-Time Faculty, and Ph.D. Candidate in Organizational Learning and Instructional Technologies at the University of New Mexico. Domínguez is also Member of the Board of Directors of the International Mentoring Association. 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

David Clutterbuck, Ph.D.

Keynote Speaker, Co-founder of the European Council of Mentoring and Coaching

Professor David Clutterbuck is one of Europe's most prolific and well-known management writers and thinkers. He has written nearly 50 books and hundreds of articles on cutting edge management themes. Co-founder of The European Mentoring and Coaching Council, David is perhaps best-known in recent years for his work on mentoring, on which he consults around the world. His 12 books on mentoring and coaching include the classic *Everyone Needs a Mentor*, as well as *Learning Alliances, Mentoring in Action, Mentoring Executives and Directors, Techniques in Coaching and Mentoring, Making Coaching Work* and *Coaching Teams at Work*.

David has been responsible for the implementation, monitoring, and evaluation of highly successful mentoring and coaching programs in numerous organizations around the world, including Standard Chartered Bank, Goldman Sachs, Lloyds TSB, World Bank and Nokia. He also researches, publishes and consults widely on Board Performance and behavior; and is currently investigating why succession planning so often doesn't work. Listed as one of the top 25 most influential thinkers in the field of Human Resources in the HR Magazine sponsored survey, and described by The Sunday Independent as second in the list of top business coaches in the UK, David is an Honorary Vice President of the European Mentoring and Coaching Council. He is a visiting professor at both Sheffield Hallam University and Oxford Brookes University and is active in a charity he co-founded to develop new ways of using mentoring and coaching style approaches to support young people with learning or social disabilities.

Joseph Pascarelli, Ph.D.

Plenary Session Special Speaker, International Mentoring Association

Dr. Pascarelli brings to this Conference knowledge, skills, experiences with research and development, and, most importantly, passion and a sense of urgency for building Mentoring programs across the world. He has designed, developed, implemented, and evaluated mentoring programs on local, regional, and on the international level—across the United States, the Virgin Islands, Puerto Rico, Mexico, Canada, Hong Kong, Saudi Arabia, the United Kingdom, Chile, Guam, and parts of Micronesia. He is the former President of the International Mentoring Association, past chair of the Mentoring Special Interest group (American Education Research Association), and presenter at various professional development events.

As co-editor of a series of publications—Global Perspectives on Mentoring, along with Dr. Frances Kochan (Auburn University), he has consulted, studied, and reported on a variety of Mentoring programs in various sectors, including education, human services, business, government, and industry. Dr. Pascarelli is Professor Emeritus of the University of Portland and has taught and consulted at the graduate level at the Universidad Anahuac Mayab (Merida, Mexico), Universidad Anahuac Aquascalientes (Aquascalientes, Mexico), Argosy University (Hawaii and Micronesia), and the University of Guam. Most recently, he is installing a global research agenda on Mentoring to ensure that the phenomenon is grounded in a formal research knowledge base.

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, where he is also a Bill Daniels Business Ethics Fellow and an Anderson Foundation Fellow. Scott also serves as an Advisory Board Member for the Center for Social and Emotional Competence at the University of the Pacific. The primary focus of his research is leader assessment and development. As a result, his research has focused on competency development (primarily emotional and social competence), leader self-awareness, management education, multi-source feedback assessment, and sustainable individual change. Scott is a member of the Consortium for Research on Emotional Intelligence in Organizations, the Academy of Management, the American Psychological Association, the Society of Industrial and Organizational Psychology, and the Organizational Behavior Teaching Society. He has a PhD in organizational behavior from Case Western Reserve University. Prior to joining the University of New Mexico, he was an assistant professor in the school of management at Boston University.
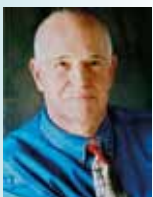
Workshop Leaders

Laura G. Lunsford, Ph.D.

Workshop Leader, 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.

Mary Irwin, Ph.D.

Workshop Leader, University of Arizona

Mary Irwin's research focuses on the mentoring relationships between faculty/student affairs mentors and low-socioeconomic, mostly first-generation students, in a university setting. She has conducted both qualitative and quantitative research on mentoring and has been on the Higher Education Research team at the University of Arizona since 2006. Mary has worked in Student Affairs at the University of Arizona for over ten years. Her BS degree and her PhD are both from the University of Arizona. She has worked in New Student Admissions, New Student Orientation, Enrollment Management Marketing, and currently is responsible for the First-Year Retention Programming and the Faculty Mentor Program. She is currently the President of the Arizona Chapter of ACPA (College Student Educators International) and is on the Executive Committee of the Commission on the Status of Women at the UA, and is co-chair of the mentoring workgroup.

Michael Shenkman, Ph.D.

Workshop Leader, Best Practice Resources, Inc.

Michael H. Shenkman, Ph.D. (Philosophy, Boston College, 1977; BA, Dickinson College, 1968) began his professional advising career thirty years ago, first as a marketing consultant, then executive coach, and most recently as a professional mentor. To advance his mentoring practice, he has authored two books, The Arch and the Path: The Life of Leading Greatly, and Leader Mentoring: Find, Inspire and Cultivate Great Leaders. Shenkman has published scores of articles on leader mentoring and a monthly newsletter that has more than 1000 subscribers. Clients include Sandia National Laboratories, Covad Corporation, Intel and others. Boston Architecture College uses his curriculum in its Masters program. Shenkman founded New Directions Mentoring, Inc. (formerly Arch of Leadership), in order to develop, advance and practice professional mentoring as a distinctive and singular support service for those who seek lives in creative roles. Through its programs, he and his team of mentors have worked with more than 500 people in all fields of leadership as well as those aspiring to roles as artists, mystics and prophets.

<u>Wednesday, October 26</u>
Pre-Conference Workshops

8:00- 10: 45 AM

Shenkman, M.
Arch of Leadership: Professional Leader Mentoring
Acoma A & B

Creating Effective Mentoring Programs

Mentoring is approaching a threshold. While mentoring was once considered to be an informal process, now institutions are creating "mentoring programs." These are engagements that provide a certain kind of support that is distinguished from other services. As such mentors are being asked to clarify their roles and to demonstrate a specific methodology that sets mentoring apart and provides outcomes that are defined, can be characterized as resulting from mentoring, and in some way be "measurable."

Shenkman summarizes his experience of creating a process of "professional" mentoring that has been judged sufficiently "effective," so that it has been used by major corporations, the national laboratories and hundreds of individual clients. More than 50 people have been trained and certified as Arch of Leadership mentors, and several hundred mentees have graduated from the program.

The session will focus on the key elements that go into creating and sustaining an effective program: (1) mentoring be defined clearly, such that it has processes and outcomes that distinguish it from other services; (2) careful selection of mentors and mentees has proven essential for success; (3) continual evaluation and improvement of the process, as well as attentive support for the mentors is critical. Shenkman also offers a detailed outline of how a mentoring process proceeds in this "professional" setting and sample materials used in the course of the program.

Lunsford, L. & Irwin, M.
University of Arizona
Santa Ana A & B

Mentoring Best Practices in Academic Settings

Mentoring programs have proliferated on college campuses with goals for student retention and to develop their research/academic interests. These programs involve a variety of mentors and mentoring techniques. There are peer mentoring programs, faculty-student mentoring programs, and group mentoring activities. Mentoring programs come in many forms but there are common elements to all successful programs. These elements involve recruiting the right mentors, giving attention to the best way to match mentors with mentees, providing ideas of successful mentor/mentee activities to achieve program goals, and monitoring the relationships for early interventions and to assess successful outcomes.

This workshop will equip you with the resources, framework and skills to start a successful faculty/student mentoring program at your college or university AND to learn the best practices so you can participate successfully in mentoring relationships. You will be provided with sample handouts, training materials, recruiting materials. The workshop will be useful for novices and experienced practitioners and for those interested in establishing great mentoring relationships.

Drs. Irwin and Lunsford have over two decades of experience in starting and administering successful mentoring programs for at-risk and for talented undergraduates. They have studied mentoring, and have also served as mentors.

At the conclusion of the workshop you will be able to: a) Define the scope, objectives and outcomes for your mentoring experience or program; b) Develop realistic expectations for being a mentor and recruiting mentors; c) Through an effective mentor recruiting program; d) By knowing who to recruit and via what methods; e) By communicating time commitments and suggested activities; f) Create a training program for the mentors; g) Determine the mentor/mentee matching criteria; h) Generate activities for your mentoring relationship and suggest meeting ideas and guidelines for mentors/mentees; i) Decide how to evaluate the success of your mentoring relationship and how to monitor mentor/mentee relationships.

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Welcome

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11:00- 11:15 PM   **Dr. Chaouki Abdallah, Dr. Eliseo Torres & Dr. Tim Gutierrez**
University of New Mexico
Ballroom C

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Keynote Address

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11:15- 12:00 PM   **Dr. David Clutterbuck**
European Council of Mentoring and Coaching
Ballroom C

Emerging themes in mentoring

Mentoring has evolved a great deal since formal programs began in the early 1980s. Early on in the evolution of formal mentoring the US and Europe went different directions, with the US emphasizing sponsorship and relatively directive behaviors and Europe emphasizing non-directive developmental behaviors. Increasingly these two models are being mixed and matched in novel ways. Based on his experiences as an international ambassador for mentoring, David will explore a variety of themes, including: multimedia mentoring, reverse mentoring, mentoring supervision, the role of goals in mentoring (SMART goals aren't particularly helpful!), mentor and mentee competencies, developing the role and authority of the mentoring program manager, and integrating coaching and mentoring. He will illustrate these themes with practical examples of mentoring programs from around the world and draw upon recent and current research into what makes mentoring work (or not) in different environments.

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Concurrent Presentations

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1:00- 1:45 PM

Concha, A.
University of New Mexico
Acoma A

University Honors Program: Teaching for Undergrads

This manuscript explores student senior teaching within the University Honors Program. I conducted a semester long qualitative study exploring the mentoring relationships that develop between honors seniors and professors. I analyzed my data, which consisted of interviews, participant observations, and textual analysis, through the lens of Communication Accommodation Theory (CAT). Through this lens I observed the many ways in which both the senior teacher and master teacher accommodate or counter accommodate verbally and nonverbally throughout the co-teaching process. I discovered several new and re-discovered many familiar qualities and mentorship dynamics that make this a unique and rewarding experience for both the students and professors involved. As an undergraduate senior currently completing this unique co-teaching process this research study enabled me to step back and breakdown my experiences as well as learn from other students and professors.

Shenkman, M. H.
Arch of Leadership: Professional Leader Mentoring
Acoma B

Mentoring the Diversity of Creative Aspirations

People's creative aspirations take on different forms, and mentoring engagements vary accordingly. Michael H. Shenkman, Ph.D., studies the role of mentoring in cultivating the aspirations of those who seek to concentrate on specialized, "creative" roles: those of leader, artist, prophet and mystic. People, who adopt these roles, consciously or unconsciously, exhibit temperaments, attitudinal and behavioral preferences and life patterns that are very consistent. Each of these roles has its expectations, genealogy and specialized psychic demands/ and, accordingly these patterns present issues that overlap very little. Thus, the process of mentoring a leader who aspires to bring a new product to market differs significantly from mentoring someone who aspires to be a fine artist. What a leader desires as a life way often diverges significantly from that which an

artist desires. Shenkman's session will discuss the aspirations that guide and define each role. Each role presents mentors with specific challenges. The role's aspirations shape a person's mindset, and will place that person in the midst of specific traditions and social resistances. The mentor works to provide strength, vigor and realism to that person's aspirations, even though those challenges cannot be diminished. The session will concentrate on the most important elements that guide a process of mentoring creative roles in general, and then offers a template for tailoring the mentoring process to the specific role in question. Mentors will see how they must continue their own learning and development by studying the demands facing these challenging life roles.

Sheets, C. & Sevim, V.
University of North Carolina at Charlotte & Virginia Commonwealth University
Santa Ana A

Developing Mentoring Models for Pre-service K-2 Elementary Teacher Education
The purpose of this study is to elaborate upon ways that pre-service elementary education majors in two consecutive mathematics methods courses at UNC- Charlotte demonstrate the ability to recognize and embed worthwhile mathematical tasks in the construction of their own original lesson plans for K-6 mathematics classes. Furthermore, we explore ways that mentoring pre-service teachers fosters such ability as well as their growth and development in multiple perspective- taking as a resource for learning, citizenship, and work. Our pilot studies revealed that the sophistication of the pre-service teachers' mathematical tasks and lesson plans, for the most part, is still quite nave, but their disposition toward incorporating algebraic, geometric, combinatorial, probabilistic, and statistical thinking in the design of mathematics activities for elementary school instruction suggests considerable promise. For instance, close examination of student work products (extracted from both the non-graded and graded assignments in the class portfolio), in a semester long methods course in the 2010-2011 academic year, revealed the extent to which these pre-service elementary education majors began to incorporate multiple representational tools and models when presenting important mathematical ideas to children. For the most part, the pre-service teachers were moving away from developing lesson plans that focus only upon rote counting and arithmetic toward enhancing mathematical reasoning by creating original and worth- while mathematical tasks. We continue to explore how mentoring contributes to this shift. We believe this study has implications for the design and implementation of similar elementary mathematics methods courses in which pre-service teachers move toward team and community building (while conducting individual and pair investigations within a multi-layered mentoring setting) to support growth in mathematical and pedagogical content knowledge.

Mynbaev, D. K.
New York City College of Technology
Santa Ana B

Mentoring in the Engineering Field: Benefits and Challenges
Mentoring is an important part of the professional work of an educator. In this presentation, the author, a professor in the Electrical and Telecommunications Engineering Technology Department, would like to share his mentoring experience in electrical engineering. This experience stemmed from his participation in a variety of programs and took a variety of forms. The author has served as a mentor for more than 15 years in a program titled "The Louis Strokes Alliance for Minority Participation (LSAMP) in STEM Disciplines." In this program, he works with students at various academic levels, ranging from freshmen to graduates with baccalaureate degrees. Within this program, he mentors mostly on a one-on-one arrangement, though one project, "Integrated Research Strategy," required mentoring an entire group of students. He also mentors students in his department by involving them in "The Emerging Scholars Program." In addition, he mentors his young colleagues—newly hired professors in his own department—through the department's internal mentoring program. As for his mentoring activities outside the college, the author participated for a number of years in an international mentoring program established by the Institute of Electrical and Electronics Engineers (IEEE). In that program, he mentored young colleagues, Ph.D. students, recent university graduates, and young professionals just entering the field. All this mentoring has been done on a voluntary basis. This presentation summarizes the author's mentoring experience, highlights the advantages of mentoring not only to those being helped but to the engineering profession as a whole, considers the challenges posed by this important educational activity at the various instructional levels, and offers the author's suggestions to further hone the mentoring process.

McGuiness, T. & Bernholtz, J.
Partners Mentoring Association
Fiesta A

Volunteer Recruitment
All youth mentoring programs struggle with a common issue: the mentoring gap. The list of young people waiting to be

matched with mentors grows much faster than the list of volunteers ready to mentor a youth. In the often frustrating world of volunteer recruitment, some of these youth can wait up to a year, some even longer, for the right mentor to enter their world. Up until 2006, Gunnison Country Partners struggled with volunteer recruitment. Then, something magical happened. The organization renewed it's focus, solidified its goals, recharged itself with "the right people on the bus," and became serious about mentor recruitment. The Partners program in Gunnison grew from 37 mentoring matches in 2006 to over 160 today. This, in a population of less than 6,000 folks. How did we do it? We'd love to share that with you. This abstract is a request to present the recruitment strategies implemented by our organization that have proven successful. The Gunnison Country Partners staff of case managers; Megan Dziekan, Matt Kuehlhorn, Julena Loken and Johnna Bernholtz have written an educational and insightful Volunteer Recruitment Manuel to help all youth mentoring programs become volunteer magnets. Participants will leave the session with some powerful tools to help them in their recruitment efforts, a copy of the Volunteer Recruitment Manuel, and a start on a Recruitment Plan for their own programs.

Mercaitis, P. A.
University of Massachusetts
Fiesta B

Virtual Mentoring and Telesupervision

Within the past seven years, our national professional organization, the American Speech Language Hearing Association (ASHA), has published official documents on telepractice in our professional fields. Speech Language Pathologists and Audiologists are now guided in our telepractice by ASHA's Position Statement, Technical Report, and Knowledge and Skills documents. These documents will be reviewed along with specific suggestions and strategies for effective virtual mentoring and telesupervision in any allied health or medical professional field. Given the challenges faced by all busy professionals, the opportunities for networking and mentoring are enhanced significantly through use of telepractice. Virtual mentoring has been used in various professional fields such as social work (Cascio & Gasker, 2001); human resources (Bierema & Hill, 2005; Bierema, & Merriam, 2002); and with healthcare professionals (Koberg, Wayne, & Goodman, 2005; Rose, 2005; Stewart, 2006).

This presentation will provide participants with relevant information on virtual mentoring and telesupervision experiences within two clinical settings in the field of Speech Language Pathology. I have provided virtual mentoring within my private practice via SKYPE to a former client who stutters chronically. This experience involved mentoring a client who had relocated and wanted to continue our professional interactions. I have also provided a practicum telesupervision experience within our University clinic. This experience involved mentoring a doctoral student who was relatively new to supervision of novice graduate students in her role as a clinical supervisor for a pediatric client in a local public school. These experiences will be discussed in detail.

Within this presentation, I provide guidelines and suggestions for virtual mentoring and telesupervision; differentiating between the two professional roles. Also discussed will be the benefits, roles, expectations and tasks of the mentor and the mentee.

Yglesias, C.
University of Maryland
Isleta

Mentoring the Imagination

Most disciplines are taught either as an art or a science. Techniques for working with students naturally follow the particular profession's usual parameters. However, the productive arts – architecture, landscape architecture and urban design – do not enjoy a similar clarity. Considered both an art and a science, these fields require creativity and accountability. A talented student may be too disorganized to produce while a practical student may lack the inspiration to design. Mentoring them is more than supporting their deficient side.

This paper presents research taken in part from reviewing applications for the American Association for University Women (AAUW) international grants in the design fields. After the student's statement of purpose, letters of recommendation are the most significant part of these applications. The recommender's mentoring and then their ability to express the applicant's strengths in context is critical to a successful award.

The presentation highlights effective and ineffective information taken from recent applications, and offers useful lessons learned. It will engage the audience as key points are added or subtracted interactively leading to the more complete picture of the imaginative and pragmatic capabilities of various candidates. The results will help identify effective actions for future mentoring.

Given the current job market, prospective employers want applicable technical and social skills, as well as the potential to excel. Exceptional letters of recommendation can be vital guides. Mentoring the imagination means encouraging both creativity and meaningful implementation; a notion also of value to disciplines that consider themselves exclusively in one camp or the other.

Fornaro, R. J. & Heil, M. R.
North Carolina State University
Sandia

Mentoring in a Computer Science Capstone Course
Technical knowledge is necessary for the education of computer science students, but it is not sufficient to guarantee career success. The complexity of computer science and the dynamic nature of related technological applications make the development of effective writing, speaking and teaming skills an essential component of educating the computer scientist. This paper describes how mentoring has shaped the experience offered by the North Carolina State University Department of Computer Science Senior Design Center. The Center facility provides an industrially-sponsored capstone experience to undergraduate computer science seniors. Faculty mentoring in the Senior Design Center is described. This mentoring of student teams is accomplished through many activities, one of which is referred to as Task Planning, a project management opportunity. In this activity, students plan and manage their semester project under the watchful eyes of faculty mentors. Task planning has proven to be an extremely powerful mentoring activity; it has become the pivotal event in this capstone experience.

Vallejo Calvery, S.
Seattle Pacific University
Luminaria

Mentor Self-efficacy and Program Support as Components of Successful Mentoring Programs
Mentoring research to date focuses on outcomes related to program goals and theoretical background, and almost all of these relate to the experience of the mentee. Very little research has been completed on the other side of the dyad – the mentor – despite the fact that mentor expectations and experience contribute significantly to the perceived benefits and success of the intervention. This paper explores the principal components of the mentor experience: motivation, commitment, self-efficacy beliefs and perceived quality of program support. In addition to a theoretical review of these components, the author reviews the minimal literature base and outlines a study currently underway that addresses one of the gaps in the research.

Thomson, I.
University of New Mexico
Alumni

Thinking the Pedagogical Truth Event after Heidegger
Heidegger's philosophy of education is a philosophy of transformation, one profoundly concerned with both personal and historical transformation. "Thinking the Pedagogical Truth Event after Heidegger" works up to the moment in which these two dimensions intersect, such that personal and historical transformation come together to illuminate, motivate, and facilitate one another. I call this doubly transformative moment *the pedagogical truth event*, and suggest that in such events, we achieve a revolutionary return to the self that shows us how to step beyond our nihilistic late-modernity into a genuinely meaningful postmodern understanding of being.

2:00- 2:45 PM

Roybal, K. M.
University of New Mexico
Acoma A

Academic Coaching in the University Setting
Universities are eager to find effective interventions to increase student retention and completion. Academic coaching is one proposed intervention that goes beyond simple advising and tutoring to aid students. Quantitative evidence on the positive effect of academic coaching is primarily limited to one randomized study, but the results are encouraging for universities interested in adding academic coaching to current student support offerings. Informally surveying university academic coaching programs lent credence to coaching's usefulness as well as provided information on target student populations, formal coaching models, software used for appointment tracking, and the organizational location of the program in the university. The paper concludes with an overview of the distinction between coaching and mentoring.

Spearman, H. & Hinshaw, B.
University of Wisconsin
Acoma B

Multicultural Mentoring: Creating Professional Connections

Many multicultural and first generation students lack the role models and professional connections that provide pathways into successful business careers. While many programs exist for modeling and mentoring within a higher education framework, these students also need programming that assists the geographic or professional communities our institutions serve in the recruitment and retention of young professionals from multicultural backgrounds. Using the Multicultural Mentoring Program at the University of Wisconsin-Milwaukees Lubar School of Business as a model, participants will discuss ways of forging the community collaborations that enhance and support academic and professional success.

Vasquez, I. & Gonzalez Cardenas, E.
University of New Mexico
Santa Ana A

Mentoring as a Labor of Mutual Love and Support: Enhancing Student and Faculty Academic Success

Faculty members in Chicana/o Studies Departments across the United States encourage faculty student mentoring as a core component of the academic program. Mentoring deserves more reflection by faculty because of its demonstrated success in facilitating undergraduate retention and graduation. By reflecting on and refining the process, educators may improve the results of faculty student mentoring.

The Chicana/o Studies Department at California State University, Dominguez Hills successfully employs a model of transformative mentoring that results in a high quality educational environment and stimulates student and faculty academic success. Transformative mentoring involves creating positive, interactive relationships premised on encouragement, validation, reciprocity, high expectations and shared wisdom and experiences.   Significantly, transformative mentoring produces benefits for the mentor and mentee and is, therefore, multidimensional and circular.

Over the past six years, faculty members in the Chicana/o Studies Department at CSUDH have tracked the educational successes of current and former students and finds that transformative mentoring enriches student educational achievement and aspirations to complete a post baccalaureate degree or program. A recent survey of current and alumni students indicates that students report transformational effects on their academic, social and personal potential. This panel examines quantitative and qualitative information to measure the impact of transformative mentoring on first generation college students at CSUDH. Faculty members, undergraduate, and alumni students will offer their interpretations of the meaning and impact of transformative mentoring in a Chicana/o Studies Department.   When serving underrepresented, first generation college students, effective and rich mentoring remains a priority due to its power for transformation.

Albright, K. & Carraher, E.
Virginia Tech & University of Utah
Santa Ana B

Digital Mentors: Peer Learning in Design Education

Over the course of the 2010-2011 academic year, 200 first-year architecture, industrial design, landscape architecture and interior design students in Virginia Tech's School of Architecture + Design participated in a pilot program exploring ways to introduce digital technology and computational thinking into the School's beginning design curriculum. The findings from these workshops are being incorporated into a two-year, two-University initiative to establish both the content and the construct for teaching digital technology and computational thinking to beginning design students.

The open and interactive atmosphere of the School has traditionally fostered cross-disciplinary pollination and an environment where peer learning is a natural occurrence. Recognizing this ingrained structure, the concept of "digital mentors" was developed as part of the workshop structure. The digital mentor is an upper-year student skilled in the technology who serves as a resource for conceptual and technical questions from the first year students.

The mentor's role evolved over the year from informal teaching assistant to co-collaborator through dialog with faculty. As peers, the mentors built a relationship with the younger students that allowed them to help contextualize the information and convey to the faculty issues and questions that arose outside of workshop hours. A conversation among the mentors emerged organically through discussions on ways to foster a dialog among the more expert technologists in the School. As a result, the mentors are developing their own 'Digital Forum,' seen as a place for discussion and information exchange that will be supported by resources from the faculty.

Damron, B. I. & Woods, P. J.

University of New Mexico
Fiesta A

Cultivating the Next Generation of Nurse Scientists

There is a lack of specific mentoring and learning activities to foster undergraduate nursing honor students to become involved in community service, educational programs, and community-based participatory research activities. As the majority of these students will go on to obtain master's and doctoral education, it is imperative that they are optimally mentored in order to gain continual insights from these activities, allowing them to adapt research strategies based on inclusion of underrepresented populations and thus, reduce health disparities. A series of mentoring and learning experiences were developed through collaboration between the UNM Cancer Center and the UNM College of Nursing. These experiences included: 1) understanding how to reach Hispanic New Mexicans with concomitant information regarding knowledge, attitudes, and beliefs about cancer; and 2) working with communities to develop bi-directional, community approved processes that builds upon the core values and traditions of New Mexico's Hispanic population.

Newcomb, P. & Raudonis, B. M.

University of Texas
Fiesta B

Systematizing the Cultivation of Nurse Scientists at the Undergraduate Level

Mentoring the next generation of nurse scientists is critical to building the knowledge base of the discipline. The Human Genome project opened opportunities for nurse scientists to translate advances in genomic knowledge and technology into interventions that improve the health and quality of life for individuals, their families, and communities. Schools of Nursing need innovative, cost-effective strategies for preparing nurse scientists. This presentation describes an intervention designed to identify and cultivate undergraduate nursing students with potential to contribute to genomics related research in their careers. The process is easily replicable to any discipline. Identifying exceptional undergraduate nursing students is usually performed in an informal, intuitive manner by faculty engaged in the student's learning process. This procedure is inadequate for systematically cultivating the next generation of nurse scientists. We used existing infrastructure to develop a 5-step process of identifying and nurturing exceptional undergraduates with interest and potential to contribute to genomics translational research. Two important features include making opportunities for undergraduates to work with faculty teaching at the doctoral level who they might otherwise never meet and maintaining collaborative relationships following a personalized project. Exemplars include a student who created a children's book about DNA for the purpose of facilitating the assent process of child research subjects, exceptional undergraduate research experiences at NIH, and undergraduate research assistantships. Undergraduate mentees have worked collaboratively with doctoral nursing faculty, non-academic healthcare researchers, environmental scientists, urban planners, kinesiologists, and faith community nurses on a wide range of research studies.

Rodgers, J. R., Slaughter, G. & Connor, L. M.

Baylor College of Medicine
Isleta

The Constructive Analysis of Problems and Solutions: Opening Mentoring Space for Graduate Students

Ph.D. students master very specific skills and disciplinary knowledge and a variety of trans-disciplinary skills. Successful applicants to these programs display evidence they master these, but some promising under-represented (UR) students have some deficiencies in their academic or laboratory experience that either make them less competitive applicants. We developed an NIH-funded post-baccalaureate program to provide Scholars not only with lab experience but also a rich variety of instrumental and psychosocial mentoring. The goal of the one year Post-baccalaureate Research and Education Program (PREP) is to prepare UR college graduates for success in entering and finishing high quality PhD programs in biomedical science. PREP Scholars complete a unique Molecular & Cellular Biology course, work on cutting-edge research projects and attend professional development and standardized test PREP workshops. They also take Introduction to Graduate Research (IGR), which adapts to the needs and skills of each student to enhance critical and effective reading, presentation, analysis and writing skills. We use the "One Figure Journal Club" to develop journal club presentation skills. In IGR, scholars receive instant feedback on their presentations from peers and faculty mentors. "Research Relevance" talks by current UR PhD students provide peer-role models. Events throughout the year introduce students to the vibrant UR PhD student and post-doc community at BCM. 28 of 41 (68%) SMART PREP Scholars who completed our program matriculated into PhD programs, and to date, 100% of these students are either still in graduate school or have received PhDs. Because students apply to graduate school in the first months of our program, front-loading trans-disciplinary skills remains important but problematic. Our numerical success may reflect the multiple modes of mentoring, but individualized mentoring is time-intensive. We will critique our program, focusing on lessons learned.

Fortune, M. F. & Raphael, K.

California State University East Bay & Maven Method Life Coach
Sandia

Crossing Boundaries between Business and Academia: Developing Strategies for Personal Discovery that Affects the Mentoring Relationship

These days there is much talk about the tribe, coaching and authenticity. How are these all connected and what do they have to do with one another? To answer this all we need to do is look back to our own roots as it pertains to becoming a professional or a coming of age. Throughout time and cultures a mentor or apprentice/ mentee relationship has always been the way to learn a profession, craft or specialty. Of course, a close relationship like this quickly expands past the topic or focus at hand to include life and personal philosophies.

This kind of relationship can be intimate and rewarding to both peoples. The mentee will always benefit from years of wisdom and experience that are invaluable but can only be learned from someone with experience. For the mentor or coach, a different perspective and a fresher way of seeing things can be enlightening as well. In early 2009, the two authors began a personal and professional working relationship related to mentoring and self-awareness. One is an Associate Professor at a university in Northern California and the other is a life coach who owns several businesses that deal primarily with the quality of life, mentoring of self and others, and lives in New Mexico with her husband and 5-year old daughter. As a result of their relationship, they have been able to cross the boundary between academia and business - developing strategies for personal discovery that affects the mentoring relationship in a positive way in both environments.

Ewert, D. & Vellenga, H. E.

Indiana University
Luminaria

Mentoring in Language Teaching Organizations: Supporting Reflective Practitioners

The path from novice to mature teacher is anything but uniform or direct. Teacher development research has clearly demonstrated the power of personal practical knowledge (Golombek, 1998) to mitigate or resist the role of formal training in teacher decision-making and classroom practices. Language teachers are no different than other teachers in this regard. Ulichny (1996) suggests, in fact, that L2 (second language) teachers are as much, if not more, influenced by their previous experiences as learners, as teachers, or by their personality and folk wisdom, as they are by the professional knowledge they gain in traditional language teacher education programs. While most descriptions of the teacher development cycle reflect a transformation over time towards greater reflectivity (Pennington, 1995; Stanley, 1998; Zeichner and Liston, 1987), it is not clear how concepts and principles endorsed through formal training are brought to bear on this maturation process.

Mentoring in-service novice language teachers to develop robust reasoning (Johnson, 1999) that actively links formal learning with practice, however, can provide support, strategies, and opportunities for teachers to not only reflect-in-action but reflect-on-action (Schn, 1988). A mentoring plan, which supports novice teachers in becoming reflective practitioners and provides professional development for expert teachers is one that incorporates activities such as regular structured observations, action research projects, and teacher-led study groups. Drawing on local expertise for mentoring insures a greater degree of relevance, participation and continuity for all involved, which is likely to have a greater impact on practice than imported expertise from outside the teaching context (Fullan, 2006). A description of the development and implementation of such a mentoring plan in a second language teaching organization (LTO) will be presented.

Ransaw, T. S. & Henson, R.

University of Nevada
Alumni

Can Mentorship Be an Effective Tool in Dismantling the School-to-Prison Pipeline?

Less than all but more than a few Americans suffer from an illness created by a poor education. In just one example, the second leading cause of mortality in the U.S. after smoking is low health literacy. In other words, having a good education may simply mean that you might live longer. Unfortunately, not all Americans receive the same quality of education. The problem is a systemic disconnect between K-12 schools, communities and parents, as well as higher educational institutions. Over 70% of inmates in America's prisons cannot read above a fourth grade level. "The link between illiteracy and incarceration rates is so strong that some states decide the number of prison cells to build based on 4th grade reading levels." Sadly, the majority of the adolescents placed in detention, and later on suspension, in the U.S., a trend that likely leads to incarceration, are minorities. When the least among us are punished and disciplined, we all suffer from their oppression.

3:00- 3:45 PM

Clapp, E. P.
Harvard University
Acoma A

Omni-Directional Mentorship: Redefining Mentorship as a Reciprocal Process of Teaching and Learning

When one thinks of mentorship, what often comes to mind is the vision of a wizened field leader sharing knowledge and expertise with a less experienced protégé. This traditional approach to mentorship customarily involves the counsel of a young mentee by a more senior mentor. While such an approach to mentorship can be applied to great effect, the top-down nature of these relationships emphasize a power dynamic that overlooks the potential to tap the knowledge and expertise of an organization's diverse constituents, deviant voices, and emerging talent.

This theoretical paper problematizes traditional top-down approaches to mentorship and argues for more reciprocal models that incorporate the knowledge and expertise of multiple colleagues and stakeholders within one's workplace or professional sphere. This paper first recognizes that mentoring relationships are by nature directional before making the case for a new mentoring framework: Omni-Directional Mentorship. The primary focus of Omni-Directional Mentorship is to fuse traditional top-down mentorship with "mentoring-up," and "lateral mentorship" experiences to help replace steep institutional hierarchies with more constructive webs of teaching and learning.

Miller, G. J.
University of Wisconsin
Acoma B

Impact of Cultural and Emotional Intelligence on Mentor and Protégé Behaviors in Diverse Mentor Teams

Mentoring, defined as an intense interpersonal relationship where a more senior individual (the mentor) provides guidance and support to a more junior organizational member (the protégé) (Kram, 1985), has become more common in organizations as firms have discovered the benefits of this process, such as the retention and cultivation of employees who create the work and products of the organization. To meet the challenges associated with increasing diversity within organizations, researchers have focused on understanding diverse mentoring relationships (Athey, Avery, & Zemsky, 2000; Clutterbuck & Ragins, 2002; Hardy, 1998; Knouse, Hill, & Webb, 2005; Ragins, 1997). Because of the dearth of minorities (and women) in top management positions in the United States (Ragins, 2002), minorities who wish to be mentored usually need to be matched with a majority member. The demographic (e.g., ethnicity, gender, age) and situational (e.g., position, power) disparities between mentors and protégés often make it more difficult for diverse partners to develop quality relationships that are needed to realize the benefits of mentoring. The purpose of this study is to identify important antecedents (i.e., cultural and emotional intelligence) that may foster a better fit between racially diverse mentoring partners and, ultimately, more effective mentor and protégé behaviors. To eliminate the situational disparities that are common when mentoring partners are employees of the same organization, I will target volunteer business executives (racial majority members) who mentor student protégés (racial minority members). Drawing on social information processing theory (Salancik & Pfeffer, 1978), I contend that mentors and protégés who are socially intelligent (i.e., culturally and emotionally) will be a better match. As a result of the enhanced fit between the partners, both mentors and protégés will behave in ways that will help ensure the success of the mentoring process. A research agenda for testing these ideas will be offered.

O'Regan, K.
University of Wisconsin
Santa Ana A

A Look at the Barriers of and the Reasons for Success in Formal Mentoring Relationships

Formal mentoring programs are considered one of the most highly valuable tools to many corporations (Blickle, Witzki, & Schneider, 2009). However, there are three specific problems that are barriers to success in formal mentoring programs.

The first problem is that cultural and gender diversity issues in formal mentoring programs do not seem to be highly valued (Childs, Seguin, Soon, & Iskendarian, 2009). One can look at the profile of employees who are formally mentored and the gender and diversity of the profile will not be in harmony with the gender and diversity of our true workforce. The workforce is far more diverse than those who mentor and those who given the opportunity to be mentored (Childs et al., 2009).

The second problem is that there does not seem to be a 'norm' for what a formal mentoring program looks like due to lack of significant long-term case studies and quantified results in the field.

Finally, the third problem is the expectation of what a formal mentor is expected to provide a mentee is not defined. Despite the structural arrangement for the formal mentorship relationship, pressure can evolve from the expectation of what a mentor should provide. Pressure can also evolve when the mentee has unattainable high expectations to live up to, or has unwritten loyalty expectations garnered upon them by the mentor. These barriers to success are sensitive issues not easily detected from outside the relationship of mentor and mentee.

Washington, S. & Bennett, C.
Albany State University
Santa Ana B

A Study of Mentoring Partnerships Perceptions of Interpersonal and Personal Skills for Effective HE
The purpose of the study is to determine whether mentors and protégés interpersonal and personal skill have a strong effect on them being a successful healthcare leader. Specifically, the goal of the study is to provide quantifiable data to examine whether a difference exists between mentors' and protégés' views regarding mentor interpersonal and personal skill levels and the relationship of outcomes to mentoring partnership. Mentoring is necessary to assist the new healthcare leader in developing the skills required to excel as a leader in the healthcare setting, and as a strategy to reduce turnover among leaders. While the benefits of mentoring relationships are well documented, many health organizations and healthcare settings have failed to implement mentoring as an aspect either of continuing education or of professional development tool for communication. The reluctance to introduce such mentorship programs might be because most previous research has been quantitative rather than observational and mixed method research. The substance required for the research will be to justify policy implementation for the mentor's interpersonal and personal skills to endorse a mentoring partnership. The sampling design for the proposed study will consist of a non-randomized available sampling of mentors and protégés. The Management Effectiveness Profile System™ (MEPS) was used as the measurement instrument used to assess management skills: task skills, people skills, and personal skills. The MEPS survey evaluates performance in 14 skill areas related to the categories of task, interpersonal, and personal skills. For these study interpersonal skills is the focus area as described by Human Synergistics.

Egues, A. L.
New York City College of Technology
Fiesta A

Quality of Mentoring and Advancement of Practice: The Experience of Hispanic Nurses
Hispanic registered nurses (RNs) are the most underrepresented, least educated group of RNs in relation to their population numbers. Scant literature shows that mentoring facilitates both the personal and professional growth of RNs as they progress from the novice to expert levels of practice. However, it is not clear to what extent mentoring occurs among Hispanic RNs. Quality of mentoring experienced among Hispanic RNs and their level of practice have not been adequately explored. This study had three purposes: to describe the quality of mentoring Hispanic RNs experience, to describe how Hispanic RNs perceive their level of practice, and to examine the relationship be- tween the quality of mentoring that Hispanic RNs experience and their perceived level of practice. Statistically significant findings encourage that: 1) preparing mentors for the role at the administrative, faculty, practitioner and student levels may be critical to the elimination of burgeoning health disparities among Hispanics, 2) ensuring men- tors understand the importance and meaning of mentoring to those they mentor may increase Hispanic RN education, recruitment, and retention, 3) all institutions explore implementation and outcomes evaluation of mentoring programs for Hispanic RN students and Hispanic RNs, and 4) Hispanic RNs experiences and meaning of mentoring, and rise through the levels of practice be further explored. The importance of the findings to nursing education, nursing practice, and nursing research will be discussed.

Williams, B. L.
Eastern Connecticut State University
Fiesta B

Mentoring, Recruitment and Diversity
According to United States government of Personnel Management; mentoring relationships can produce positive developmental and organizational outcomes, both mentoring programs and relationships sometimes fail due to a variety of causes and problems (e.g., lack of participation, no leadership involvement, poor planning, unrealistic expectations). Successful mentoring programs require proper understanding, planning, implementation and evaluation ("Best practices mentoring," 2008).

Many organizations' mentoring program face most of the problems listed above. Most organization face is the challenge of recruiting, mentoring and retaining minorities. Sometimes thousands of dollars are spent advertising and attracting excellent minority candidates. Many times a minority candidate may have been interviewed and hired for a position. However, for many minorities, he or she may feel isolated. He or she could be new to the area, then new the position at the particular institute. Isolation is followed perhaps by mistrust, and many times minorities leave.

The goal of the committee at Eastern Connecticut State University was to increase the minority proportion of SUOAF/AFSCME bargaining unit members. The Committee was charged with the responsibility for identifying and recommending qualified minority candidates to search committees. The Minority Recruitment and Mentoring Committee were to ensure that mentoring arrangements are available for newly appointed minority employees. Mentors were charged with responsibility for enhancing the professional development of minority employees during the first 1-3years of their appointments.

Searby, L.
University of Alabama
Isleta

It Takes Two to Tango: Helping your Protégé Prepare for the Mentoring Dance

A review of the literature on mentoring reveals that the majority of the written discussion is from the mentor's point of view or for the benefit of the mentor. Research exists on what makes a good mentor (Galbraith, 2001; Johnson, 2006), the stages and phases of the mentoring relationship (Chao, Walz & Gardner, 1997; Kram, 1985; Mertz, 2004), and successful mentoring programs (Kochan, 2002; Sprague & Hostinsky, 2002). There appears to be very little emphasis placed on helping a protégé prepare for a mentoring relationship (Daresh & Playko, 1995; Mullen, 2006). Are we preparing protégés to be effective in the mentoring relationship? How can they develop the knowledge, skills, and dispositions that will enable them to get the most from their mentoring relationships? If these qualities can be identified, then we can start to incorporate training for protégés as well as training for mentors when we initiate our mentoring programs.

Barnish, M. E.
University of Illinois
Sandia

Induction and Mentoring New Teachers- Standards to Ensure Program Success

In a time when teachers and their work are being challenged, inducting and mentoring new teachers cannot be more important. To develop professionalism, to emphasize exemplary instruction, and to ensure student success, new teachers must receive assistance as they continue learning the art, science, and craft of teaching. Illinois has established a unique approach to induction and mentoring by working with all major educational stakeholders in the state including, teachers unions, principals association, state board of education, institutes of higher education, and others. This paper introduces the Illinois State Board of Education (ISBE) standards for induction and mentoring new teachers, including the history of standards development and the collaborative process used in their authorship. A corresponding continuum, which allows new teacher programs to self-assess and plan for continuous improvement is also discussed. Through the use of these documents, administrators and program coordinators in Illinois work with new teachers to develop the skills and knowledge that can more quickly move them to the expertise of the veteran teachers. Those working with induction and mentoring in Illinois have learned the necessity of informing educators and others about the importance of these activities and programs. The paper examines some preeminent advocacy techniques used for this purpose. Topics often included in new teacher induction and mentoring, such as analyzing student work and collaborative professional conversations, will also be discussed. Emphasis is placed on the complexity and importance of outstanding induction and mentoring program in developing excellent teachers and impacting student achievement.

Moss, K. L. & Tollefson, K.
California State University
Luminaria

Mentoring Lesbian, Gay, Bisexual, Transgender, Queer and Ally (LGBTQA) Students

College is a time when many LGBTQ students come to understand their sexual orientation; therefore, colleges must provide supportive places for identity development specifically for sexual minority students. Part 1 provides context for understanding what sexual minority students in college are going through. Part 2 offers solutions, describing three strategies for supporting this population: (1) Develop and maintain safe spaces through programming and educational opportunities for students, staff, faculty and administrators to create a visible network of allies. Research shows that Safe Space programs encourage LGBTQ students feel safe, welcome and accepted on campus. (2) Increase the visibility of LGBTQ staff, faculty and administrative members of the campus community. College campuses need visible leaders who identify as sexual minorities to communicate the crucial message that it is "okay to be gay" as a strategy for decreasing bullying, harassment, and suicide rates. This presentation explores ways of increasing LGBTQ employee visibility. (3) Encourage representation of the LGBTQ community during student leadership activities. Programs designed to teach students how to be leaders must incorporate activities that address the sensitivities of the LGBTQ community.

Palmore, K.
University of California
Alumni

Mentoring First Generation Graduate Students

The University of California, Riverside supports a graduate mentoring program for socio- economically and educationally disadvantaged (SEED) students. This article summarizes some findings about the needs of working-class/first-generation students and outlines the program UCR has developed to meet those needs. The SEED Mentoring program at UCR is a dedicated attempt to support first generation students while they navigate graduate school. The aim is to help students who have small or absent support systems (SEED students, URMs, and women underrepresented in the sciences) with outreach, retention, and professionalization services. We endeavor to extend not only economic opportunities via fellowships and scholarships but also to offer services and programs that work to equalize social and cultural capital inequities. While some of the programs we suggest may seem traditional, the goals they facilitate are achieved by both encouraging and validating the particular strengths of these working class and poor students—independence, the commitment to community, forthrightness, loyalty, and common sense, by demonstrating those skills that give children of middle class families advantages in college, and by addressing those cultural barriers to higher education—"breaking the chain," "learning the rules," "navigating two worlds," and "seeking support"—through access to peer and faculty mentors. The preliminary external evaluation suggests positive consequences for both the outreach and mentoring portions of the project.

Round Tables

4:00- 4:45 PM

Adams, R., Greene, W. & Kim, Y.
Southern Oregon University
Acoma A

Mentoring New Teachers

The importance of mentoring beginning teachers has long been recognized as essential for teacher effectiveness, satisfaction and retention. Many types of mentoring strategies have been developed for new teachers, including guidance from veteran teachers at the school site level, training from subject or grade specific mentors at the school or district level, consultation with mentors from state funded programs, as well as a variety of additional formal and informal mentoring models.

Feedback from students who graduated from the Master of Arts in Teaching program at our university suggested that our new teachers were confused and somewhat overwhelmed by the various mentors who were assigned to help them and they reported feeling frustrated by the extra demands placed on their time as they were struggling to "survive." Since we had developed close relationships with our students during our intensive Master of Arts in Teaching program at Southern Oregon University, we were concerned about our novice teachers and wondered how we could best support them. We decided to invite them back to the university one evening a month to share their experiences using a positive coaching model we had learned and were excited to practice. We were curious to see how it might benefit our new teachers as they navigated the challenges of their first critical years of teaching.

Bresee, S.
University of Maryland
Acoma B

Complex Negotiation of K-12 English as a Second Language Mentoring Relationships

English as a Second or Other Language (ESOL) mentor teachers self-nominate themselves or are invited to mentor student-teacher interns. Their responsibilities include directing, supporting, and evaluating student teacher interns. Mentor

responsibilities are laid out in four stages in the TESOL Handbook. In stage one, a mentor should model and think aloud about all planning procedures. The intern is to observe planning, teaching, and assessments. In stage four, the intern and mentor are to plan collaboratively. Interns assume more independent teaching.

Mentors and interns may have different expectations and perceptions of second language students, second language education, and mentoring. Experienced mentors, in general, have developed tacit understanding and knowledge, automaticity in preparation and instruction of lessons, and spontaneous reflection-in-action for skillful and responsive teaching (Schön, 1991). However, the greater their experience, possibly the greater is the time, energy, and patience needed to explain and guide interns. Mentors also inform interns learn about school procedures, policies and politics and strengthen their sense of identity, competence and voice within their teaching schools and careers.

Despite years of teaching experience, mentors must develop and negotiate new and unique working relationships with interns within increasingly complex, diverse, and demanding student body and administration settings. Mentor research has frequently focused on the effectiveness and processes of mentoring from the perspective of mentees. In contrast, mentor perception of differences and challenges, accommodation, negotiation, and resolution of interpersonal or strategic tensions and problems have been overlooked.

Donnelly, L.
Arizona State University
Santa Ana A

Win-Win-Win: Benefits to Students, Community and Organizations of Mentored Internships in Arts

How do we provide students with real life experiences to integrate their academic learning with practical applications in the field? How do we maintain service levels in communities that are losing services? How do we provide organizations that are losing personnel with additional labor to continue providing services? How do we do all of the above in a cost effective manner? The Win-Win-Win model of Mentored Internships in Arts Administration involves coordination, management, and focused mentoring to create successful internship programs. The discussion format will include methods for applying this model to different fields in academia, the arts and beyond.

Structured, sequential internships under the guidance of working professionals provide students with substantive, meaningful, real-life learning experiences. These same internships provide organizations with cost effective labor, a new talent pool, and the opportunity to expand the scope of work in the communities served.

Discussion will include elements that must be included to create successful mentoring/learning internships: selection process to ensure that interns are mature, skilled, motivated, and responsible; selection and education process to ensure that organizations wishing to sponsor interns have the qualified personnel and resources to provide an educational and meaningful experience for the interns; ongoing communication with all parties to ensure that internships are progressing; training for mentors within the organization who supervise interns; periodic communication with the director of the internship program; guidelines for students and organizations to facilitate quality learning experiences; guidelines for evaluation of interns' work; and guidelines for determining future internships in the learning sequence.

Flores-Duenas, L. & Anaya, M.
University of New Mexico
Santa Ana B

Transformational Co-Mentoring of Two Latinas: Social and Ethnic Identity as a Form of Empowerment

U.S. schools have a long history of inculcating the notion of rugged individualism in students. However, although individual hard work is necessary, having this skill alone does not guarantee academic success for many students of marginalized communities. Perhaps this is because school does not merely complement what is provided at home for them as it may for middle-class students who often receive help navigating through social systems. The pervasiveness of this ideology of independence coupled with constant reminders of the myth of meritocracy (McIntosh, 1988), which reinforces that individualized hard work will naturally "open doors" for them, a student of color could possibly believe that the way to "make it" into college is solely based on one's own accord. Although educators have been exposed to the value of collaborative learning (Vygotsky,1978), little school investment has been made to foster these opportunities for long periods of time to improve individual weaknesses. For example, while mentoring programs are often intended to help minority students, they generally last for one or two semesters. Gallimore et al. (1992) also suggests that the most successful and intense forms of mentoring relationships must rely heavily upon constant interaction and must be "natural" in the sense that mentors and mentees choose each other because of their commonalities and ability to collaborate.

According to Yasso (2000), by engaging in critical academic discussions and cultural projects in communities, both parties (mentor/mentee) have opportunities to make transparent and implement new knowledge framed by elements of resilient resistance theory for "surviving and/or succeeding through the educational pipeline as a strategic response to visual microaggressions" (p. 180). In addition, although much literature can be found on mentoring between peers at the professional/graduate school levels, fewer studies have focused on relationships that are rooted in resiliency and understanding of social and ethnic identity as a form of empowerment. The current study operates within a LatCrit framework that addresses the multilayered and intersectional lives of minority students (Solórzano & Bernal, 2001). This inclusive approach to mentoring allows for Gallimore's concept of "natural" mentoring to take place and eventually recreates itself as a "co-mentoring" model in which the distinctions between "mentor" and "mentee" are blurred (McGuire & Reger, 2003, Kochen & Trimble, 2000, Mullen, 2000). This new embodiment of a mentoring relationship then takes on a transformational essence. The following research questions guided the current study: What role has mentoring that includes social and ethnic identities played in the life choices of the mentee? How has this mentoring relationship changed over time?

Gruesbeck, S. C., Throson-Barnett, S., Fillippino, T., McMurty, Z. & Biscoe, J. D.
Northwestern State University of Louisiana & Arkansas State University
Fiesta A

Faculty- Student Mentoring Programs in Higher Education

Student retention and persistence is increased when faculty and students have occasion to interact in meaningful ways outside the classroom. Mentoring is a high impact method of getting students engaged in their own education. However, faculty is sometimes uncertain about the 'what', 'how', 'why' and 'when' of mentoring.

This roundtable discussion will begin with a description of the successes and struggles of undergraduate mentoring programs at two southern universities. The session will touch on the definition, goals, objectives, and the process of mentoring as well as distinguish similarities and differences between mentoring, academic advising, teaching, modeling, and problem-solving. This discussion will culminate with recommendations for expanding your own mentoring program relative to timelines, list of activities, documentation, and assessment. Handouts will include examples of letters to students, timetable with benchmarks, documentation forms, and ways of assessing your mentoring program.

Horton, S. L.
Mitchell College
Fiesta B

Midlife Mentoring: A Key Relationship from Both Sides

The author explores the challenging mentor/student relationship at midlife from two perspectives: as doctoral student at midlife himself, and in his current role and capacity as undergraduate college professor and mentor to midlife students. "In everyone's life at some time, our inner fire goes out. It is then burst into flame by an encounter with another human being. We should all be thankful for those people who rekindle the inner spirit." -Albert Schweitzer

Smith, M. L.
Victoria Cool Aid Society
Isleta

The Mentoring Project, Let the Dialogue Begin: Offering a Unique Perspective in Mentoring

The universal commonalities and challenges inherent within the development and on-going support of mentoring programs and mentoring relationships provide a rich opportunity for dialogue across mentoring disciplines. Since 2006, the Community Volunteer Mentoring Project in Victoria, British Columbia, Canada has been offering an innovative approach to mentoring by bringing together not-for-profit agencies and community volunteers to help bridge the gap in social supports for people facing both personal and systemic challenges related to mental health and addiction issues. Over the past 5 years, The Mentoring Project has engaged more than 200 community participants, resulting in a blend of identified challenges to inform further development and an abundance of shared benefits for both the program and its participants. The subsequent roundtable discussion will provide opportunities for attendees to explore how these best practices and lesson learned translate to other mentoring environments. Attendees will come away with a stronger understanding of some of the universal elements of mentoring.

Thomas, C.
University of New Mexico
Sandia

How Can a Book Be a Mentor?

Can a book be a mentor? More specifically, can a *text* of words, numbers, symbols, and/or pictures—in or across any disciplines—call forth and sustain fully a mentoring relationship? Posing this problem may call forth more general, and some might think more relevant, problems: (1) whether or not distance mentoring—mentoring that does not happen 'in person' but is mediated by a technology such as online instruction, email, video conferencing or calling (e.g. Skype), or even snail mail—is effective, authentic, or desirable; and (2) whether or not mentoring necessarily requires face to face, embodied presence and interaction, of a kind apparently absent from a book in the hands of a reader or communication mediated by even newer information technologies. Without letting go entirely of these more general questions about distance mentoring, our discussion will focus on the problem of the book as a mentor, on the nature of those books that might mentor or not, the kind of relationship to a book that may open its mentoring faculty, and how thinking about the book, which, like a mentor, is given to us as a medium for learning, may lead us to unfold more fully what is mentoring in its essence.

Weir, J.
Canadian Youth Business Foundation
Luminaria

Driving Entrepreneurial Success through Mentorship

"21.4% of venturer's think that a lack of expertise and know-how is an obstacle to business creation, which corroborates the previous finding that more than 55% of venturer's do not have experience. Technical assistance, mentoring, coaching, training and networking could all be effective ways to reduce this problem." The Canadian Youth Business Foundation is the "go to" place for youth entrepreneurship in Canada. We assist young people between the ages of 18-34 to launch and sustain successful businesses. In addition to start-up financing and business resources, the one component of our program that sets us apart is our mentoring program. CYBF believes in the value of mentoring - and it is clear from the success of our entrepreneurs that our mentoring program is providing great results. Since our mentoring program became mandatory, the percentage of our entrepreneurs unable to repay their loans has been reduced by half. Today, 19 out of 20 businesses are able to repay their CYBF loan - that's powerful proof of the value of a mentor! For this reason alone, CYBF makes participation in the mentoring program mandatory for each young entrepreneur who receives start-up financing. Each young entrepreneur is required to work with a mentor for a two-year term. Mentors are qualified business professionals located in the same local business community as the entrepreneur.

We are modelled after the Prince's Trust in England which has been in operation for about 45 years. We are a member of the Princes organization YBI (Youth Business International) a global organization made up of about 45 countries that have organizations identical to CYBF. When the Prince's Trust was established originally, there was no mentorship component and the success rate of the business start-ups was about 40%. When mentoring was introduced the success rate quickly rose to 75%. CYBF has been in operation since 1996 and our loan repayment rate is over 94%. Participants in this round table will gain knowledge of the components/elements of a successful mentoring program, effective recruiting strategies, and successful engagement strategies. We will share best practices, discuss challenges and offer creative solutions to other's challenges.

Worthy, M. T.
University of New Mexico
Alumni

Wisdom as a Tool for Social Change

Mark T. Worthy Organizational Learning and Instructional Technology (OLIT) July 18, 2011 Mentoring Institute-Abstract (Wisdom) Sophocles, in his Greek Tragedy, Antigone, said, The ideal condition would be, I admit, that men should be right by instinct. But since we are all likely to go astray, the reasonable thing is to learn from those who can. He knew that if we seek help from knowledgeable and experienced people, we can achieve our goals and avoid making mistakes and wasting valuable time. Such knowledgeable and experienced people are called mentors. They can be found everywhere. Think about your work. Was there someone who helped you get started with your academic pursuits or career, offering advice and guidance, showing you how things worked and how to get things done? Consider your education. Was there a teacher who took a special interest in you and who had an especially positive influence on your life? We all can probably name two people who had a profound effect on our lives. A mentor: 1. Takes a personal interest in and helps an inexperienced person (mentee). 2. Serves as a role model, coach, and confidante. 3. Offers knowledge, insight, perspective, and wisdom useful to the mentee. 4. Helps someone become successful and learn new skills themselves. While the mentor/mentee relationship does not require some time and commitment, the relationship does not last forever nor should it. The purpose of mentoring is to teach the mentee to think and act independently and successfully. Once mentees have developed to the point where they are functioning effectively on their own, mentors services are no longer needed. Most likely, the mentor/mentee relationship evolves into a strong friendship. Mentors can find new mentees to help, and former mentees have the skills and knowledge to become mentors themselves.

Thursday, October 27
Concurrent Presentations

8:00- 8:45 AM

Kinglsey, K.
University of New Mexico
Acoma A

Fostering Academic Integrity in the Digital Age: Copyright and Fair Use of Educational Multimedia
In today's era of free online expression, it can be difficult to discern what constitutes fair use of Web-based and print-based materials, including user-generated con- tent (UGC) on the Internet. Educators at all levels are increasingly concerned with issues related to the use of electronic materials for teaching, learning, and delivery of instruction. When must permission be obtained to use digital materials in the class- room? What kinds of materials can be used for face-to-face and/or online instruc- tion? When can digital materials be used in portfolios or multimedia projects? This session is designed to provide educators across disciplines with an overview of the use of multimedia for instructional purposes. Topics covered in this session will include: Down- loading, modifying, distributing multimedia for academic purposes, Digital Millennium Copyright Act, Open Source/Open Access, Public Domain Sites, Creative Commons, Public Knowledge Project, Obtaining Permission to use copy- righted materials, Formulating Copyright Compliance Policies, and Acceptable Use Policies. Online resources and general guidelines for Fair Use of Educational Multimedia will be provided.

Schipani, C. A., Dworkin, T. M., Kwolek-Folland, A., Hinesly, M. & Maurer, V.
University of Michigan
Acoma B

Mentoring and the Law: A Remedy Whose Time Has Arrived?
This paper proposes that formal mentoring and networking programs be employed in structuring settlements of Title VII-based discrimination lawsuits and in arbitral awards based on gender discrimination in employment. Businesses and organiza- tions can use available data from the social sciences about the differing impact of variable in mentoring for women and men to tailor programs in a non-discriminatory manner that will sustain legal challenge. They can use the body of available knowledge about mentoring and networking to frame part of the strategy of remediating the lack of women at top level in the organiza- tion, even in the absence of legal claims. And they can use these programs in structured court-approved settlements to resolve legal claims of sexual discrimination. The paper reviews the barriers women face in achieving positions of top leadership in organizations and the uses of mentoring and networking as pathways around these barriers. The paper identifies the limits of law as an institution in addressing not only individual fairness but also organizational goals of effectiveness at both a national and multinational level. The proposed legal remedies could address both individual fairness and organizational needs, and they could accommodate cultural factors that such organizations face in the search for talented leadership at the highest levels for the organization.

McWilliams, A. E.
Wake Forest University
Santa Ana A

Models of Higher Education Mentoring and the Development of an Interdisciplinary Mentoring Culture
Over the past few years Wake Forest University has taken steps to institutionalize and further support a long-standing tra- dition and culture of student mentoring, culminating in the development in June 2010 of the Mentoring Resource Center, which helps students think more deeply about their lives and make sound decisions by promoting and supporting effective mentor- ing relationships across the entire campus. This paper examines mentoring in higher education, which has traditionally been informal in nature and rooted in the scholar/advisor-student relationship that exists primarily in graduate school and often results in a sort of academic cloning. The paper discusses recent moves to more intentional, formal mentoring relationships and identifies best practices of formal mentoring programs. Finally, using the experience of the Mentoring Resource Center as an example, the paper explores the possibilities for developing an interdisciplinary mentoring culture on a higher education campus.

Moore, K.
Daytona State College
Santa Ana B

Making it Real

Effective mentoring requires, first and foremost, a relationship. This relationship when personified in a mentor creates an environment where potential is freely recognized by both the mentor and mentee. Having an environment where there is freedom of inquiry, thought, and reflection are the key elements of a community of potential. One way to build this relationship is through encouragement and inspiring more of our best and brightest students through real lessons learned. This makes the relationship meaningful and transparent to them and other professionals. Furthermore, this is one of the best paths to prepare and motivate a needed highly-skilled workforce who want to know how to face the future so they can also prepare in the present. This research work explained how mentors in pursuit of uncovering potential participate in a combined learning relationship where they engage mentees in real situation to assist them in achieving their highest potential today so they can prepare for the future.

Oliver, A., Osa, J. O. & Walker, T.
Virginia State University
Fiesta A

Mentoring and Other Professional Support for Faculty in a College of Education

In institutions of higher learning, tenure and promotion requirements have often been sources of indescribable stress, pain, frustration and failure among faculty. Faculty perceptions regarding collegial relationships, supportive environments, and mentoring have been given as reasons for leaving institutions of higher learning (Barnes, Agago, & Coombs, 1998; Cropsey, Barrett, Klein, & Hampton, 2004). Therefore, according to Lingard, and Whyte (2005) mentoring is necessary for a successful academic career. The purpose of this study was to investigate mentoring experiences and other forms of career support of faculty members in an institution of higher learning in the areas of teaching, research, and service. This paper is based on the findings of a qualitative study that was designed to gather information on the nature and extent of mentoring and other forms of career support among faculty. The study population was the faculty members on tenure track in an institution of higher education. Faculty administrators with the rank of dean and above were not included in the study sample. Items on the online survey instrument were based upon best practices for mentors and mentees that were found in the literature. The survey was administered and the data collected were analyzed. Final results of the study and discussion of findings are presented in the paper.

Fricke, S. N.
University of New Mexico
Fiesta B

Dodging the Mines: Teaching Native American Arts and Culture to Natives and Non-Native

Teaching Native American art and culture to a mix of Native and non-Native students offers a multitude of problems. First of all, few students know much about Native history and what they do know is usually inaccurate as it comes from films and television. As the stories of violence and atrocities emerge many students find it difficult to manage their emotional responses to what they are learning. Two, the materials and aesthetics of Native Art differ from what most students usually consider art and does not fit the standard art historical canon; students are unsure how to address ceramic pots, beaded moccasins, parfleche, etc., as both aesthetic and historic objects. Third, the field itself is constantly changing; tribal histories are revised, updated, and new information is included and names change. Fourth, when looking at objects from the nineteenth-century and earlier it is difficult to avoid a romantic sense of the past. Students need to gain an awareness of contemporary Native life as part of, and not separate from, history. Lastly, when students attempt to discuss the relevant issues in class, non-Native students are often hesitant to assert their perspective for fear of offending and Native students are often hesitant to reveal their ideas for fear of telling too much. This roundtable discussion will ask how instructors of Native American art as well as literature and culture can better help students when they are first addressing the topic.

Portner, H.
Western New England University
Isleta

TIP, an Online Mentoring Process

The Teacher Inquiry Process (TIP) is an individualized online mentoring model. It was developed as the primary activity for "Mentoring and Professional Development," one of the core online interactive education courses offered by Western New England University leading to a MEd degree in Curriculum and Instruction.   In addition to researching and writing papers, and a variety of other requirements during the eleven-week course, students meet online in pairs at least twice per week to work on TIP. These meetings can be asynchronous using a Partner Discussion Forum, and/or synchronous using a web-based conferencing program that allows for real-time chat, voice and video. When students complete TIP, they have served as both a mentor and a mentee and have acquired and practiced basic mentoring skills. They also have identified a high-priority professional need and developed a specific plan to address that area of focus.

Manning, R. D.
University of New Mexico
Sandia

A Legitimacy to Lead: Establishing Effective Mentoring Relationships in PE-NP Classes

Following the 2011 conference theme of Learning Across Disciplines, this presentation will examine mentoring of college students through coaching strategies in higher education. As an NCAA Division-1 coach and instructor of physical education at UNM, the presenter has a unique perspective and understanding of the networked generation of college students in both educational and athletic settings. Due to the fact that young adults and higher education continually evolve independently of each other, it is imperative that mentor-coaches establish a legitimacy to lead centered on knowledge, experience, rapport, and mutual respect. The creation of effective mentoring relationships depends greatly on the ability to be perceived as accessible and approachable, establish clear communication, and make students feel appreciated and unique (Pitney & Ehlers, 2004, p. 348). As an instructor who strives to empower his/her students, absolve them of their sedentary lifestyle, and inspire them to develop positive life-long fitness habits, understanding the motivation behind a student's enrollment in a course is critical. In physical education courses at the university level, it has been determined that, Competition, affiliation, enjoyment, appearance, and challenge are various motivators that play a significant role in the maintenance of exercise behavior among young adults (Weinfeldt & Fisk, 2009, p. 71). Taking these factors into consideration when developing course curriculum, will not only ensure that barriers to exercise are eliminated, but also strengthen the coach/athlete relationship. Successful mentors must also overcome the fact that physical education is perceived just as hostile an environment for lesbians and gays (Gill, Morrow, Collins, Lucey, & Schultz, 2010, p. 908), as it is for those students who are overweight or have physical disabilities. This presentation will provide interactive real-world examples, encourage discussion regarding practical applications across all disciplines, and explore the presenters effective mentoring/coaching strategies borrowed from athletics, and employed within UNM Physical Education.

Black, T.
University of Southern Queensland
Luminaria

Mentoring Early Career Researchers within a Cross-Disciplinary Community Research Project

This paper reports on the mentoring of early career researchers at a regional campus of a University in Queensland, Australia. The mentoring process involved mentees actively participating in a community research project. As the participants took on the roles of mentee or mentor dependent upon the research activity at the time, the mentoring process could be deemed as being a mentoring mosaic. Participants who identified themselves as being mentees were interviewed to identify their reasons for participating, the outcomes they experienced and what caused the outcomes to occur. They also completed self-assessment scales to identify changes in the levels of their research skills, confidence and attitude towards mentoring others. The results clearly showed that the mentees had very positive outcomes associated with their involvement in the project both in relation to research confidence and capability and also the development of positive working relationships. Mentees reported that the key drivers leading to the identified outcomes as being the structure of the research project, the diverse backgrounds and generosity of the participants as well as the inclusive practices employed.

9:00- 9:45 AM

Golden, J.
Texas Woman's University
Acoma A

Odds in Your Favor: Using the Enneagram to Assist with Partner Relationships

As formal mentoring programs continue to exist, the attempt to find the perfect model continues. This narrative focuses on a suggested method one can use to help increase the successful interaction between the partners, whether they chose their own partner, or whether one was chosen for them. Focusing on the partnering process, this paper highly encourages the use of the Enneagram personality assessment. The Enneagram personality assessment is a psychological theory that is used for the study of personality types thus providing the opportunity to learn about oneself and others. The Enneagram, which has become increasingly popular in the last decade, is a diagram of a person's personality. Areas revealed include motives, fears, desires, strengths, and weaknesses. Knowledge and use of the Enneagram will enable both mentor/mentee to not only learn about one's own personality, but to be better able to predict a partner's response in various situations. The end result is the creation and performance of a successful mentoring partnership, which in turn provides a successful experience for both partners. It is within this paper that both the Enneagram as well as how it can be used are presented.

Willbur, J. L.
Leadership Mentoring Institute
Acoma B

The Five Elements of Effective Executive Leadership and How to Identify and Develop Them

This presentation proposes that formal mentoring and networking programs be employed in structuring settlements of Title VII-based discrimination lawsuits and in arbitral awards based on gender discrimination in employment. Businesses and organizations can use available data from the social sciences about the differing impact of variable in mentoring for women and men to tailor programs in a non-discriminatory manner that will sustain legal challenge. They can use the body of available knowledge about mentoring and networking to frame part of the strategy of remediating the lack of women at top level in the organization, even in the absence of legal claims. And they can use these programs in structured court-approved settlements to resolve legal claims of sexual discrimination.

The paper reviews the barriers women face in achieving positions of top leadership in organizations and the uses of mentoring and networking as pathways around these barriers. The paper identifies the limits of law as an institution in addressing not only individual fairness but also organizational goals of effectiveness at both a national and multinational level. The proposed legal remedies could address both individual fairness and organizational needs, and they could accommodate cultural factors that such organizations face in the search for talented leadership at the highest levels for the organization.

Carmeli, A.
Perach Tutoring & Mentoring Project
Santa Ana A

Students' Involvement in the Community

"Ensuring that the most vulnerable and marginalized children are enrolled and remain in school requires targeted programs and interventions aimed at poor households and that seek to eliminate gender disparities." (The U.N. Millenium Development Goals). Globalization and modernization have led to masses of immigrants, working from early morning till late at night, hoping to improve their lives in a foreign country, while uprooting their children from their natural environment leaving them to face new and strange language and culture all alone. These children (and also children from one parent families) are more susceptible to living in conditions of poverty and neglect (physical and intellectual) and face an immediate danger of school dropout and entering the circles of drug and crime. In many countries today, multi- cultural societies are facing a growing inequality, rooted deeply in the educational system. Whereas financially established families are able to enrich their children's lives and knowledge with after- school classes and to provide their children with assistance in tutoring, low-income families cannot. This inability of low-income parents to provide enrichment and help for their children makes it impossible for the children to break the circles of poverty, leaving them with a sense of despair, frustration and low self-esteem. Perach (which means "flower" in Hebrew and is also the acronym for "tutorial project") -The national Israeli Tutoring and Mentoring Project -offers an innovative solution to the growing academic and social needs of children from minority groups, using university students as tutors and mentors to these children and providing the students with a partial scholarship in return to their work.

Rucker, K. J. & Williams, J.
The University of Georgia
Santa Ana B

Cultivating Champions: Helping Undergraduates Be All that They Can Be!

Undergraduate students have a lot to juggle: academics, extra-curricular activities, and the adjustment to college life. A survey of literature focused on mentoring college students conducted by Crisp and Cruze (2009) concluded that mentoring generates increased retention, higher graduation rates, higher academic achievement (higher grades), and increases a student's comfort level with the educational environment. It is because of these positive results, that institutions like the University of Pittsburg are incorporating mentoring components to "create a 'friendly environment' in which students can feel free to express their feelings and concerns while receiving academic and extracurricular support and information, all in an informal setting" (Budny, Paul, & Bateman Newborg, 2010, p.11). Mentors at this institution assist students through academic and personal challenges by addressing topics such as university resources, wellness, diversity, time management, teamwork, test preparation, stress management, and career/employment opportunities.

Mentoring can play a crucial role in the retention of students by ensuring that students are comfortable in the university environment, identifying personal and professional opportunities, and guiding students through personal and academic challenges (Budny, Paul, & Bateman Newborg, 2010). Additionally, the establishment of mentor relationship may encourage students to become top achievers at the collegiate level because many mentors along the way contribute to a student's sense of purpose, efficacy, and confidence (Powell, 2011).

This roundtable discussion will focus on the undergraduate mentoring experiences of two professors at the University of Georgia and the Texas A&M University.

Larroque, C. M.
University of New Mexico
Fiesta A

Mentoring across Disciplines; across the Globe

The objective of this presentation is to discuss the bi-directional mentoring that occurred while I, as a child psychiatrist and emeritus faculty member of the University of New Mexico, participated in teaching and research as a Fulbright Scholar in the developing country, Uganda. Background:With current advances in communication and travel technologies people around the globe are interacting with each other more than ever before. Professionals from almost every walk of life are given opportunities to work with colleagues in all corners of the world. In 2009-2010 I was selected as a Fulbright scholar to Uganda. I was to use my expertise in child psychiatry to be a mentor and also to research the mental health needs of children and adolescents in the northern part of the country where an atrocious civil conflict had just ended. There are no child psychiatrists in Uganda and there is one general psychiatrist for every 1.3 million people. Methods:A mentor to Ugandan nurses, medical students and university students, I quickly learned that in order to conduct a research project in the villages of Uganda I too would need to be mentored. A team of three young professionals: a general psychiatrist, a psychological clinician and an administrative assistant mentored me on the cultural interactions, customs, language, and expectations of the local villagers. The administrative assistant was my primary mentor. Conclusion: While mentoring most often occurs between a professor and a student or junior faculty member there are circumstances in which mentoring can occur in a most unusual way. Especially when collaborating in global projects it is important to accept fluidity in the mentoring process. Often the mentor must be mentored.

Osa, J. O. & Oliver, A.
Virginia State University
Fiesta B

Developing and Implementing a Mentoring Program: Experiences of Two College of Education Faculty

Mentoring is the process of nurturing the total growth, especially the professional growth, of an individual. Everyone, including the best of the best, needs mentoring and coaching to help ensure success and to build upon it (Clutterbuck, 2001). On the college campus, new faculty members and career switchers are in more need of mentoring. The challenges faculty members encounter as they seek tenure and promotion have made provosts and deans more interested in the concept of mentoring. Experiences are showing that informal, unstructured type of mentoring program is no longer adequate. Faculty members, especially novice and untenured faculty members are requesting for professional assistance as they go through the tenure and promotion process. Therefore, there is a need to take mentoring to a new high level by formalizing a mentoring program.

This presentation shares the personal perspectives of two faculty members on what works and what does not work in a formal mentoring program. This paper presents how a well-designed mentoring program is developed and implemented. Drawing on their personal experiences these two faculty members developed a seven-step mentoring program. The paper also included a brief discussion of activities that comprise each of the steps.

Abernethy, N. F. & Nagasawa, P.
University of Washington
Isleta

Mentorship Networks to Support Multidisciplinary Science

Mentoring is often studied and addressed as a single relationship between mentor and mentee which should be thoughtfully structured and developed. However, from the perspective of mentor and mentee alike, effective mentoring stems from a rich environment of collaborations and resources, in which several mentors contribute to the success of each individual. In this conception, mentoring occurs in a social network that provides access to multiple mentors, areas of expertise, and connections to outside resources. This paper introduces the field of social network analysis, describes mentorship as a social phenomenon, and proposes attributes of successful mentoring networks. It also suggests data sources to monitor the diversity, depth, quality and growth of mentoring relationships at the institutional level. Finally, we discuss the relevance of mentoring networks to translational science, an attempt to bridge multiple disciplines in the health sciences in order to accelerate biomedical research. In the context of cross-disciplinary science, understanding the social context that supports diverse mentorship networks is particularly important..

Keith, T. B. T.
University of New Mexico
Sandia

Effective Strategies for Mentoring Programs and Issues of Special Interest Regarding Efficacy

This presentation connects conclusions from several peer reviewed articles in order to show empirically the effectiveness of mentorship programs as a whole. The paper then examines affective strategies and setbacks. In conjunction these articles seem to indicate that students experience the highest academic and personal success rate when involved with multiple compatible mentorship programs communicating on an effective level regardless of their current age, education, or income level. These articles indicate steps that may be taken to achieve what may be the ideal mentoring program. In physical education courses at the university level, it has been determined that, Competition, affiliation, enjoyment, appearance, and challenge are various motivators that play a significant role in the maintenance of exercise behavior among young adults (Weinfeldt & Fisk, 2009, p. 71). Taking these factors into consideration when developing course curriculum, will not only ensure that barriers to exercise are eliminated, but also strengthen the coach/athlete relationship. Successful mentors must also overcome the fact that physical education is perceived just as hostile an environment for lesbians and gays (Gill, Morrow, Collins, Lucey, & Schultz, 2010, p. 908), as it is for those students who are overweight or have physical disabilities. This presentation will provide interactive real-world examples, encourage discussion regarding practical applications across all disciplines, and explore the presenters effective mentoring/coaching strategies borrowed from athletics, and employed within UNM Physical Education.

Stern, M. S. & Brierley, A.
Stanford University
Luminaria

Stanford Alumni Mentoring: Creating a Culture of Mentorship

Stanford Alumni Mentoring (SAM) aims to create a culture of mentorship within the Stanford community by connecting students to alumni across disciplines in one-on-one mentoring relationships for career guidance, advice, and advocacy. Since Spring 2009, over 1000 students have been matched with alumni mentors. SAM is a student group on campus supported by the Career Development Center, which has partnered with many student groups, and departments on campus to foster learning across disciplines. Collaborations include ethnic centers, athletics, pre-professional clubs, Vice Provost for Graduate Education, student government, Haas Center for Public Service, The LGBTQ, alumni clubs and more. The on-line mentoring tool designed for scalability is a student driven process whereby the student anonymously searches and requests mentors based on their individual interests and goals. Alumni have the option to accept or decline the student request providing buy-in by both parties and creating a more organic mentoring experience. To assess our program we are using survey data; student/alumni focus group feedback; quantitative and qualitative data from student questionnaires; and analytics/tracking from the website. We examined the effectiveness of the program's matching process and investigated the quality of the students mentoring experience. Results of our surveys are used to improve high tech and high touch program components, including mentor/mentee education, registration, matching, and the on-going mentoring process. The purpose of this session is to share practical applications and tips from our own program assessment and evaluation as well as include an interactive component for participants to share their challenges and successes in working with collegiate students alumni programs.

10:00 - 10:45 AM

Shkolnik, E. L., Jang-Condell, H., Shahar, A. & Surcel, A.
Carnegie Institution & Lowell Observatory
Acoma A

GPS Groups: A Peer-problem-solving Approach to Mentorship

GPS Groups (Goals and Problem-solving for Scientists) is a peer mentoring organization that facilitates problem-solving among minority scientists from a wide range of research fields (e.g. women in STEM). The GPS model consists of a confidential peer-mentorship group where individuals come together to discuss professional concerns, engage in analytical problem-solving techniques, and develop individualized plans of action in a supportive, yet exacting environment. Each member is expected to act as a sounding board, reference point, and source of perspective for the rest of the group. Due to the commitment to confidentiality, the group provides a safe environment to ask questions, show weaknesses, test ideas, and give and receive critical advice. Here we present the founding principles of GPS and directions for establishing local GPS groups. These guidelines have been developed experientially – the first GPS group was formed in the Washington, D.C.-Baltimore area, and consisted of four women scientists who were all postdoctoral researchers. The initial group has had startling success. After two years, three of the four original members applied for and accepted tenure-track faculty positions, and three women had second or third children, while still maintaining their career trajectories. The benefits of GPS groups, however, extend far beyond professional development or promotion. Individuals are empowered to change perceptions, enhance self-confidence, and increase their external influence.

Connor, L.M., Slaughter, G. R. & Rodgers, J.
Baylor College of Medicine
Acoma B

Mentoring URG Post-baccalaureate Students for a PhD in Biomedical Sciences

PhD students master very specific skills and disciplinary knowledge and a variety of trans-disciplinary skills. Successful applicants to these programs display evidence they master these, but some promising under-represented (UR) students have some deficiencies in their academic or laboratory experience that either make them less competitive applicants. We developed an NIH-funded post-baccalaureate program to provide Scholars not only with lab experience but also a rich variety of instrumental and psychosocial mentoring.   The goal of the one year Post-baccalaureate Research and Education Program (PREP) is to prepare UR college graduates for success in entering and finishing high quality PhD programs in biomedical science. PREP Scholars complete a unique Molecular & Cellular Biology course, work on cutting-edge research projects and attend professional development and standardized test PREP workshops. They also take Introduction to Graduate Research (IGR), which adapts to the needs and skills of each student to enhance critical and effective reading, presentation, analysis and writing skills. We use the "One Figure Journal Club" to develop journal club presentation skills. In IGR, scholars receive instant feedback on their presentations from peers and faculty mentors. "Research Relevance" talks by current UR PhD students provide peer-role models. Events throughout the year introduce students to the vibrant UR PhD student and post-doc community at BCM. 28 of 41 (68%) SMART PREP Scholars who completed our program matriculated into PhD programs, and to date, 100% of these students are either still in graduate school or have received PhDs. Because students apply to graduate school in the first months of our program, front-loading trans-disciplinary skills remains important but problematic. Our numerical success may reflect the multiple modes of mentoring, but individualized mentoring is time-intensive.   We will critique our program, focusing on lessons learned.

Lihono, M. A., Koo, J., Balogu, D. & Buckner, E.
University of Arkansas
Santa Ana A

Mentoring Minority for a Career as Federal Food Inspectors at UAPB: Opportunities and Challenges

This project is funded by the United States Department of Agriculture (USDA) Capacity Building Grant. Included in the project are an individualized mentoring by faculty and Federal Food Inspectors (FFI) mentors and a career-training obtained by serving two mandatory internships with the USDA/FSIS. Nine (9) undergraduates with a Grade Point Average (GPA) of at least of 2.8 and with interest to become FFI were recruited as scholars: 8 African-Americans with 5 females, and 1 Caucasian. Accomplishments of scholars include the completion of the ServSafe Food Manager Examination certificate, the participation in internships (2 scholars) and volunteering programs (4 scholars) in slaughter plants in collaboration with FSIS. At this date, three guest-speakers have presented lectures on the career of FFI from the academia perspective, from the industry perspective; and the responsibilities of FFI. A workshop on Hazard Analysis and Critical Control Points (HACCP) was taught in Spring 2011. The main challenge in this project is to have scholars participate in the internships every summer. Selection of scholars for internship is not guaranteed by FSIS. This year, the agency reduces the number of interns because of budget cuts. We were fortunate to work out a volunteering program with the agency to have 4 of our scholars to spend 2 weeks at a Tyson Foods slaughter plant in Pine Bluff, Arkansas. Another challenge was to recruit 10 scholars with a 3.0 GPA as originally set in the project. Exception had to be made to recruit a scholar with a GPA below 3.0. This project has made minority undergraduates at UAPB knowledgeable of the career-path of FFI and some of them will become FFI. Partial payment of tuition for the scholars has been made. Communication with the agency before and during the implementation is essential to the success of any federal agency career-training project.

Brown, C., Sanft, M., Moulton, B., Lambert, L. & Quinn, M.
Utah Valley University
Santa Ana B

Success through Math Mentoring (SUMM)

Over 70% of students who enroll at Utah Valley University (UVU) are not prepared to successfully complete the quantitative literacy requirement (College Algebra, Introduction to Statistics, or Quantitative Reasoning). Over the next 10 years (2010-2020), enrollment is projected to grow 4% per year from the current 33K to 45K. This staggering growth projection translates to significantly more demand for developmental math courses. Only 63% of underprepared students pass developmental math courses (consistent with national averages); this creates a bottleneck. At UVU, like other open enrollment institutions, more students must persist and pass developmental math courses, and progress more efficiently toward completing the quantitative literacy requirement. The Success through Math Mentoring (SUMM) Project builds upon best practices and lessons learned from the successful 2009-2011 pilot in the Department of Developmental Math at UVU. This pilot is modeled on the nationally recognized UV Mentor Program, operating since 1999 at UVU, for the first-year experience course. The SUMM project assigns student mentors to class sections where they work directly with students and the instructor to provide support for learning to handle the rigors of college math courses. The results of the pilot found an 11% increase in-course retention rates and 7% increase in pass rates. We believe these promising results are due to effective training for both peer math mentors and faculty. This project provides a model for using student peer mentors with college math instruction. Our intent is to share the excitement and success of this project for replication at other institutions.

Chandler, G. E., Zucker, D., Barton-Burke, M. & Jacelon, C.
University of Massachusetts
Fiesta A

Mutual Mentoring for Faculty Retention, Scholarship & Advancement

The purpose of the Mellon Mutual Mentoring Model initiatives is to demonstrate the mentoring process by which early career faculty invested in their scholarship, engaged in the campus community, initiated a research network and developed work/life balance. Successful mentoring programs have been reported for novice faculty but this unique program was designed for experienced clinical faculty to develop their scholarship, build professional networks, understand evaluation and create a work/life balance to increase retention and satisfaction. Specific Aims: 1) to retain new faculty 2) to promote new faculty scholarship and 3) to develop a faculty-student mentoring program. Method: Project 1 afforded five junior faculty the opportunity to meet with senior faculty mentors to developing a career vision, initiate and maintain a program of scholarship, design a pragmatic career goal plan and discuss the balance of work/ life. Results: Project 1 results were overwhelmingly successful: 3 clinical faculty enrolled in doctoral programs, increased scholarly publications and presentations, and demonstrated an investment in their role at the university. Project 2, beginning Fall 2011, with the goal of developing a sustainable faculty–student mentor program. Early career faculty will be paired with senior faculty to develop their university role and a faculty-student mentoring team will design and implement a sustainable mentoring model for graduate and undergraduate programs. Implications: Twice funded by the Mellon Mutual Mentoring Team Grants, we have noted dramatic career growth, an improved work environment for faculty, increased faculty retention, a better sense of campus and professional community.

Reddick, R.J., Bukoski, B. E., Jimenez, J., Smith, S. & Valdez, P.
University of Texas
Fiesta B

Learning Across Generations & Disciplinary Boundaries: The Secret Mentoring Lives of Black Faculty

   Cultural taxation is defined as situations are imposed on minority faculty by the administration, which assumes that they are best suited for specific tasks because of race/ethnicity. This study of Black faculty at UT-Austin describing their community engagement in a "creative class" city analyzes how professors manage CT, utilizing cross-disciplinary mentoring networks, and spanning generations to advance careers and support mentees. Participants shared the multifaceted nature of CT - the permeability of work/life spheres, unacknowledged support of students in other disciplines, and serving as the "ad-hoc chamber of commerce" for newcomers. Faculty described this work as personally beneficial, accessing spiritual information ("church searches"), and bonding with like-minded colleagues. However, the community's instability due to tenure pressures impeded their satisfaction. This discussion of reciprocal mentorship illuminates the "invisible" work of faculty, significant in a time where faculty roles are essentialized in terms of "efficiency." The researchers posit recommendations to institutional leaders, recognizing the work of Black faculty that allows institutions to recruit and retain minority students and faculty, and potentially enhance their job satisfaction.

Marcos, T., Vouga, B., Foland, R. & Witmer, M.
Azusa Pacific University
Isleta

Educational Leadership and Licensure: How Mentoring Builds Capacity, Well-Being, and Hope

   Today, school principals and superintendents face a plethora of challenges never before experienced in American education. Current literature expresses the breadth and depth of mentoring strategies, which continue to be a solid construct of school leadership preparation programs. At Azusa Pacific University we are discovering pathways to effectively build and nurture new school administrators through the identification and development of their strengths, and to sustain seated leaders through measures of their well-being, engagement, and hope. This presentation will highlight the strengths based constructs of an initial school leadership licensure preparation program and provide strategies for mentoring school and district level administrators who are engaged at the deepest levels of personal well-being.

Raskin, M. & Ellison, M.
George Mason University
Sandia

Mentoring Experiences of Social Work Faculty Who Perform Administrative and Faculty Roles

   In social work field education, the mentoring process is underappreciated and understudied. There is a paucity of research or articles examining the experiences or impact that mentoring has on new social work field directors who administer field practicum programs at the undergraduate or graduate level. This exploratory study fills this void by examining the mentoring opportunities and experiences of field directors. The results suggest that there is a need and desire by field directors for assistance with scholarly activities, as well as having a mentor who will act as a sounding board. Suggestions for future endeavors to increase mentoring experiences and programs will be discussed.

Rivera, M. A.
University of New Mexico
Luminaria

The Mentor as Advocate

   The Mentor as Advocate Mentoring is, inescapably, advocacy. One of the most valuable things a mentor can do is to help connect her or his mentee with people, opportunities, and information that are otherwise out of reach, and to help the mentee navigate personnel reviews and advancement opportunities in your organization. The mentor typically has access to resources such as other professionals in the given field and other resources and strategies that helped the mentor succeed. Additionally, the mentor can typically: 1. Champion the ideas and interests of the mentee so visibility is gained; 2. Help the mentee by opening opportunities for specific learning experiences; 3. Help to effectively connect the mentee; 4. Open his or her collegial, publishing, recruitment and hiring, and other networks to the mentee as appropriate or pertinent. In University settings, the faculty mentor for students and colleagues of color (or members other historically underrepresented groups) may take on advocacy in the specific sense of helping the mentee overcome barriers to advancement owing to prejudice or discrimination. The proposed paper will critically summarize and examine extant literatures and the authors experience as mentor in all of these respects, in university contexts. In the last of these definitions of mentoring as advocacy, mentoring may become a part of larger agendas of advocacy for equity.

Plenary Sessions- Ballroom A

11:00- 11:45 AM
Pascarelli, J.
International Mentoring Association

Deepening the Quality of Mentoring: The Un-Discussable

Empowerment is the fundamental focus of Mentoring—strengthening the determination, resiliency, self-confidence, and positive inner drive of the mentee. It is all based on the relationship between the mentee and the mentor -- the deeper the relationship, the greater the empowerment.

This session will address two factors that increase the potential to make these relationships richer and deeper—under-standings of generational differences and issues relating to culture.

What happens, for example, when a Baby Boomer mentors a Millennial? How differently do they see the world? What value differences do they hold? What happens, in another case, when under-represented college or university students are mentored by instructors into the academic world and, at the same time, become challenged to respect and continue to value their differing family values and socio-cultural backgrounds? This session will explore these un-discussables.

1:00- 1:45 PM
Taylor, S. N.
University of New Mexico

The Importance of Caring in Mentoring Relationships: Defining and Exploring an Old Concept as a New Construct

There has recently been an emergence in research on the importance of compassion, empathy, perspective taking, authenticity, and the like. These have been shown to be critical to the development of stronger connections in the workplace, stronger individual performance, and higher employee engagement. In this plenary session we will present the beginning of our own research on these issues. More specifically, we will look at the importance of caring in the mentoring relationship and to leadership in general. The central, guiding questions of our research have been: What do we mean by caring and how is that different than what we already know about compassion, perspective taking, servant leadership, the ethic of care, and other such constructs? Does a leader or mentor need to truly care for those they seek to influence for the leader to be considered effective? Does the leader or mentor who truly cares help those they seek to influence to produce higher desired outcomes compared to leaders who do not care for those they seek to lead and/or mentor? In relationships where one person is trying to positively influence others in ways that lead to desired outcomes (e.g., performance improvement), we propose that caring is an essential component. We define caring as "the unconditional regard and concern for the wellbeing of others". We will explore how this definition differs from other similar constructs (e.g., compassion, empathy, authentic leadership, ethic of care, servant leadership, and perceived support). Finally, we will use case studies and experiential activities to help the session participants' more directly connect to our definition of caring. We conclude our session by outlining the future directions of our research and the practical implications it has for the practices of mentoring and leadership.

Concurrent Presentations

2:00- 2:45 PM
Rivera-Mills, S.
Oregon State University
Acoma A

Establishing a Culture of Mentoring

This paper discusses the importance of establishing a mentoring culture, particularly for institutions that have not had a systematic, structured approach to faculty mentoring. Institutions seeking a stronger sense of community, better faculty retention, and more successful progression toward promotion and tenure, as well as a stronger base of future leaders will benefit from the model and recommendations provided here. Recommendations are based on a review of best practices used by many universities nationwide, and adjusted to meet specific institutional culture, history and needs. This paper does not represent an exhaustive overview of resources, but suggests a starting point for institutions that find themselves transitioning into a commitment to faculty development and effective action.

Erdman, J.
University of Wisconsin
Acoma B

In Transition: From Mentoring One Student a Year to Fellowship Recipient- "Inclusive Excellence"

The goal of this project is to design a plan for institutionalizing the goals and objectives of the UW Oshkosh Inclusive Excellence plan into the COEHS. "Inclusive Excellence" asks us to actively manage diversity as a vital and necessary asset of collegiate life rather than as an external problem. The focus is on two Inclusive Excellence goals:

Driving diversity deep into our everyday cultures, daily practices and organizational patterns

Improving campus (college) climate to provide a strong, abiding sense of belonging and community for all.

Inclusive Excellence is grounded in integrating issues of diversity and inclusivity into the everyday life of the university and college. The purpose of this fellowship is to do an in-depth assessment of diversity and inclusivity within the college by looking at what is currently being practiced, who is actively engaged, the PEP curriculum as related to silences and gaps around diversity, and where there is room for growth. This will be accomplished by: 1) Scholarly reading in the field, 2) Assessment/evaluation of university resources, 3) Assessment/evaluation of COEHS resources, practices and curriculum and 4) Communication with campus, college and system representatives.

Final outcomes of the above will include an institutionalized COEHS PEP mentoring program plan for students and faculty from traditionally underrepresented groups and a COEHS plan for the institutionalization of speakers, readings and workshops addressing diversity. This program and plan will be specifically tailored to the results of the fact-finding process occurring at the outset and throughout the project. A final report on strengths and weaknesses of COEHS to help identify future growth potential in the area of Inclusive Excellence will be provided.

Ayalon, A.
Central Connecticut State University
Santa Ana A

Teacher as a Mentor: School-Wide Models for Creating Caring Schools for Minority and At-Risk Students

Key to student academic success is close relationships between teachers and students. However, secondary schools tend to deemphasize relationships between teachers and students and focus more on academic achievement. Such approach often leads to high dropout rate and academic failure especially in schools that serve minority and poor students. NCLB legislation further exacerbates dropout rate. As schools emphasize high stake testing teacher-student relationship tend to become more distant.

This study presents a school-wide comprehensive model that is based on the role of the teacher as youth mentor. This is a qualitative study of two small exemplary schools - one in Israel and one in Boston. Both schools have been successfully utilizing teacher-as-a-mentor programs for the past 18 years. Findings indicate that the main elements contributing to the success of both models were: mentoring classes that promoted teacher-student as well as peer relationships through on-going dialogue, as well as curriculum and activities that addressed the social, emotional, and academic needs of students; mentor individual attention to students and maintaining on-going contact with parents; and an elaborate school support system including long-term teacher-student contact, co-mentoring, frequent mentor meetings, mental health team support, and teacher leadership system.

This study holds important promise for school reform, especially for schools that serve at-risk, minority, and poor students. In this model, schools promote a sense of collective responsibility where mental health professionals, teachers, school administrators can better address the needs of students and where students and teachers feel valued and engaged.

Hartigan, B. F.
Saint Joseph College
Santa Ana B

Mentoring New Teachers: Connecticut's Model that Works

This paper examines Connecticut's Teacher Educator And Mentoring (TEAM) model used to mentor teacher candidates and beginning teachers in their first two years of teaching. The Domains of Teacher Performance outlined in the Connecticut Common Core of Teaching: Foundational Skills (CCT) serve as professional growth modules and provide a framework of support to new teachers. Under the supervision of a mentor teacher selected by the specific school district and trained to use the TEAM model of mentoring, new teachers select models from the CCT to pursue as areas of interest/improvement in their classroom.

The CCT domains are: 1) Content and Essential Skills; 2) Classroom Environment, Student Engagement, and Commitment to Learning; 3) Planning for Active Learning; 4) Instruction for Active Learning; 5) Assessment for Learning; and 6) Professional Responsibility for Teacher Leadership (CSDE, CCT, 2010). Mentor and beginning teachers collaboratively decide the focus of each module's work based on a needs assessment completed by the beginning teacher. They read current research, attend professional development, and implement new knowledge in their classrooms using areas of identified interest or need from each of the CCT domains. Reflections are recorded by them throughout the process and shared with the mentor teacher. At the end of each module, a final reflection paper written by the beginning teacher is submitted to the district and regional TEAM review committee for final review (CSDE, TEAM, 2010).

Findley, D. E.
Portland Community College
Fiesta A

A Better Life Through Mentoring: Experiences of Community College CTE Faculty who Dare to Share

How does mentoring improve the overall experience of instructors? What elements of the mentoring experience do participants identify as particularly successful and useful to them? The purpose of the study summarized here was to understand the impact of faculty-to-faculty mentoring programs on the experiences of both mentors and first-year instructor protégés in Career and Technical Education (CTE) programs with an emphasis on practitioner-educators in nursing and in welding-fabrication. The study was undertaken for four reasons: (a) increases in retirement rates force extensive faculty replacement, (b) teaching effectiveness is linked to student success, (c) mentoring constitutes effective preparation for new professionals, and (d) faculty preparation constitutes a significant challenge for community college leaders well into the future. This paper briefly discusses the key themes derived from the study as they reflect the authentic experiences of the participants.

The research design used an interpretive social science philosophical approach and the method of hermeneutic phenomenology. Ten faculty from three community colleges were interviewed in order to understand: (a) what they viewed as the key elements in a mentoring initiative, (b) how the elements of mentoring influence the experiences of first-year faculty, and (c) what common themes emerged concerning mentoring experiences that participants self-describe as "successful." Career and technical education faculty were of special interest as they tend to join community colleges directly from the field and typically have little or no experience or training in andragogy, classroom management, or the peculiar ways of the community and technical college system.

Aspects of mentoring experiences that participants identified as both present and high yield in nature included collaboration, reciprocity, a continuous improvement orientation, experiences that lead to personal and program renewal, and the existence of satisfying transformative experiences. Analysis of participant statements identified the needs of novice instructors and suggested experiences that may support them in their growth.

Smith, J. L.
University of Texas
Fiesta B

A Model of Undergraduate Peer Mentoring: The Texas Interdisciplinary Plan (TIP) Mentor Academy

Higher education is experiencing radical reductions in funding and new calls for accountability in the areas of academic achievement and increasing retention and graduation rates. More and more, undergraduate peer mentors are bridging the gaps in higher education by providing effective role modeling and guidance for fellow students (Sanft, Jensen, & McMurray, 2008). According to Astin (1993), "The student's peer group is the single most potent source of influence on growth and development during the undergraduate years" (p. 398). Additionally, Pascarella and Terenzini's (2005) exhaustive meta-analysis of how college affects students, also upholds the idea that peers have a significant influence on each other in regards to academic achievement, attitudes, and persistence. The use of peer mentoring within higher education is harnessing this unique source of influence within the undergraduate experience. At The University of Texas at Austin, the Texas Interdisciplinary Plan (TIP) Mentor Academy employs 50-70 undergraduate peer mentors annually who support first-year students participating in the TIP Scholars program. The TIP Scholars student population extends across the disciplines of Natural Sciences, Liberal Arts and Education. This session will introduce a unique training model and implementation method that has led to increased academic achievement and retention for first year students, in addition to providing mentors exposure to leadership, ethics, and student identity development theory.

Maybee, R. G.
Barry University
Isleta

Learning Outcomes - Centered Adjunct Faculty Mentorship

As the use of adjunct instructors continues to increase, institutions are giving greater attention to this important group. Evidence of the important needs of adjunct instructors is presented along with a learning outcomes-communication tools model of mentoring. Components of the model are covered along with characteristics of a good mentoring program, mentor selection criteria, and ethics. A cyclic theory of the mentor-mentee relationship is offered as a further basis for understanding the dynamic nature of the relationship. The role of a mentorship program coordinator is also discussed.

Ruzgyte, E.
Texas Wesleyan University
Sandia

Career in Counseling: Mentoring Future Therapists

Beginning therapists yearn to feel prepared when they begin their work with a client. But before new therapists attempt to create that feeling they need to ask them- selves a question: what are they preparing themselves for? What goals are they trying to achieve? Preparation is not simply a matter of knowledge, or emotional availability, or good intention. It is all these-and more. Because therapists generally do not produce a tangible product, and clients do not always walk out with measurable changes, it can be difficult to define what "being prepared" means. Therapy is more than a basket of techniques, questions, and home assignments. It is important to have knowledge of the techniques and interventions that can be used in session, but new therapists also need to develop the courage of just "being" with clients. Working with the practicum stu- dents on the daily basis the presenter developed different approaches that help students to experience therapy and see their work outside the list of questions and techniques that their theory provides them. In this presentation participants will learn how to men- tor the future therapist in their process of learning to connect with the client, knowing how to manage their anxiety when they do not know how to respond, and realizing that therapy is about more than simply taking clients' pain away. At the end of the presen- tation participants will have ideas about how to talk to their students about the paradox of therapy process - that in order to feel prepared, we need to give up what we have learned, and connect with the client-bravely and honestly, without knowing exactly what is going to happen.

Ayodele, Y.
Zion Power Ministries
Luminaria

Four Cardinal Ways of Effective Mentoring

Mentoring is undeniably the interface for all disciplines as principles and practices are the same, which makes the infor- mal training transformational. This discussion though from a religious angle of mentoring, applies in academics, "Those things which you have learned, received, heard and seen in me do…"

Effective mentoring is about teaching for learning, giving for receiving, saying for hearing, and showing for seeing between a committed mentor and a serious-minded mentee. Professional-know-how is vital in mentoring programs. The quoted mentor tasked his mentees to do (essence of mentoring): to put into use all they have learned, received, heard and seen in him. The paper discusses practically and in strong terms the best ways mentees can maximally learn, receive, hear and see.

Essentially, mentors should always have what to teach, give, say and show; the how is resourcefully discussed, since it is for these reasons someone is made a mentor, or one makes himself/herself a mentor. Bringing his experience to bear, the author practically considered what each entails: pointing out what to teach, how to, whom to and when to; what to give, how to, whom to, and when to; what to say, how to, to whom, and when to; what to show, how to, whom to and when to.

Learning across disciplines through mentoring will be best practiced and most effective as mentors in different fields consciously employ these four elements of mentoring. There are two classes of mentoring in the academia—lecturer/student; experienced, accomplished lecturer, professor/assistant lecturer or researcher. How to make the best of the relationship by both parties is discussed.

3:00- 3:45 PM

Abrams, E. S. & Weaver, A. L.
University of California
Acoma A

Challenges and Rewards of Mentoring Graduate Students

Challenges and Rewards Mentoring Graduate Students Across Disciplines to Teach First-Year Writing: a UC Santa Cruz Story Unlike writing programs that staff many of their first-year composition classes with English Department graduate students and re- quire them to teach their first course or two from a set syllabus, the Writing Program at the University of California, Santa Cruz purposefully recruits graduate student instructors from across all campus graduate programs, and requires them to create their own syllabi, often themed from their disciplines of origin. Our pedagogy course and subsequent mentoring of new composition teachers serve as a model for the campus, and have been cited by graduates now teaching elsewhere, in a variety of fields, as their most useful pedagogical training. This approach is challenging, however, requiring us to train graduate students for a professional field composition and rhetoric that most will only enter for a quarter or two, while simultaneously encouraging them to see lower-division composition instruction as itself an interdisciplinary enterprise. This task is complicated and en- riched by our insistence occasionally against institutional pressure on recruiting grads from as many fields as possible. Speaker 1 will examine the program- and campus-wide expectations and challenges for maintaining consistency and excellence in the first-year composition program while working with graduate students with a variety of disciplinary backgrounds. This paper will out- line how UCSCs Writing Program mentors establish expectations and standards for writing courses while encouraging graduate student instructors simultaneously to draw from and transcend their disciplines of origin. Speaker 2 will focus on best practices: how do we teach others to teach with us? This paper will focus on methods of instruction and mentoring that have been successful with the UCSC Writing Programs highly varied population of graduate student instructors.

Lindberg, D., Rivera, D., Li, J. & Mosemann, D.
Pennsylvania State University
Acoma B

Porous Borders: Mentoring Where Real Problems Meet

The most important take away in mentoring colleagues from other disciplines is that people have to be invested in order to build a community around an idea -- not allowing this invites mistake. The second important take away in working with experts from other disciplines is that misperceptions are important drivers. Misperceptions about a contributor's knowledge base, their process, their skills, or even their level of curiosity will drive an outcome or a conclusion and those misperceptions will undoubtedly end up in missed opportunities. Thirdly, limiting a colleague by their discipline or background alone instead of allowing them to participate as informed citizens cuts them off from engaging in the full range of systems that connect all problems to one another. Our research team, for instance, over the course of over two years watched mathematicians work as architects, and biologists work as economists, and architects work as biologists. Our research began with a hypothesis of health disparities and policy resistance as a function of place. The U.S.-Mexico border provided a context for our critical analysis of community dynamics and grassroots systems amplified by unique conditions of international mobility, social/political uncertainty, and economic disparity. Together, we would propose new theories about the root causes of policy resistance. The results would recognize porous borders not only as a more realistic characteristic of some of the today's most pressing global issues, but also serve as a metaphor for productive disciplinary mentoring for critical emergent thinking tomorrow.

Heileman, G., Knotts, D. & Compeau, R.
University of New Mexico
Santa Ana A

Challenges of Offering Cross-Institutional Online Engineering Courses

A two year pilot project involving cross-institutional collaborations between the University of New Mexico (UNM), Northern New Mexico College (NNMC), and Central New Mexico Community College (CNM) has been funded by the National Science Foun- dation. The primary objective of this project is to leverage the limited resources available in New Mexico to provide quality STEM undergraduate education to a larger student population via the creation of high-touch on-line instructional materials related to existing lower-division courses in Electrical and Computer Engineering (ECE). In this panel discussion, the Discussion Moderator and Director of New Media & Ex- tended Learning at UNM will discuss the development of a virtual classroom and the facets that must be considered for the virtual classroom to be viable. UNM's ECE Associate Chair and Director of Undergraduate Programs

will talk to the courses chosen to be pilots for the virtual classrooms, including how these courses lend themselves to being taught in this manner, and the mentoring challenges that this format presents. Finally, a representative from UNM's College of Education will speak to the modification of existing or assessments of development of new assessments to make them a valid set of instruments for the measurement of the quality of delivery of this course content.

Muniz, E. J. & Serviere-Munoz, L.
University of North Texas
Santa Ana B

Measuring Needs of Undergraduate Students: A Look into a Multi-Dimensional Concept

Mentoring in higher education has become a popular approach to minimize undergraduate student attrition and maintain diversity. Additional goals of mentoring at the college level include enhancing students' academic success and facilitating their progression to post-graduate plans (i.e., graduate study or a career in the workplace). In such mentoring programs, students seek faculty guidance on developing career plans, coping with academic demands, balancing work and college life, and interpreting degree requirements. Researchers studying the concept of mentoring indicate it is an effective approach in many settings, including higher education (Colvin & Ashman, 2010; Overeem et al., 2010; Ramaswani & Dreher, 2007; Simpson, Hastings & Hill, 2007). However, literature is limited in providing insights about how to identify or measure mentoring needs of undergraduate students (Crisp, 2009; Noe, 1988). Based on a literature review, we wrote survey items to measure the mentoring needs of undergraduate students. These items were developed based on the definitions of one of the following mentoring functions: psychological and emotional support, academic and career support, and importance of a mentoring relationship. Then, we analyzed the responses of 230 undergraduate students to this measure to identify any latent mentoring functions. Results of a confirmatory factory analysis using Structural Equation Modeling indicated that all fit indices reflected an acceptable fit between the proposed and implied covariance matrices. After achieving acceptable fit indices for the model, the significance levels of the standardized parameters were inspected to test for the direct relationships of each item to their corresponding dimension (i.e., mentoring function). The analysis revealed significant and positive relations of all the standardized parameters. Results of these analyses provided support for the three mentoring functions: psychological and emotional support, academic and career support, and importance of a mentoring relationship. Implications for implementing a mentoring program in higher education will be considered. In addition, we will offer suggestions for future research studying the role of mentoring functions and protégé success.

Ryan, R. C. & Dietrich, J. K.
University of Oklahoma
Fiesta A

Mentoring Faculty Using a Positive Annual Evaluation Process

Most universities require annual evaluation of faculty member teaching, research and service performance. While there are benefits, many programs struggle with keeping faculty evaluations part of the mentoring process. In 2008 to help overcome these challenges the authors, as part of the University of Oklahoma College of Architecture Committee A, (a standing committee of five tenured faculty elected from each college academic discipline) helped lead development, adoption and implementation of a new annual faculty evaluation process. The process requires better communication, documentation, personal assessment and self-reflection by the faculty member. However, the primary change lies in a focus on performance improvement, once deficiencies are identified. This process is underpinned by realistic review based on meeting expectations, a positive approach to the evaluation experience and mentoring from the evaluation committee and Director. This article briefly outlines the annual evaluation and discusses the following three mentoring mechanisms included in the process.

- Use of an Evaluation Committee meeting face to face with each faculty member.
- Required annual revision/acceptance of each academic discipline's Evaluation Document.
- Focus on development of a strategy for improvement, including documentation of measurable goals.

After the second year of use, faculty, Committee A and Directors, are demonstrating better understanding and acceptance of the process. Adoption has not been without challenges, but new faculty members are openly appreciative of the better-defined tenure path. Directors appreciate committee accountability for the evaluation, especially for evaluating senior faculty. Directors are assuming more accountability for documenting annual evaluations, while better utilizing the process as part of quality control for their Divisions. The authors feel that the mentoring mechanisms discussed in this article are major influences on the observed improvements to date, but future optimization will require consistent effort and focus.

Bruno, D., McManus, S. & Verhasselt, A.
University of Wisconsin
Fiesta B

The Effects of Mentoring Relationships on the Explanatory Style and Depressive Features of Children

Explanatory style and depressive symptoms are the two primary measures that concern the reformulated theory of learned helplessness (more recently called learned optimism). This study assesses how formal mentoring relationships influence youth on the variables of optimistic-pessimistic explanatory style and depressive features when compared to wait list group. The second purpose of this study explores the interactional component of family systems theory, which postulates that elements within a system do influence other parts of the system. Specifically, how mentored youth may influence their family on the variables of explanatory style and depressive features. In this study the family members assessed were the child and parent. A pre-experimental posttest-only design with nonequivalent groups was used; a sampling frame from two agency rosters were used via systematic sampling; participants included both genders; persons from Black, Latino, and Native American minority groups were part of the study (youth n = 32, ages 8-16 yrs; parent n = 24). Data analyses found no significant difference between the mentored and wait list groups; however, a non-significant family pattern of higher levels of depression in parents of the mentored youth corresponded to lower levels of optimism in the mentored youth was found, congruent to learned helplessness theory and evidence of family interactional component of systems theory.

Ellison, M., Moore, W., Fogel, S. & Johnson, A.
Union College & George Mason University
Isleta

The Status of Faculty Mentoring in Baccalaureate Social Work Faculty Mentoring: An Exploratory Study

There is a paucity of research or articles examining the experiences or impact that mentoring has had on new social work faculty members who teach in social work education programs. This exploratory study addresses the limited research available on mentoring experiences of social work education faculty by examining the mentoring opportunities and experiences for BSW faculty. The results suggest that there is a need and desire from junior BSW faculty members for more scholarly assistance to help them transition to the academy. Implications for future endeavors to enhance the mentoring experiences and programs are discussed.

Nkembe, E., Rucker, J. & Navarro, M.
University of Georgia
Sandia

Mentoring in MANRRS

MANRRS (Minorities in Agriculture, Natural Resources, and Related Sciences) is a national society that encourages the recruitment, academic advancement, and professional development of minorities in agriculture, natural resources, related sciences, and other disciplines where minorities are often underrepresented. The purpose of the paper is to document and analyze the mentoring activities provided by MANRRS at the University of Georgia, using Haring's (1999) conceptual base. A secondary purpose of the paper is to present a case study of blended grooming and networking mentoring (Haring, 1999), in the form of a personal account of the first author of the paper, who describes his "mentoring" experiences as a member of MANRRS at the University of Georgia, as an undergraduate student mentee, undergraduate student mentor, chapter secretary and president, national vice-president, and as graduate advisor and mentor. The analysis reveals MANRRS mentoring includes a wide range of mentoring activities: grooming mentoring, most significant with Junior MANRRS members; and a complex system of networking mentoring, where university students are simultaneously mentors and mentees and interact with a large number of people and organizations.

Osano, L.
Illuminate Africa Initiative
Luminaria

Mentorship and Role Modeling as the Most Powerful Tool in a Learning Institution

Kenya is a favorite destination for tourists to enjoy a safari adventure or to relax on the shores of the Indian Ocean. Its national parks include the legendry Masai Mara, famous for the Maasai people and the wildlife, including lions and the annual migration of wildebeest. However, this beautiful coun- try has been scarred by the HIV/AIDS pandemic and poverty, which have left approximately 1.6 million children orphaned. HIV/AIDS pandemic has been cited as one of the contributing factors to the declining education standards among the girls and high poverty levels besides lack of adequate facilities and teachers in Nyanza

province. The pandemic has had a devastating impact on girls in the area as many had been left orphaned after their parents succumbed to the disease. Ordinarily, enormous resources should translate into better living standards; however this is not the case in a province that borders the world's second largest fresh water lake. Nyanza province is Kenya's poorest province with an urban poverty rate of 63 per cent and a rural poverty rate of 65 per cent despite its endowment with enormous resources. Nyanza is ranked the poorest province in Kenya, according to inequality reports by Central Bureau of Statistics (CBS) and the Society for International Development (SID) for instance, constituencies in Nyanza have a high disparity in terms of poverty distribution where in Kitutu Masaba the urban poverty rate is at eight per cent while in neighboring Nyaribari Masaba the rate stands at 99 per cent. Rongo is classified as the least poor constituency with a poverty index of 34 per cent while Kuria is the poorest with 80 per cent poverty index. This is a region where a dismal 0.6 per cent of the population has access to safe drinking water despite residing on the shores of the second largest fresh water lake in the world. In a feasibility study carried out by Illuminate Africa Initiative in early 2005, cultural factors have been cited as contributors to poverty and underdevelopment in the province. For instance widow inheritance has contributed to an escalation of HIV/ AIDS. Female genital mutilation is also rife in some areas especially among the Kisii and Kuria communities causing young girls as young as 12 years to drop out of school to take up matrimonial duties. Low education standards and lack of health facilities were also seen as some of the biggest contributors to poverty in the region according to statistics by CBS, poor education standards and high infant mortality rates were the biggest indicators of the poverty situation.

4:00- 4:45 PM

Cook, C.
Capiche
Acoma A

Leveraging the Science of Happiness in the Workplace

The Performance-Happiness Model was born out of positive psychology (PosPsy), a theory and research-based approach to old organizational behavior concepts. Martin Seligman (University of Pennsylvania) was the leader of this international movement that began in 1998, studying new core concepts of efficacy, hope, optimism, happiness, and resiliency. To Fred Luthans (University of Nebraska, Lincoln), this PosPsy research seemed to have genuine relevance to the workplace and the same broad appeal that bestselling management books had received (Luthans, 2002). Luthans espoused that one can actualize human potential through the synergistic integration of human capital, social capital, and psychological capital (PsyCap) (Luthans, Avolio, Avey, & Norman, 2007). Although his work and that of his colleagues related to PsyCap is compelling, it stops short of the discoveries from the newly researched topic of happiness at work. In *Happiness at Work: Maximizing your Psychological Capital for Success* (2010), author Jessica Pryce-Jones takes PsyCap to the next level. Pryce-Jones' research adds the constructs of pride, trust, and recognition to PsyCap and finds the right combination for people to achieve their potential.

Based on research with more than 3,000 respondents from 79 countries, Pryce-Jones arrived at the heart of what drives happiness and found that happiness drives performance. Happiness predicts employee time on task, intent to stay in job, sick time, motivation, engagement, satisfaction, self-belief, and respect for self and others—all of which contribute the success of any organization. The Performance-Happiness Model, developed based on the above research, has been successfully applied in more than 8,000 cases.

Poorman, J. A.
Appalachian State University
Acoma B

A Small Business's Investment in Mentoring: A Case Study

A smart small business owner needs to be not only an employer, but a life-long mentor. Realistically, the majority of small businesses can't compete with large firms in the areas of salary and promotion, but by utilizing mentoring best practices, owners can recruit and retain the brightest talents in their fields. The benefits of effective mentoring in the workplace not only lead to higher profitability, but also serve the profession and the employees. When an owner invests in an individual's professional development through coaching and support, it not only benefits the company's performance, but contributes to the development of a stronger industry through better trained and committed professionals. For this reason, an employers' personal involvement in a mentoring process is key.

Fortunately, utilizing and supporting professional and higher education mentoring programs can provide a framework for the agendas of individual businesses. As the owner of a small North Carolina architecture and interior design firm, the discussion will be approached from a case study perspective. Presented from a first-hand account, the case's lessons pertain to all disciplines.

Miltenberger, A. & Lemke, K.
Adams State College
Santa Ana A

The Mentoring Helix: A New Family Support for Latino Students
This session offers strategies to strengthen significant learning for Latino students. This presentation will provide a theoretical basis for new strategies that suggest that peer-mentoring relationships are an essential means of supporting Latino students. This session will feature an interactive component that aid student affairs professionals in designing a meaningful peer mentoring intervention in their institution.

Hillard, J. R.
Michigan State University
Santa Ana B

Workplace Mobbing: Mentoring for Recognition, Prevention and Harm Reduction
Workplace mobbing is a pattern of malicious communications among a group of co-workers against a targeted individual, with the goal of humiliating, stigmatizing and ultimately eliminating that person. Workplace mobbing is a very common and very destructive occurrence in academic environments. Although extensively recognized and researched in Europe and Canada, mobbing has, so far, not received comparable attention in the United States.

Mobbing, for the purpose of this paper, is to be distinguished from bullying, which involves repeated mistreatment of a target predominantly by a single individual, although the two terms are often used synonymously. Targets are often unable to figure out what is happening to them and often experience extreme psychological stress, which can lead to post traumatic stress disorder, depression, paranoia or somatic symptoms.

It is important that mentors in academic settings understand workplace mobbing so that they can help their mentees be able to recognize the pattern, whether it is occurring towards the mentee or towards someone else in a shared work environment. It is, perhaps, even more important that new supervisors be mentored to understand the pattern and to intervene effectively to halt it. New supervisors can also be mentored in how to create units that do not lend themselves as easily to mobbing behaviors.

Collier, M.
University of New Mexico
Fiesta A

Literacy Mentoring Club
Individuals diagnosed as medically fragile and those with multiple disabilities who have been abused or neglected and placed in foster care are two increasingly important populations to serve and support. Many of these youth frequently experience less mobility and independence than other youth without disabilities, and have limited social opportunities in which to participate in school and community activities. The majority of these youth experience high levels of social and physical exclusion. As a result of segregation and isolation, these youth are at risk for poor developmental outcomes. The at-risk status of youth with disabilities paired with research findings that indicate other at-risk youth have benefited from the influence of caring adults in their lives has provided optimism when considering mentoring programs as a way of promoting positive development for this population. The Literacy Mentoring Club is a research project that focuses on sharing the pleasure of reading with individuals with extensive needs for support. As part of a class project, graduate students enrolled in a special education *methods course to teach reading to individuals with extensive needs for support* will form groups consisting of three college students. These triads will be matched with an individual with extensive needs for support and meet at the child's home on a weekly basis. The students will both mentor the child in their literacy club and take turns mentoring one another on how to encourage, support, and teach reading to the child in their club.

Meyerer, S.
University of New Mexico
Fiesta B

Mentoring in the Art and Science of Grant Writing
Grant Proposal Development and Writing involves knowledge and skill pertinent to all ages and level(s) of education. Finding funding sources and preparing persuasive proposals to support one's ideas, research, education, or future life pursuits can be a rewarding challenge. Providing guidance/mentoring in this pursuit can be even more rewarding as each on teaches one and passes on the torch to "a new generation" of entrepreneurs, scientists, thinkers, dreamers, and agents of transformation in our societies, cultures and world. This workshop will assist mentors and/or mentees in the Art and Science of Grant Writing: from

developing a research question (in 25 words or less), to finding funding source, to preparing a proposal responsive to funding agencies' priorities and requests with a measurable plan of action.

Otters, R.
University of Arkansas
Isleta

Social Work Mentoring: We Need One Another

Mentoring is central to the discipline of social work, emphasizing that we are systemically interdependent upon one another at all levels of society. As mentoring expert David Clutterbuck asserts, "Everyone needs a mentor!" Jane Addams, an early founding mother of social work, envisioned her life work as the development of relationships that would move toward a socially just society. From Addams' writings five concepts can be utilized in developing mentoring relationships: First, *sympathetic knowledge*, the development of an empathetic relationship with others. Second, *lateral progress,* which emphasizes that social progress is dependent on all of us moving ahead, even if that means some of us will move more slowly. Third, *pluralism,* which recognizes that social diversity is necessary for future progress. Fourth, *democracy* represented for Addams both a mode of living and a social ethic. Fifth, *fallibilism* (we are all fallible), is the opportunity to learn from mistakes and move on. Social work's strengths perspective updates Addams relational concepts and is applied through solution-focused interviewing techniques. The strengths found in the mentee's stories are utilized as the basis of mentee empowerment in moving toward a desired future by building on the mentee's personal strengths and resources. Solution-focused practice behaviors can be applied in the interviewing process using both active listening techniques as well as specific solution-focused interventions that build on mentee strengths and resources. We all, no matter our discipline, need to remember Jane Addams, both as role model and theoretician of the mentoring relationship.

Turner, T. E.
Jacksonville State University
Sandia

Successful Faculty Mentoring of At-Risk Secondary Students

This pilot study reflected the implementation of a faculty mentoring program with secondary students who were at-risk of failing the state graduation exam. Training was provided with the essential elements of a mentoring program as related in the professional literature and adjusted for the secondary school setting. Seventy-five students from grades ten, eleven, and twelve identified as being at-risk for not passing the graduation exam. Thirty-three faculty and staff mentors were enlisted. The mentoring relationships extended over five to six months in the fall and spring semesters. The results showed a favorable increase in the percentage of students who passed all parts of the graduation exam, thereby placing the school in a favorable position to meet Average Yearly Progress according to the standards of No Child Left Behind.

Knight, S. M.
University of Arizona
Luminaria

Meaningful Mentoring to Make Internships Relevant

Problem: Student interns are often adrift, their experiences as random as the events unfolding daily or as narrow as the discrete tasks they are assigned. Internships can be disconnected from knowledge and the reflection necessary to ground meaningful learning.

I became concerned we might be failing students and the organizations for which they work. I began speaking informally with young journalists, former interns, editors, and others: what were the components of a successful internship and what made the experience turn sour. Many said interns may get to do some real-world work, but often they are lost. The quality of the experience is circumstantial. I joined forces with a former student-cum-editor, and together we created an enhanced internship, a partnership between the University of Arizona School of Journalism and the Arizona Daily Star, known as The Newspaper Apprenticeship Program — and called by some "the internship on steroids."

A dozen students are selected for the competitive program each semester and summer to participate. We train and support newsroom mentors and editors, building in expectations for their scheduled communication with the students. The classroom component utilizes Kolb's four stages of experiential learning — concrete experience, reflective observation, abstract conceptualization, and active experimentation — to ensure learning and growth. The program includes assigned mentors for each student, cues for examining practice and ethics, peer discussions, a professional-development research project, and other strategies to prepare for and grow from work experience. While this project focuses on journalism, the partnership, curriculum, and training are replicable in any professional internship.

Poster Session- Ballroom C

5:00 PM

Baxley, S. M. & Bond, M. L.
University of Texas

Mentoring Partnerships
The question to be addressed is whether structured mentoring program activities along with academic programs, are instrumental instrumental in the development of nurse leaders for PhD in nursing students. Our mentoring program began in
the fall of 2003 concurrently with the implementation of a new PhD program and has been continuous. To obtain the perspectives of the protégés and mentors, "Candid Conversations", a panel discussion held six years later was open to all PhD in Nursing students and faculty who served as mentors, included descriptions of the mutual expectations of both mentors and proteges. Additionally, 'cascade mentoring', offering the 13 PhD graduates the opportunity to serve as mentors, has added a new dimension to the program. "Candid conversations" reflected protege beliefs that mentoring assists them in becoming future leaders as nurse scientists through role modeling, sharing of knowledge, networking and supportive guidance.

Carroll, D. L.
Massachusetts General Hospital

The Experience of Mentoring Clinical Nurses in the Performance of Nursing Research
With clinical research beginning with the patient, nurses are in a key position to observe the needs of patients, the limitations in the health care system, and to define opportunities for knowledge development and improvements in patient care. Working within clinical settings, nursing research teams were formed to answer questions from clinical practice. The teams included clinical nurses that had interest in the research question and a mentor who provided guidance and direction in the research process. The purpose of this presentation is to share my experience as a mentor to clinical nurses in the research process that addressed patient care. As a doctoral-prepared nurse, I have mentored 10 clinical nurse research teams in research projects that addressed issues in clinical practice. There were specific areas were the clinical nurse or the mentor took the lead. The clinical nurse was able to recognize clinical issues/problems, while the mentor was able to assist in the prioritization of research questions. The mentor was able to apply research design and methods to facilitate the best method to answer the research question, and to develop a proposal that could be submitted for funding and approval to enroll human subjects. Once the proposals were approved, the clinical nurse collected data in the patient care arena. The mentor reviewed and analyzed the data, and with the clinical nurse, facilitated decisions regarding the data and its appropriateness to impact on patient care. The outcomes from these projects included the development of evidence for clinical practice that allowed for the improvements in patient care, and professional development of the clinical nurse through presentations and successful publications. As a mentor I gained meaningful experience and actively participated in improving clinical care of patients and their families.

Ferguson, A. & Hughes, D.
University of Arkansas

A Natural Fit or Culture Shock: Mentoring a Social Work Student in a University Legal Clinic
Social Work and Law have long been interconnected. In most communities, professionals from these fields work together in many ways and in a variety of settings, with varying degrees of success. In anticipation of successful work experiences, both social work and law students should experience collaboration while still in training so that people who understand the complexities of interdisciplinary cultures can mentor them. This idea is supported by research on interdisciplinary teams that shows cross training as a way to span the cultural divide.

Effectively bringing people with diverse training together to work toward a common goal is not always simple. In addition to general mentoring skills, mentoring across disciplines requires specific knowledge about cross-disciplinary work as well as skills and experience in working with interdisciplinary teams. Also required is knowledge of all disciplines involved. In the case of this project, mentoring the social work student as she found her way into the established team of law students, established her role as an expert team member and experienced co-supervision by a social work professor and law professor within the law clinic structure proved to be challenging for everyone involved. This poster will chronicle the creation of the Social Work and Legal Services program in the University of Arkansas School of Law Legal Clinic and illustrate what was discovered about mentoring across disciplines in the process.

Howard, J. T.
Centers for Medicare and Medicaid Services

Developing and Implementing Group Mentoring to Improve Formal Mentor Programs

This poster session will describe a group-mentoring model for large organizations. Group mentoring can expand the organizational capacity of current mentor programs. One issue facing many formal mentor programs is the paucity of available mentors. Available time to devote to the mentor/protégé relationship is another concern potential barrier to effective mentor programs. Creating a sense of community via groups has been effective regarding, retention, organizational learning and individual performance. When structured properly, group mentoring can positively impact formal mentor programs by mitigating the mentor shortage conundrum, leveraging available time and building camaraderie. The session explains the benefits, structure and operational constraints that can make formal mentor programs more effective. The model presented will outline roles, responsibilities and expectations of mentors and protégés involved in group-mentoring arrangements. Crucial information for mentor program administrators regarding how to establish, create, monitor the effectiveness of group mentoring will also be presented. This poster session will present a group-mentoring model that attempts to solve potential problem facing many mentor programs. The model presented will address how to overcome a shortage of available mentors as well as offer ways to make effective use of mentors' time. Also, this poster session will illustrate how group mentoring not only benefits mentor and protégés, but also speeds organizational learning. Additionally, the session will provide crucial information for mentor program managers who desire to leverage group mentor relationship to improve the overall effectiveness of mentor program.

Kline-Gabel, K.
James Madison University

Amistad: A Mentoring Program Connecting College Students with Local Latino Youth

One of the greatest challenges teaching college students is finding ways to help them connect with the local community. An even greater challenge is helping them connect with youth sub-groups in the community that need their mentorship. The community of Harrisonburg, Virginia has seen one of the most rapid growths of the Latino population in the state. With such an influx of central American immigrants, local k-12 schools and service agencies have exhausted their efforts in trying to educate, support, and prepare the community for a new era of cultural diversity. As our local schools try to deal with a 35% of English Language Learners, needs have arisen to find assistance for teachers that have little or no cultural training and little language skills in Spanish. Meanwhile, local college students are seeking more ways to learn about the Hispanic culture and language – outside of their classrooms. How can we connect college students studying Spanish with Hispanic youth that struggle with English and assimilation in their new environment?

Konstantinov, K.
University of New Mexico

Rheu-Mythology: Mixing Disciplines in Anticipating a Convergence

The information explosion in medical sciences presents major concerns in effective educational content and teaching skills (1). Students are frequently overwhelmed by a deluge of dry data, details of which seem difficult to remember or use in critical thinking.

In an effort to maximize learning and engagement in advanced rheumatology training we have experimented with an educational experience focused on the interaction between two unrelated, but somehow connected disciplines (Greek Mythology and Rheumatoid Arthritis and Modern Rock Music and Systemic Lupus Erythematosus). A similar approach was used by Suk and Tamargo (2) who discussed neuroanatomy using Renaissance Art.

Mixing classic and pop culture knowledge with rheumatology in anticipating convergence follows a model of learning which combines data from different sources to facilitate more efficient information flow, easier memorization and recall. We believe that such approach engages the fractal neural networks of the brain, postulated to spur the building of stable synaptic networks in a shorter time than the more traditional teaching practices (3).

The information retention potential of this approach was compared to standard lectures on the same general topics (RA and SLE). Medical students without prior knowledge in rheumatology from Copenhagen University and the BA/MD Program at UNM were asked to answer a series of questions one week after reviewing one of the paired presentations (Update on Rheumatoid Arthritis/ Greek Mythology Lesser Gods Introduction to Rheumatoid Arthritis and Systemic Lupus Erythematosus / SLE Rock Update). The results of this limited testing clearly show that students recall less when exposed to text with medical information alone.

Mirowsky-Garcia, K. White, V. A. Stewart, D. M. & Nolte, K. B.
University of New Mexico

Using a Continuing Quality Improvement (CQI) Program as a Tool for Peer-to-Peer Mentoring

The compliance and administrative units of the Office of Research (OR) at the University of New Mexico, participate in an ongoing Continuing Quality Improvement (CQI) program. This CQI effort is a novel program that began as an outgrowth of the strategic planning process in the OR. Central to the new program is a peer-to-peer coaching and mentoring process, where units who have dealt with similar problems can guide and assist other units. The CQI program uses the scientific method as a basis for improving operations in lieu of typical business management practices and terminology that might not be as easily understood by academic biomedical research administration (Nolte et al., 2008). Each administrative or compliance unit creates their own CQI initiatives based on areas where improvement is needed. Multiple CQI initiatives are managed concurrently and old initiatives are retired as new ones are implemented. The initiatives are structure along the lines of publishing an applied scientific paper, which includes multiple peer reviews of the initiative by the other units.   The reviews act as peer mentoring across units, and help formulate good CQI initiatives and metrics. Cross-cutting CQI initiatives were more recently implemented to foster greater communication and cooperation among the OR units and to further eliminate duplication of effort. This program can be adapted by other academic or administrative offices or research units and can serve as an invaluable peer-to- peer coaching or mentoring tool.

Noll, K. R. & Bywater, B. J.
Valdosta State University

The Effect of an Initial Contact on the Mentoring Relationship

An initial study was conducted in spring of 2011 which surveyed the graduate students in the program of Communication Sciences and Disorders (CSD) about their experiences with mentors and their notions about mentoring relationships. This study revealed that the peer-mentoring program that was administered by the program was not effective in meeting the needs of the students. The CSD program assigned a mentor, or more advanced clinician, to each beginning clinician, or student in the first semester of clinical practicum. At the beginning of the semester the mentor and mentee received a letter or email describing the mentor program briefly and the name and email of the partner they had been assigned.

At the end of the spring semester, sixteen beginning clinicians completed the mentoring survey. Only six students responded that they had a mentor and three of those six indicated that their mentor had been assigned by the program. Furthermore, 12 of the 16 surveyed indicated a desire to have a mentor assigned to them. The results of this initial study revealed that 75% of the spring beginning clinicians wanted to have a mentor. Although all beginning clinicians were assigned a mentor through the mentoring program, only 38% of respondents had a mentor, and less than 20% had their mentor assigned to them through the CSD program. From these initial results the investigators posed the question; if mentor/mentee pairs met once when the pairings were assigned, would this initial face-to-face meeting provide the necessary contact to establish a productive mentoring relationship?

O'Regan, K.
University of Wisconsin

A Look at the Barriers of and the Reasons for Success in Formal Mentoring Relationships

Formal mentoring programs are considered one of the most highly valuable tools to many corporations (Blickle, Witzki, & Schneider, 2009). However, there are three specific problems that are barriers to success in formal mentoring programs.

The first problem is that cultural and gender diversity issues in formal mentoring programs do not seem to be highly valued (Childs, Seguin, Soon, & Iskendarian, 2009). One can look at the profile of employees who are formally mentored and the gender and diversity of the profile will not be in harmony with the gender and diversity of our true workforce. The workforce is far more diverse than those who mentor and those who given the opportunity to be mentored (Childs et al., 2009).

The second problem is that there does not seem to be a 'norm' for what a formal mentoring program looks like due to lack of significant long-term case studies and quantified results in the field.

Finally, the third problem is the expectation of what a formal mentor is expected to provide a mentee is not defined. Despite the structural arrangement for the formal mentorship relationship, pressure can evolve from the expectation of what a mentor should provide. Pressure can also evolve when the mentee has unattainable high expectations to live up to, or has unwritten loyalty expectations garnered upon them by the mentor. These barriers to success are sensitive issues not easily detected from outside the relationship of mentor and mentee.

Palmer, E. L.
University of Texas

Mentoring Haiti Nursing Research

The presentation documents the success of the steps to conduct nursing research in a country that has limited access to an Instructional Review Board. The steps were developed to include two in-country nurses as co-investigators and orient data collectors.

The steps to preparing Haitian nurse leaders to be investigators in a research project included:

1. Learning about an Instructional Review Board (IRB).
2. Reviewing an application to Instructional Review Board.
3. Training requirements of a principal investigator and orientation of data collectors.
4. Preparing consent forms for all participants sensitive to language of the country.
5. Selecting a population to study and requesting permission/authorities.
6. Submitting an application to an Instructional Review Board.
7. Creating a time-line for a study and measure the success factors of the project.

Learning the steps was completed over a nine-month period. The two Haitian investigators and two North America nursing professors submitted the research request to the University of Texas at Arlington IRB : Assess and Enhancing the Social and Occupational Functioning of Haitian Nursing Students and Clinical Nurse Health Care Promoters. The study was approved. The details of the study and the data collector orientation were completed. The selection of the population studied included 70 student nurses and 20 health care promoters and completed in 30 days. The data analysis completed in 60 days.

Pastore, D. L. & Brown, L.
Ohio State University

An Examination of the Mentoring Functions between Sport Management Faculty Mentors and Mentees

The purpose of this study was to examine the mentoring functions of sport management faculty mentors and mentees in order to identify the strengths and weaknesses of mentoring programs in the field. A web-based survey was developed based upon the work of Williams and Blackburn (1988) and Paul, Stein, Ottenbacher, and Liu (2002). The survey was developed and validated by a panel of experts and a pilot test (N=40). Afterward, the survey was sent to a sample of 291 sport management faculty. A total of 126 faculty responded for a 43% response rate. Of the respondents, 52 tenured faculty indicated they served as a mentor and 31 non-tenured faculty indicated they were a mentee. The results showed that the top three functions carried out by tenured faculty mentors were: (a) provided professional guidance/advice; (b) listened to the mentee's ideas; and (c) provided general support and encouragement. The top three functions non-tenured mentees perceived were their mentor's carried out included: (a) provided professional guidance/advice; (b) listened to your ideas; and (c) provided general support and encouragement. Both mentors and mentees identified writing grant proposals and finding research funding as areas in need of improvement.

Pembridge, J. J. & Paretti, M. C.
Virginia Tech University

Prominent Mentoring Functions Seen in Engineering Capstone Courses

The undergraduate engineering capstone experience provides a project-based learning environment that allows students to apply knowledge from their prior coursework and develop new technical and professional skills that will help prepare them to succeed in their future careers. In order to facilitate student learning and success of the project, faculty often describe their roles as that of a mentor. Despite the importance of this class and the faculty role in it, much of the literature describing the teaching of the course provides anecdotal best practices. This study seeks to observe and describe capstone mentoring activities in order to develop a model of capstone mentoring that can be used as a first step towards developing assessments of capstone teaching practices and support faculty professional development that will improve student achievement in the course. The poster presented here will identify the prominent mentoring functions observed through descriptions of the capstone course from both the faculty and student perspective.

Raney, E. C. & Bowman, B. J.
Midwestern University

Implementing a Mentoring Strategy for Leadership Development in a Pharmacy Student Organization

Many health professions are undergoing a process to redefine their roles within the ever-changing healthcare environment. The advancement of pharmacy within this environment will continue to depend upon the development of leaders within

the profession (Janke et al., 2009; Sorensen & Biebighauser, 2003). In addition, the development of leadership skills can lead to greater professional success and career satisfaction (Janke et al., 2011; Sorenson et al., 2009; Wilkinson & Falter, 2009). However, reports have indicated that there is a lack of pharmacists assuming formal leadership roles and a perceived under-appreciation for leadership among pharmacy students (Patel et al., 2009; Wilkinson & Falter, 2009). As a result, pharmacy educators have begun exploring various approaches for enhancing the leadership awareness and skills of new graduates (Janke et al., 2009; Patel et al., 2009; Sorenson et al., 2009; Sorensen & Biebighauser, 2003; Wilkinson & Falter, 2009). One such approach is through the mentoring of students serving as officers within extracurricular organizations (Patel et al., 2009; Sorenson et al., 2009). However, the level of mentorship provided by organizational advisors regarding these leadership development opportunities varies within and among institutions. The goal of this project was to implement a structured leadership development process for Doctor of Pharmacy students serving as officers within a campus-based chapter of the American Pharmacists Association-Academy of Student Pharmacists.

Sandridge, S. A., Newman, C. W. & Lesner, S. A.
Cleveland Clinic & University of Akron

Precepting/Mentoring Students in Healthcare Settings: Clinical Experiences as Teaching Opportunities
The clinical milieu offers a unique and powerful setting for providing education to students pursuing careers in healthcare professions. Yet, a host of issues must be considered prior to accepting students into a clinical practice and taking on the role of a preceptor/mentor in that environment. In contrast to traditional classrooms where learning is often passive, the healthcare setting requires a more active learning approach where the preceptor/mentor is responsible for integrating classroom theory, clinical practice, and patient care - which is of utmost importance. This poster addressed a number of issues relevant to precepting/mentoring in the healthcare environment including: considerations prior to accepting students in the clinic; application of an experiential learning model relevant to teaching clinical concepts; interactive teaching triads involving the preceptor/mentor, student and patient; and the need to develop and incorporate learning opportunities in daily clinical practice.

Slimmer, L.
University of Illinois

A Teaching Mentorship Program to Facilitate Excellence in Teaching and Learning
The impact of decreasing faculty numbers on the imminent nursing shortage has been well documented. In the American Association of Colleges of Nursing (AACN) 2009 Special Survey of Vacant Faculty Positions, 554 schools of nursing reported 803 faculty vacancies (AACN, 2009). Moreover, in 2009 this faculty shortage was a major contributing factor to baccalaureate and graduate nursing programs denying admission to 54,991 qualified candidates (AACN, 2010).

Mentoring is recognized as the most significant way to grow and nurture nurse educators (Dunham-Taylor, Lynn, Moore, McDaniel, & Walker, 2008). In nursing education, mentoring is often a short-term orientation experience assisting new faculty to transition into the nurse educator role (Dunham-Taylor, et al., 2008; NLN, 2006). This orientation experience can certainly address novice faculty members' immediate need for information about school policies/procedures and the organizational aspects of teaching (i.e. syllabus preparation, use of electronic teaching platforms such as Blackboard, and the clinical evaluation process). Beyond orientation, effective mentoring is a long-term process that provides on-going support to facilitate the maturation of faculty members (Dunham-Taylor, et al., 2008; NLN, 2006).

Literature describing academic mentoring programs tend to focus on overall career development; however, there is a lack of publications describing specific models for mentoring nurses toward the role of nurse educator (Sawatzky & Enns, 2009). The purpose of this paper is to describe the Teaching Mentorship Program within the College of Nursing Department of Biobehavioral Health Science at a large Midwestern state university.

Troxel, S.
Arkansas State University
Mentoring and Alliances Among Nursing Faculty

Wilson, B. E. & Beeley, P.
University of New Mexico

Finding and Nurturing Academic Passions: A Guide for Clinician Educator Mentors and Protégés
The Clinician Educator track became a widespread alternative to the Tenure track in many Academic Medical Centers across the nation in the 1990s as clinical programs expanded and research funding shrank. Tenure track rules for pro- motion were well described but those for the Clinician Educators varied considerably, and are institution dependent. Most new SOM faculty are now

hired as Clinician Educators whereas most senior faculty are tenure track. Proper orientation, mentorship and resource identification are critical for new faculty career advancement. As pioneer members of the senior faculty promoted on the CE track, we designed a pilot mentor- ship program for the junior CE faculty in the Department of Internal Medicine (DoIM) to enhance their academic success. Objectives: 1. Orient new faculty to workplace culture, clinical services, educational development and teaching opportunities 2. Develop clear expectations for clinician educator promotion as a guide for mentor & protégés. 3. Encourage new faculty to find their passion in clinical & educational scholarly projects consonant with Department and SOM missions Methods: A day long orientation pro- gram was first designed in 2008 to orient new faculty to DoIM work place expectations and culture. In 2009, Dr. Wilson wrote specific promotion guidelines for Clinician Educators that were modified and adopted by the DoIM in 2010. We then developed a new faculty workshop to review the new guidelines, how to identify academic passions, and appropriate mentors for success. A self- assessment tool for teaching skill training was also administered. Items were matched to available resources. Outcomes and Next Steps: The orientation program and career development workshop were implemented and favorably received. The department now has a set of clear guidelines for promotion for Clinician Educators available to mentors and protégés. We plan to expand our program to all CEs, and develop a formal assessment plan.

Zlateva, M.
Boston University

Acculturation Aspects of Tutor Preparation for Work with International Students

International students constitute a growing percentage of the university population. Their needs for acclimation to the demands of academia overlap with those of native speakers, but an added challenge for them is the specific format of American education: the dialogic Socratic exchange of knowledge, the expectation for proactive inquiry, collaboration, as well as accountability at each stage of the educational process. American-born tutors may not be aware of the cultural differences their tutees bring to the university resource centers and, in order to serve those students better, they need to be sensitized to the educational traditions, rhetorical conventions, and modes of tutor-tutee interaction. Thus, a training course for incoming tutors is necessary to put in place the parameters of a successful tutoring session. That course needs to be designed by faculty that aims to transfer knowledge and to set the tone for a mutually beneficial mentoring culture in educational resource units.

Friday, October 28
Concurrent Presentations

8:00- 8: 45 AM

Levy, S. J.
University of Miami
Acoma A

Metrics for Innovation and Entrepreneurial Success: A Study on Firm Performance in the South Florida Region

The geography of innovation is built upon an agglomeration of economies and "innovation hearths", (Crevosier, 2004). Innovative success of a firm is often indicated by their creativity, access to alliances, and usage of access to local resources. Few metrics have been able to give adequate rise to a definition for Innovation as a means of measuring entrepreneurial and innovative success in combination. This paper utilizes a combined measurement scale of entrepreneurial and innovative success to define the location determinants for innovative and entrepreneurial success in today's business environment. Principal Components Analysis drawing on the attributes contained in Linder (2006) and Mankin's (2007) work on innovative success is revisited to construct a stronger index of innovative success along with identifying key dimensions associated with innovative firms. The Factor Analysis demonstrates that components of innovative culture, effort, productivity, management, and success are required as a combination to achieve high sustainability of innovative success. A Factor Analysis for proximity to resources and amenities is also utilized in the research to identify components associated with the importance of access to capital and financial resources. The Components for the local resource Factor Analysis include: Proximity to funding, proximity to alliance/ networks, proximity to community resources, and proximity to amenities. Multivariate modeling using a Discriminant Analysis suggest the combination of local resources and alliances dimensions that contribute to strong overall performance for defining determinants for high performing firms (Entrepreneurially and Innovative Successful Firms).

Bustos Flores, B., Claeys, L., Mata, E. & Rodriguez, M. E.
University of Texas
Acoma B

Creating a Model for Preparing Culturally Efficacious Induction Mentors

An overview of the Academy for Teacher Excellence's field-tested model, including expert and user evaluative feedback, for the preparation of culturally efficacious induction (CEI) mentors will be presented and shared. Experts highly rated each criterion and found the online module activities to be extensive, with a strong literature to support the activities, and provided suggestions for improving the module activities.

Ghosh-Dastidar, U. & Liou-Mark, J.
New York City College of Technnology
Santa Ana A

Bridging Pathways through Mentoring for Underrepresented Students in STEM

Effective mentoring is one of the most significant factors for increasing student motivation, engagement, and retention for underrepresented minority (URM) students in STEM. As an effort to increase diversity in the STEM fields, New York City College of Technology of CUNY has developed a three-tiered mentoring program which includes 1) Peer Assisted Learning leadership opportunities, 2) undergraduate research, and 3) graduate studies preparation. Through the Peer Assisted Learning leadership program, students are trained as workshop facilitators in mathematics and science for groups of eight to ten students. As peer leaders, their contextual understanding of the material, reinforcement of concepts, leadership and communication skills are enhanced through this involvement. A research experience for URM students has been instrumental in deepening students' understanding of their field of study, informing them of opportunities for a career in research, and motivating them toward higher studies. The quantity and quality of faculty-student interactions inside and outside the classroom play a significant role in motivating their desire to remain in their majors. The undergraduate research programs that are discussed are interdisciplinary in nature and have integrated service learning with mathematics, biology, and geophysics. Lastly, as an effort to encourage URM students into the academic pipeline, a graduate studies preparation program has been initiated. Efforts to prepare them for the graduate standardized examinations and the graduate school application process have been well received. This paper will highlight the successes and challenges of this mentoring model.

Mosseau, T.
University of New Mexico
Santa Ana B

Designing a Peer-mentor Training Program

When developed properly, peer mentoring can play a critical role in the success of students in higher education. Before implementing a mentoring system however it is important to focus on the curriculum and design of such a program. Working through techniques of instructional design, it has been possible to create three separate classes for the University of New Mexico Mentoring Institute. These classes will each focus on training peer mentors amongst undergraduate students. This paper will analyze the learning outcomes created for these programs and how previous research done on peer mentoring helped decide which learning outcomes are essential. Before starting the design of these programs the important question was how could a successful yet measurable program be created that would serve in the training of peer mentors. It was crucial to analyze the programs of peer institutions and research in the field of mentoring to help identify the elements of a successful program. It was also important to build upon pre-existing training programs already in place at the University of New Mexico. This paper will discuss the methods used in these circumstances to create a successful undergraduate level peer-mentoring program. Through this discussion, this study will show how a peer institution with similar resources could also follow this path to create their own mentoring program. It will advocate that such programs should become more widespread at higher education institutions to help improve retention and graduation rates. It will touch on the importance of protégés transitioning to mentors thus creating a rotating cycle of mentoring at a University undergraduate level.

Smith, D. L. & Douglas, A. G.
Texas A & M University
Fiesta A

Characteristics of Effective Student Peer Mentoring for Undergraduate Students

The purpose of this study was to determine the characteristics deemed most important as traits of a good mentor, both from

the perspective of the mentors and the mentees, and to explore students' perceptions of activities provided to assist them. Research in the field of education identifies peer mentoring as an effective way to enhance the academic success of undergraduate students (Fox & Stevenson, 2006; Jacobi, 1991; Smith, 2008: Heirdsfield, Walker, Walsh & Wilss, 2008). The five writing-intensive courses in which the program operated included a total of 20 sections of 412 students who were served by 13 mentors as needed throughout the semester. A survey was administered that was modeled after Terrion and Leonard's review (2007) of characteristics of mentors.   Students cited knowledge of the writing process, previous enrollment in the course, and good communication skills as the three most important characteristics a UPM should possess. UPM's also reported knowledge of the writing process as the most important characteristic and good communication skills as second (as opposed to students' ranking of third). Trustworthiness was ranked third overall by the UPM's. Peer mentoring programs offer considerable potential in achieving positive academic results for university students learning how to use written communication more effectively in required coursework. These benefits appear to be enhanced when students are linked with mentors who have previously taken the courses they are mentoring and who have career fields common to the mentees.

Stout, K., Opsal, C., Pohl, A. & Bragg, D.
University of Minnesota & University of Illinois
Fiesta B

It Takes More than Listening: Mentoring in the Community College Setting
This paper describes the development of a community college student retention intervention, Making the Connection (MTC), which utilizes one-on-one mentoring (by a college staff member) and small group mentoring (among a group of students). This intervention is an adaptation of Check & Connect (C&C), an evidence-based K-12 dropout prevention intervention, to the community college environment. The development of MTC was funded by the U.S. Department of Educations Institute of Education Sciences. It was piloted at two community colleges in 2010. The role of the staff mentor in MTC is based on the role of the mentor in C&C. In C&C, the mentor (either a dedicated C&C staff person or a school staff member) fuels student motivation and keeps education salient for the student. Specifically, the mentor checks student attendance, behavior, and course performance data and connects with the student to help him/her troubleshoot barriers to success in school. While this fundamental role of the mentor remained the same in MTC, how the role was enacted had to be re-envisioned given the different organizational context (e.g., attendance data is not available in higher education). In addition, the role of the mentor had to be delineated from similar support roles in higher education (e.g., advisors, counselors). One way in which we made that distinction was by adding a coaching and accountability component to the MTC staff mentor role. In MTC, we also broadened the mentoring function beyond the staff mentor. In addition to individual meetings and contact with their staff mentor, participating students also received mentoring both from the staff member and several of their peers as part of a small group that met weekly. The small groups were intended to help students help each other navigate the college environment, as well as increase their feelings of social integration at the college.

Varecka, L. & Yslas Velez, W.
University of Arizona
Isleta

The Math Center as a Mentoring Center
The Math Center in the Department of Mathematics at the University of Arizona is the focal point for the mentoring of undergraduate math majors. The Math Center staff is responsible for recruiting students into the math major and providing the math majors with information that is motivational and that encourages students to pursue further mathematical studies. Students are informed about internships, scholarships and travel opportunities. There has been a substantial increase in students taking advantage of these opportunities. The Math Center staff is very proactive in the interactions with the math majors. It is not enough simply to recruit students into the major. Constant contact with the math majors is necessary in order to guide them in their studies. Most of this contact is initiated through numerous emails that are sent to students. However these emails are intended to bring the students in to discuss the issues. Emails provide the opportunity for the establishment of a mentoring environment. When students respond to an email, mentoring begins.

Beginning six years ago, the Math Center made substantive changes in its outreach to students. There has been a huge increase in the communications with students. These changes have resulted in a dramatic increase in the number of mathematics majors. The academic year ended with 638 math majors. This is more than double the number from six years ago. Faculty also play a major role in mentoring students. There is a constant quest to create activities that bring together undergraduate students, graduate students and faculty to work on projects. During the course of these projects, mentoring occurs in a very natural fashion. This effective approach to mentoring has been honored by the American Mathematical Society, which recognized the Math Center with the 2011 Award for an Exemplary Program or Achievement by a Mathematics Department.

Teruya, S. & Friedman, T.
Charles Drew University
Sandia

Learning Models for Biomedical Research Faculty in a Translational Research Environment

A survey of the literature revealed little on research faculty development. What studies exist often consider programs that reflect what is valued and rewarded by administration and departments, rather than focus on career enhancement for the individual. Research like this also tends to rely heavily on self-assessment and perceptions to test their effectiveness. In this article, we detail approaches and posited metrics found at Charles R. Drew University of Medicine and Science (CDU) in Los Angeles, California, that are founded on current adult learning theory. Studies and program outcomes show that a traditional, class-driven didactic approach produces excellent results in terms of vocational training, and in achieving specific, goal-oriented objectives such as a degree or certificate. Alternatively, an autonomous and purely independent, interest-guided approach can leverage self-determination as a motivating factor, but tends to be subjective and *ad hoc*, with no external, objective assessment. A third, guided study approach employs an individualized curriculum of traditional didactic and open learning activities to increase scientific productivity and competitiveness. These are derived in periodic meetings with counselors and mentors, who also provide career guidance and advice. Ideally, senior mentors will also enable collaborative and interdisciplinary learning through shared projects and venues, e. g. co-authored journal articles and grant proposals. Important considerations in all models and approaches include the universal applicability of traditional lectures and textbook instruction, understanding and applying motivating mechanisms, and discerning accurate methods through which career development, scientific competency and competitiveness, and program effectiveness can be measured and tracked.

Soules, A., Nielsen, S. & White, N.
California State University
Luminaria

Collaborative Mentoring: Creating a Support Team for Students

All disciplines require discipline-specific information literacy, but they also require general information literacy such as knowing how to locate and evaluate appropriate information and understanding concepts such as the process of peer-review that leads to scholarly publication. This presentation by two faculty members in different disciplines (TESOL and Hospitality, Recreation, and Tourism) and a librarian describes projects undertaken to mentor students in developing more sophisticated information literacy. This involves both hands-on and technological interventions. The professor provides instruction in face-to-face classes or online regarding the scholarly processes and resources she expects students to use. The librarian provides tutorials targeted to key information literacy concepts, such as peer-review, and also specific library skills, such as how to find particular journals; visits classes (either face-to-face or online) to provide relevant instruction; and is available for individual consultation. This process applies both in face-to-face and online environments, and builds long-term partnerships that give students a dual source of support for their program and course experience, and facilitates lifelong learning beyond the immediate experience.

9:00- 9: 45 AM

Thorson-Barnett, S. & Fillippino, T. M.
Northwestern State University of Louisiana & Arkansas State University
Acoma A

Help! I Have to Mentor Students Too!

This session will focus on how to survive the mentoring jungle. The information that will be presented is based on the theoretical foundations of mentoring and the theoretical foundations of the micro-counseling communication skills. This session will be divided into the following topics: definitions of mentoring, teaching, advising, and modeling behaviors, barriers to communication, micro-skills (effective listening and attending behaviors), and how to utilize this information in a mentoring session. While this session focuses on the faculty member who does mentoring, it would also be beneficial to new professional mentors. Each participant will receive a PowerPoint handout of this discussion.

Yount, A. R.
Embry-Riddle Aeronautical University
Acoma B

Convergence of Self with Group Equals Dynamic Organizations

This meta-analysis helps evolving institutions alleviate the crisis over transitioning from hieratical bureaucracies to employee empowerment and group management. Moreover, this paper presents an in-depth study of the individual identity and its inter-relationship with the group, which offers the institutional mentor a greater understanding of group and organizational dynamics. This study discusses how culture and human emotions such as anger, passion and depression can appear as obstacles to group communication. This study concludes that the self is a social product and that the extent to which one is able to think critically about ideas that conflict with one's basic attitudes and values is inversely proportioned to the extent to which one is cultured. This study also concludes that groups can reach consensus only through mutual accountability and through commitment to a set of common goals.

Zemanek, B. & Mizell, K.
Educator Support Center
Santa Ana A

Using Rapport and Paraphrasing to Mentor Educators in Public Education

The staff from the Educator Support Center would like to propose a presentation titled "Using Rapport and Paraphrasing to Mentor Educators in Public Education". The presentation will provide a process that will enhance mentoring skills through relationship-based conversation. The conversations will align with the research conducted by Costa and Garmston (2002) *Cognitive Coaching,* Linda Darling-Hammond on pre-service trainings, Barry Sweeny's mentoring process and the New Teacher Center (2001) *Foundations in Mentoring*, that blends the research from cognitive coaching with the mentoring process for educators. The blending of the four forms of research will be conducted in an experimental format, engaging group conversation, activities that encourage the applied knowledge gained, and a PowerPoint that provides an outline of the process with supporting research that will guide the conversations.

The presentation will incorporate posters addressing quotes from research and the format will embrace round table discussions about the content presented. There will be two presenters, Bobbie Zemanek a Cognitive Coaching Agency Trainer and Kim Mizell a Certified Cognitive Coach. Both presenters are former elementary school teachers and administrators who have practiced and applied the proposed process for several years. This proposal will provide an introduction to the concepts and highlight the need for and benefits of mentoring in education. Key concepts addressed in the presentation will be the following: Guiding Principles of Mentoring in Education, Mentor Roles, Building a Trusting Relationship, Rapport, Coaching Cycle, The Planning Conversation, Principles of Paraphrasing, Paraphrasing, Pausing, and examples of Coaching Questions to Elicit Desired Thinking: Planning. The presentation will encompass video presentation, modeling of interactive presentation skills, while engaging the participation of the participants in a content knowledge discussion. The conversations will embrace the exchange of ideas on how to apply their own disciplines to the process in a meaningful and transparent manner that is easily applied to professionals and students.

Kittelson, P. & Kelly, B.
Gustavus Adolphus College
Santa Ana B

A Peer Mentor Program Enhances Confidence, Leadership and Interdisciplinary Learning in STEM

In 2009-2010, we developed a Peer Mentoring Program for students in introductory biology and chemistry courses with a grant from the Howard Hughes Medical Institute. Our Program aims to develop strong learning skills, reinforce foundational concepts, and create a diverse community of student-scholars. We run 45-70 peer mentoring sections/week, where students are required to participate with the same small group of peers. Junior or senior majors serve as Peer Mentors and facilitate activities designed by faculty teaching the courses. During both semesters, mentees scored high on all statements related to enthusiasm for and confidence in science, interest in research, understanding interdisciplinary connections and a sense of being part of a community. In fall, the greatest gains were related to student confidence, while spring mentees expressed gains in engagement and interdisciplinary relationships. No increases in average retention between courses or course grades have occurred. Peer Mentors were assessed qualitatively through interviews and quantitatively with surveys. Mentors reported gains all areas most notably in communication skills, confidence in content knowledge and as a leader. Peer Mentors also had a greater interest in incorporating teaching into their career, and recognized that mentoring had enhanced interpersonal and life skills. Positive outcomes among Peer Mentors went well beyond expectations. The strength of the Program is highly dependent on involved faculty. Assessment

pointed to the need for faculty to better synchronize lecture material and to reinforce peer mentoring in class. Workshops and regular meetings in 2010-2011 have catalyzed a new chemistry curriculum and more deliberate integration between Chemistry and Biology courses. Globally, assessment has supported the program's effectiveness at reinforcing confidence related to scientific analysis, development of group learning, and creating a strong interdisciplinary community at Gustavus. Future assessment will include how Peer Mentoring may affect upper-level coursework, retention and engagement in science.

Collins, J. M., Hall, A. L. & O'Rourke, C. H.
University of Wisconsin & Central New Mexico Community College
Fiesta A

Setting and Achieving Financial Goals: Insights from the Emerging Field of Financial Coaching

Whereas other financial capability building interventions commonly focus on providing information or advice to participants, financial coaching is concerned with assisting individuals in translating their knowledge and intentions into lasting behavior change. To this end, financial coaches help participants define their goals, assist them in establishing concrete plans of action, hold them accountable to these plans, and offer support along the way. Although financial coaching as defined in this paper is distinct from other interventions, financial coaching remains a complement, rather than a substitute, to other approaches. Admittedly, the term "financial coaching" is used to refer to a wide range of interventions, many of which diverge significantly from the approach described in this paper. The financial coaching approach described in this paper is a specific form of intervention that draws upon adult learning theory and the broader field of coaching psychology.

Although financial coaching is applicable across a range of income brackets, this paper focuses on how community-based organizations utilize financial coaching with low-to-moderate income households. This paper provides background information on financial coaching, defines financial coaching in greater detail, highlights how organizations across the US have integrated the coaching approach into their work with low-to-moderate income clients, and concludes with an outlook on financial coaching's future. Readers are encouraged to consider how the more general coaching model can be applied across a range of organizations, including those that are not focused on financial capability building.

Montroy, M.
Moonchaser, Ltd.
Fiesta B

Cyber-Aristotle: Towards a Poetics for Interactive Screenwriting

Through analyzing appropriations of Aristotelian dramatic theory within interactive digital narratives (Laurel 1991, Hiltunen 2002, Mateas and Stern 2005), this approach assesses the merits of Aristotle's Poetics in providing a basis for an interactive screen-writing poetics. From the six components of tragedy (plot, character, thought, diction, melody, and spectacle) to mimesis and catharsis, these concepts are examined for their value in a new media context. The hierarchy of the components is challenged and new formal and material causative relations are explored, using the interactive drama Faade (Mateas and Stern, 2005) as an example. With new dramatic configurations emerging (such as spatial plotting and narrative architecture), the question posed is - to what degree can Aristotelian thought really aid the interactive screenwriting process? If this approach cannot yield substantial results, what is the alternative?

Harrison, A. & Moerer, T.
Azussa Pacific University and The Image Business
Isleta

Riding the "Ripple Effect": Corroborating Research of the Benefits of a Mentoring Program

In 1949, William E. Hall, a teacher in a one-room Midwestern schoolhouse began his doctoral research with the philosophy that the greatest resource is the human resource and that talented people learn best by building on their strengths. Building upon this premise, Dr. Donald Clifton developed strengths-based mentoring programs involving undergraduate students at a large Midwestern university. The purpose of this paper is to share the findings of two research studies of this program.

Study One was a longitudinal qualitative study of the history and shared experiences of representative participants spanning 30 years of the program's history. These former counselors spoke of building relationships, identifying and mirroring strengths, developing leadership skills, listening effectively, and demonstrating empathy. "Reinvesting" in others, the "Ripple Effect" phenomenon, emerged as an illustration of the mentor/mentee relationship building experiences. The mentees, in turn, were empowered to become the mentors of others.

Study Two was a longitudinal mixed-methods study of the growth/nature of the mentoring relationship. It also tested the correlation of personality traits and the ability to develop relationships. From the findings and results emerged the primary ben-

efits to the participants, challenges related to the structure, and recommendations for improvement. Insights gained from these two studies will be useful to those interested in beginning an undergraduate mentoring program and those investigating possible changes/additions to a current mentoring program.

Hardin, S. R., Geer, R., Marr, G., & Lott, L.
University of North Carolina
Sandia

Exploration of a Strategy for Success

Mentors and coaches will discover new strategies to facilitate reflection and enhance decision-making with a methodology called Star Journey. Star Journey symbol method uses metaphors to attain clarity and aid in personal transformation during times of uncertainty. The method can be employed by the mentor to help the mentee achieve increased understanding of self, a sense of empowerment, and knowledge of internal tools for growth and adapting to change. This presentation demonstrates a strategy for mentors and coaches to utilize and engage in reflection for discovery of the archetypal nature of self. Star Journey is a system that can provide guidance in solving problems, setting goals, and enhancing relationships. The approach involves a map of conscious-ness – orderly, patterned and yet unlimited in its possibilities. This mapping also defines seven Levels of Living, a spectrum of types of conscious experience. Metaphors are utilized which are easily recognized by the human subconscious. These are sym-bolic in nature and facilitate the individual or group to reflect within to find the answer to a question. Tapping into symbols, into mankind's timeless context for personal meaning, helps the mind build an understanding of oneself and others.

The Star Journey method will be shared in a hands-on, interactive format that allows for experiential learning. Participants have the opportunity to engage through active dialogue and also to learn a guided process of using symbols that employs free association and creative visualization. Through sharing of story and reflection, participants will find new techniques for facing change and uncertainty. They will discover how personal perspectives shape perception of a situation. They will learn how to envision new approaches that can lead to improved outcomes and build self-assuredness. We will also discuss applications in various disciplines, including nursing and health care delivery and uses with different age groups, including working with teens.

McGuinnes, T. & Higgins, J.
Partners Mentoring Association
Luminaria

Mentoring in Tbilisi, Republic of Georgia

Tbilisi is the capital city of Georgia, located in Southeastern Europe, between the Black and Caspian Seas. Under Russian con-trol for much of it's existence, Georgia became independent in 2003, and is working hard to solidify it's representative democracy. The workforce, particularly within government offices, consists of young, Western-educated, hard-working professionals. These young professionals are investigating modern methods of addressing Georgian social issues. One of the prevailing issues identi-fied by the Georgian Department of Ministry was the need for juvenile justice reform. In general, juveniles in trouble with the law served adult sentences and were incarcerated with adults. Programs to prevent juvenile crime, rehabilitate offenders or reduce recidivism were virtually non existent until 2010, when the Ministry of Justice began instituting juvenile justice reform programs. The concept of establishing a mentoring program emerged as part of this new approach to working with juvenile offenders. After much research on structured mentoring models, the Georgian Dept. of Ministry invited representatives from the Partners Men-toring Association in Colorado to come to Georgia and establish the Partners model. In January, 2011, Joe Higgins, Director of Mesa County Youth Services (Grand Junction, CO), and Tina McGuinness, Director of Gunnison Country Partners (Gunnison, CO), traveled to Tbilisi. Joe and Tina worked with the United Nations Association of Georgia, other non-governmental entities and the Georgian Dept. of Ministry to assist in the implementation of Georgia's first mentoring initiative: Chemi Uprosi Megobari (My Elder Friend). Our purpose in submitting this abstract is to present the processes, challenges, and successes resulting from our experiences in establishing a structured mentoring model in another part of the world.

10:00- 10:45 AM

Majiros, C.
Catholic University of America
Acoma A

The Influence of Dichotomy between Self and Other on Social Structure for Mentoring Relationships

This paper suggests that future research is required to assess the efficacy of mentoring competency building programs and

tools for the application of informal mentoring as it applies to the transfer of tacit knowledge in various workplace settings. The *Fabric of Identity Leadership Tool for Enhancing Relationships* (*FILTER*) thematically combines the concept of identity with an eco-logical systems approach in a series of three self-analyzing activities: an ecomap, a decision-making field analysis, and a mentor-ing coat of arms. The goal is to improve individual self-awareness through the conceptualization of sameness and difference by identifying influential factors, such as beliefs, ethics, feelings, ideals, morals, norms, opinions, and values at play in personal and professional domains. The process is intended to reveal hidden bias and prejudice in order to enhance decision making skills and reveal intrinsic awareness when cultivating mutual respect and trust between mentor and mentee in relationships as it relates to the concepts of communication, generativity, legacy of knowledge transfer, and reciprocity.

Frazzini, R. & Fink, A.
University of Minnesota
Acoma B

Transformational Mentoring in the University of Minnesota Leadership Programs

Programs for transformational mentoring at the University of Minnesota strive to incorporate Sharon Daloz Parks' three important concepts: "(1) becoming critically aware of one's own composing of reality, (2) self-consciously participating in an ongoing dialogue toward truth, and (3) cultivating a capacity to respond—to act—in ways that are satisfying and just" (Parks, 2000, p. 6). Results of a pilot study on the effectiveness of achieving Parks' goals in a mentoring program designed for developing leadership and personal growth show promising development of the three concepts. By examining two years of student evalua-tions and mentor feedback, the study examines the process of transformational development resulting from leadership program mentoring. The co-curricular program *LeaderQuest* has been in operation for twenty-nine years with a structure that includes a formal mentorship pairing of a student with an older adult, a peer mentoring relationship with another student participant and weekly seminars on leadership concepts. Participants are drawn from across all undergraduate departments while the mentors are from faculty, staff and community, representing a variety of professions for interdisciplinary interaction. A mentor coordina-tor, aided by a team of experienced mentors, creates mentor pairings based on application and interview information from stu-dents and potential mentors. Training is based on experience level, and the mentor coordinator maintains communication during the program. This pilot study and presentation is a precursor to a larger study identifying specific practices for mentor training. Data is available from programs that serve a broad spectrum of specific interests and groups, and range in purpose from career development to personal growth.

Aquino, V.
University of New Mexico
Santa Ana A

Mentoring at UNM: An Exploratory Study

The University of New Mexico (UNM) Mentoring Institute began a multi-stage census project this past September to 1) inven-tory all existing mentoring programs within the UNM Main Campus community, 2) understand program organization, target populations, processes and needs, and 3) personalize training and consulting services to these programs in order to implement effective and sustainable mentoring practices. The primary purpose of the census project is to understand how mentoring cur-rently works within UNM; however, a significant challenge apparent from our pilot survey conducted in 2008 is that within a university setting, mentoring is an inherent dimension in the daily lives of numerous individuals. Thus, this exploratory census consciously created a distinction between mentoring as an aspect of a paid position and mentoring as a voluntary relationship between a mentor and a mentee/protégé. Further, the census categorized the respondents by faculty, staff and student organi-zations/services with tailored questionnaires to gather data on programs administered by each sample subset. This paper will present the methodology and results of the initial census questionnaire, as well as how these preliminary data will inform the research design of forthcoming surveys in the project.

Ferguson, S. K.
University of Texas
Santa Ana B

Interdisciplinary Opportunities with Community Outreach: Faculty Mentoring Engineering Students

In a qualitative case study, the author explored the mentoring narratives of six engineering faculty members and their un-dergraduate student mentees at a large, public research university. Examples explored in this session provide interdisciplinary opportunities for mentoring and outreach to transcend the often-compartmentalized disciplinary boundaries within a univer-sity. Faculty mentors described how classroom discussions on real world engineering problems led students to approach them,

wanting to make a difference in the community. These interactions developed into mentoring relationships, as students and faculty members worked together to address compelling community challenges. One faculty mentor, Brian, discussed engineering outreach opportunities at the university that worked to bridge the gap between disciplines. In one program, engineering students went to low-performing local high schools and worked with physics, chemistry, and math classes on a computer program that simulated site contamination. As Brian explained, engineering is more than technical analysis, calculations, or models, its all about people. Dorothy, another engineering faculty mentor participating in the study, touched upon similar issues. Over the last several years, she feels there has been an increased interest from undergraduate students in wanting to see how engineering directly impacts people's lives by pursuing research and volunteer opportunities in the community. This shift in student motivation affects outreach and recruitment techniques for increasing the number of underrepresented students in their programs, they emphasize how your work can really make a contribution to society. Mentorship, for the purposes of this paper, is an undergraduate student-faculty reciprocal developmental relationship in a higher education setting. Faculty mentors purposefully mentored undergraduate students and perceived real interdisciplinary opportunities from the mentoring relationships, including community outreach and research assistance.

Eldredge, J.
University of New Mexico
Fiesta A

Faculty Mentoring for Required Medical Student Research: Observations and Lessons Learned

The UNM School of Medicine has offered the option for medical students to conduct original research projects since the 1970s. Beginning in 1993 the medical school required all matriculating medical students to complete a major re- search paper by graduation. Approximately 12% of all graduating students have had these research projects published in the peer reviewed medical literature. METHODS: Case studies. The presenter will describe the diversity of subjects and types of re- search methods employed by different students based on direct individual experiences as reported in this series of case studies. Medical students research project subjects ranged from Anesthesiology to Public Policy. The projects included both qualitative and quantitative re- search methods. RESULTS: Agreeing to serve as a faculty mentor normally involves a greater commitment of time to teach medical students the details of research than the authors experiences with mentoring either faculty colleagues or non- medical students. Agreements should be codified in a formal written learning contract early in the preliminary discussions. Even with these guide- lines in place mentors need to be flexible (Clutterbuck, 2009) to remain open to new approaches. Although this form of mentor- ing defies many traditional models, there are some important similarities. The lessons learned will be related to Johnson (2007) and Ragins & Kram (2007). CONCLUSION: Working with medical students on their required research projects has proven to be a valued experience for this faculty member. Faculty members assuming this type of mentoring role need to recognize, however, the time commitment and other dimensions that most likely will contrast with mentoring faculty colleagues or other kinds of non-medical students.

Yates, D. D.
California State University
Fiesta B

Mentoring: A Typology

There are numerous of definitions for mentoring ranging from a wise advisor to a support person, to one that provides guid- ance, or who offers advice on career, education and life. According to the Mentoring Institute, University of New Mexico "men- toring is something that can vary by settings, objectives, members of mentoring relationships cultural norms and many other factors." To this end, mentoring has been broken into a typology: (working definitions) **Contrived** –students /faculty assigned to work together either because of alphabet, common interests within the discipline, or a referral; **Inadvertent** –students outside the academic discipline gravitate toward a person because of rapport developed during an encounter in class, a meeting or event; or strangers meeting, having a discussion, with one having the "been there, done that experience" and can share germane advice; **Professional/relational** where professionals connect during any number of events/venues and develop a "relational rapport" based on the event, the context of the encounter and the resources shared. Thoughts on mentoring in an "elevator speech" activ- ity, the introduction of the mentoring typology along with a work in progress graphic of the typology will be discussed. Along with a questionnaire exploring mentoring, and what can be changed to improve mentoring experiences. "Does mentoring have a time limit" will guide this discussion. Participants will potentially take away a different perspective on mentoring; and how they mentor based on the above typology. As mentoring can be an opportunity to help cultivate abstract "out of the box thinking" and explore options!

Lunsford, L. G.
University of Arizona
Isleta

Development of the Arizona Mentoring Inventory

Mentoring is related to college success and persistence. However, there is minimal guidance for young adults on how to establish developmental relationships. This study seeks to develop a tool to provide such guidance. The goal of the Arizona Mentoring Inventory (AMI) is to provide feedback to young adults about the kinds of mentoring relationships that may most benefit them as well suggestions on avoiding dysfunctional tendencies in mentoring relationships. Preliminary data on the reliability and validity of the AMI will be presented, along with recommendations for its use. Theoretical advances in mentoring suggest that the traditional notion of a mentor as a single, intense one-on-one relationship needs to be expanded to include a network of supportive relationships, which are called developmental networks. These networks vary by their density (number of individuals), and intensity (depth of the relationship). Research in college student development suggests that young adults are establishing their professional identity, which might influence their mentoring needs. Personality and attachment styles have also been linked to the formation and development of mentoring relationships. Learning goal orientation has been found to mediate protégé-mentor relationships. The study integrates findings on mentoring networks, professional identity development, personality, and attachment. The AMI includes related to: Career Commitment (8 items), Goal Orientation (16 items), Core Self Evaluation (12 items), Ten Item Personality Inventory (10 items), Attachment (36 items), and the College Student Mentoring Scale (25 items).

Kemner, K.
University of Nevada
Sandia

With their Head in the Clouds

This paper assesses the methods and outcomes of three schools of architecture, the Universities of Nevada Las Vegas, Kentucky, and Cincinnati working collaboratively to develop pedagogy that leverages the potential of the emergent social and information sphere of the new student of architecture. In the process, this effort revealed unexpected avenues for intellectual support and communications effectively enhancing not only student to student, but also faculty to faculty peer mentorship.

Brenner, H.
Michigan State University
Luminaria

Confronting the (In)Equality of Women in Law through Mentoring in Legal Education

Today, women remain significantly under-represented in positions of power and leadership in the legal profession. Scholars and practitioners have engaged in extensive research and scholarship, and hosted various meetings and conferences, to explore the systemic reasons for this problem and offer solutions that will result in parity for female lawyers. Common themes emerge from this research. Most experts agree that mentoring is a critical component of women's success in law; mentors help women get promoted, earn higher salaries, find greater job satisfaction, and can help address both explicit and implicit gender bias. Their assessment, while on point, tends to focus on women who are already practicing law. Indeed, most research on the (in)equalities of women in the legal profession ignores altogether the site where it all begins: law school. Traditionally, legal education in the United States has focused on preparing students substantively to engage in the practice of law. This paper argues that law schools should also actively educate law students on the key roles that mentors play, both in their lives as students and later as lawyers. Law schools should also encourage and help facilitate, through their faculty/staff/alumni, more formal, systematic mentoring of students. While the student focus is perhaps most critical, legal education should also strive to be emblematic of the profession, by implementing effective mentoring programs for its faculty as well. As a mechanism of illustration, this paper explores how a feminist pedagogical approach can achieve a number of these related mentoring goals by intertwining law, womens' studies and feminism both in and outside of the law school classroom. I build upon existing literature about mentoring in the legal com- munity and beyond and offer observations drawn from mentoring components in my courses that deal broadly with issues of law, gender, power, and leadership.

11:00- 11:45 AM

Edson, P.
Embry-Riddle Aeronautical University
Acoma A

Faculty Mentoring of GLBT Students: An Anthropological Perspective

Several ideas from anthropology–observation-participation, network analysis, and enculturation–can contribute to the mentoring of gay, lesbian, bisexual, and transgender (GLBT) students. Assuming anthropology to be an empirical science that addresses both everyday questions and broad, overarching ones; that mentoring is a caring way for a faculty member to encourage students to make their own judgments about these questions; and that observation-participation is the method developed by anthropologists for gaining insight into a culture from the perspective of the person living within that culture, this paper (1) characterizes mentoring as a kind of observation-participation, (2) considers the campus GLBT social environment from the perspectives both of the recognized campus clubs and of the student's social network, and (3) provides a brief overview of the enculturation of GLBT people that separates them from the larger society and that has changed drastically in the last decade. The paper is based on the writer's experience with GLBT students. A very brief bibliographic notice is appended to inform both students and mentors about GLBT orientations as a part of the ordinary variability of the human species and about the world-wide distribution of GLBT orientations.

Hasan, J.
Eastern Washington University
Acoma B

Mentoring Models & Guidelines for the Aspiring University Professor

Seneca in De otio observed: " In brief, this is what we can expect of a man; that he be useful to other men; to many of them if he can; to a few if he can but a little; and if he can but still less, to those nearest him; and if he cannot to others, to himself." University professor is a many-dimensional personality: teacher, scholar, academician and apostle of learning; Professor Robert L. Coard, in 1959, observed: "The word 'professor' bears a strong resemblance to an onion since it consists of many layers around a center. The center of "professor" still yields respectable, often formal, uses when the word is employed in official faculty meetings, college catalogues, and job contracts." Professor as a teacher will be the main focus of the session–inspired by an incisive article by the Hoover Institution Fellow Martin Anderson, " What ! Me Teach? I'm a Professor " (The Wall Street Journal,09-08-1992). Teaching Styles of influence, the many connections that fuse student and teacher to each other, abound in the educational literature. The session will instigate lively discussion on the typology: The Teacher as "Shaman"; The Teacher as "Priest", and The Teacher as "Mystic Healer" tentatively developed by Professor Joseph Adelson and published in The American Scholar, Volume 30, No.3 (Summer, 1961). Some tips will be presented about the terrible moral responsibility to decide and teach–a craft that requires continuous honing and sharpening for life time; the presenter of the session has been continuously teaching for well over four decades, with indescribable psychic rewards. To quote Khalil Gibran, " If he [the teacher] is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind." Happy teaching–Profess or Perish!

Olivero, O. A.
Center for Cancer Training, National Cancer Institute, National Institutes of Health, Bethesda
Santa Ana A

Mentoring in Biosciences: The Case for Interdisciplinary Mentoring

Biomedical research has changed in recent years so that the "silo" scientist, working in semi-isolation, often has been replaced by consortia of scientists in interdisciplinary collaborations. Scientists in these consortia typically have been trained by solo scientists and have received limited, if any, classical mentoring. To train the next generation of scientists in collaborative research a new type of mentoring may prove beneficial. Future training of graduate students and postdoctoral fellows to participate in research performed by consortia, should include mentoring by several individuals spanning the fields represented by the membership of these consortia. It is our objective to institute a program that will facilitate such interdisciplinary mentoring. In a pilot project we seek to train members of several diverse scientific organizations participating in an existing coalition to provide a new approach to interdisciplinary mentoring. We propose two phases of training and organization. The first phase consists of the connecting with or creating robust mentoring programs in the individual societies. The second phase will involve the creation of a clearing house to identify those schooled mentors who are available to participate in interdisciplinary mentoring. The clearing house will provide distance learning opportunities for the selected mentors that will emphasize participation in training

on collaborative mentoring. The clearing house will attempt to tailor the selection of mentors for each participating trainee to complement their principal mentor and provide them with insights about these other disciplines and way of thinking.

Egues, A. L.
New York City College of Technology
Santa Ana B

Experiences of Mentoring Influences The Personal and Professional Growth of Hispanic RNs

The literature supports that mentoring facilitates both personal and professional growth as a registered nurse (RN) advances in practice. The growth and retention of Hispanic RNs, including those with advanced academic preparation, remains critically small in comparison to the burgeoning growth and health disparities of the Hispanic population. This researcher's previous findings have shown that Hispanic RNs experience an average amount of mentoring activities, and significantly different amounts of mentoring according to their level of nursing practice. Hispanic RNs experience significantly less mentoring activities key to advancement that focus on learning about friendship, politics, support, and trust; support systems that include a low use of mentors and professors, but a high use of family and friends; and, few Hispanic mentors. The implications of those findings, in terms of cultural, personal, and professional perspectives needed to be further explored. The specific aims of this research study were to: (1) explore how Hispanic RNs experience mentoring, personal and professional growth, (2) examine what methods and practices Hispanic RNs use to advance personally and professionally, (3) assess the role that academic, personal, and workplace arenas play in influencing Hispanic RN mentoring, personal and professional growth and (4) address Hispanic RNs access and barriers to mentoring, personal and professional growth, and attitudes towards nursing. Focus group methodology was used with adult, Hispanic RNs from organizations throughout New York City and its boroughs. Among the thematic findings were that Hispanic RNs: (1) face educational, practice, and socioeconomic barriers as students and as nurses, (2) face little support to advance personally and professionally, (3) see mentoring as a risky undertaking and (4) depend on self for personal and professional growth. The many implications for nursing education, research and practice at local, national and global levels will be discussed.

Barnish, M. E.
University of Illinois
Fiesta A

Induction and Mentoring New Teachers: Standards to Ensure Program Success

In a time when teachers and their work are being challenged, inducting and mentoring new teachers cannot be more important. To develop professionalism, to emphasize exemplary instruction, and to ensure student success, new teachers must receive assistance as they continue learning the art, science, and craft of teaching. Illinois has established a unique approach to induction and mentoring by working with all major educational stakeholders in the state including, teachers unions, principals association, state board of education, institutes of higher education, and others. This paper introduces the Illinois State Board of Education (ISBE) standards for induction and mentoring new teachers, including the history of standards development and the collaborative process used in their authorship. A corresponding continuum that allows new teacher programs to self-assess and plan for continuous improvement is also discussed. Through the use of these documents, administrators and program coordinators in Illinois work with new teachers to develop the skills and knowledge that can more quickly move them to the expertise of the veteran teachers. Those working with induction and mentoring in Illinois have learned the necessity of informing educators and others about the importance of these activities and programs. The paper examines some preeminent advocacy techniques used for this purpose. Topics often included in new teacher induction and mentoring, such as analyzing student work and collaborative professional conversations, will also be discussed. Emphasis is placed on the complexity and importance of outstanding induction and mentoring program in developing excellent teachers and impacting student achievement.

Goetsch, R.
Be a Mentor, Inc.
Fiesta B

Taking Mentoring to Scale in a Community or Region

Creating a master plan for mentoring in the East Bay of the San Francisco Bay Area that increases the estimated 2,000 mentoring relationships in two counties to 15,000 over five years. A host of partners are first assembled that include public sector department heads, school superintendents, city mayors and managers, and political leaders. A major funder convenes the partners and other prospective funders to accept the master plan and commit to five years of incremental funding. The plan implementation has five key elements: 1) Mentor Recruitment Campaign; 2) Applicant Clearinghouse; 3) Network of Youth Program Provider organizations; 4) Funding; and 5) Shared Data Collection & Evaluation. In addition to county, city, and school districts

committing to the mentoring master plan, a large number provider organization must opt in. It is estimated that approximately 60 agencies are responsible for around 2,000 mentor-mentee matches, and it will require that two hundred agencies be involved in the mentoring of 15,000 youth. At the core of this plan is a Volunteer Management System (VMS). The central database system must be "Cradle to adulthood". It begins with a unified voice to business, faith community, college fraternities/ sororities/ alumnae, and the community at large, for the recruitment of mentor applicants; a central clearinghouse for background clearances integrated with the recruitment process; an electronic distribution of cleared ready-to-serve mentors to two hundred provider organizations; and project tracking that collects, compares, and evaluates data and outcomes. The purpose of this presentation is to communicate to the audience the step-by-step challenges and successes in creating this plan as a broad-based coalition.

Brandt, S. B.
New York City College of Technology
Isleta

Mentoring in a Live Performance Environment

No show is produced by one individual: teamwork is essential in a fast paced environment where all participants are focused on the common goal of opening night. Some productions are effortless while others are a minefield. A production team can be defined as a group of specialists from a variety of technical disciplines working towards a unified objective. To become a productive member of a team; technologists must learn skills that enable them to function collaboratively. My goal is to guide the specialist to use new skills that will help them integrate with other disciplines. The skills include finding the common elements, creating and maintaining communication, and developing collaboration strategies.

First find elements that all the production teams share. Then define and locate the milestones' and deadlines that are critical to the production process on a timeline. Create a transparent communication system. Lastly remember all the disciplines share the common and collaborative goal of opening night.

In the live production environment specialists must learn to work together as a team to be successful. A production team is assembled with the common goal of opening the show on time. Each discipline must share space and time with other specialties. By learning what each team has in common, sharing information and learning to collaborate across all the disciplines, the team can work in harmony, thus keeping the drama on stage.

Thomas, C.
University of New Mexico
Sandia
Beyond Socrates: Mature Mentoring Community

For many who look to philosophy for guidance about mentoring, the ultimate mentor is Plato's Socrates, such that 'Socratic education' and 'Socratic method' often name mentor-guided, dialectical education or practice. In Socratic mentoring, an experienced practitioner directs a learner to overcome ignorant understandings so as to be 'in the know' and act truly within a given community. I shall argue and explain that for philosopher Martin Heidegger, Socratic mentoring is but a way-station along the way to a more mature vision for mentoring community and its learning. Heidegger *appropriates* Socratic mentoring and its tutorial relationships on the way to his vision of mentoring as reciprocal learning and thinking community. Heidegger views Socratic mentoring as a relationship of authoritative sway: a mentoring expert lays hold and turns or transforms a novice toward true understanding and practice. In his "Dialogue on Language," Heidegger presents instead a reciprocal vision for mentoring and mentoring community. His dialogue depicts a questioning conversation between two people initially appearing to be mentor and learner. As both strive to be 'in the know' about language and its essential practice, their pedagogical relation becomes distinctly reciprocal, and their roles as mentor and learner become indistinguishable. What emerges between them is mentoring community: a mutual, reciprocal learning and disclosing of things essential to human being and activity. A principle of Heidegger's mentoring community is that when the relation between mentor and learner is genuine, the authority of the know-it-all or supervisor has no place. A mature mentor is genuinely "far less assured of his ground than those who learn are of theirs." A mature mentor is capable of being mentored and opened to new disclosures and practices. In Heidegger's vision of mature mentoring community, a mentor does not transform or attune a novice, as is true of Socratic mentoring. Instead, mentoring and learning are mutual and reciprocal: those in the community transform and attune one another toward disclosure of essential truth and its practice.

1:00- 1:45 AM

Kaloostian, P., Steuven, J., Sklar, D. Doering, A. & Kalishman, S.
University of New Mexico
Acoma A

A Resident-Led Institutional Patient Safety Improvement Process

Residents have unique perspectives on patient safety. Most quality and safety initiatives attempt to address goals developed by outside agencies or institutional leadership. We developed an institutional quality and safety improvement process based upon resident concerns and evaluated success. Methods: Institutional Review Board approval was obtained. We developed a Plan, Do, Study, Act (PDSA) process improvement model based upon resident concerns about patient safety that involved survey development and administration, analysis and use of results to prioritize action plans, implementation of plans, resurvey of residents three years later and convening of resident, faculty and nursing work groups to reprioritize safety issues and modify work plans. Residents were asked to rate 23 potential safety concerns on a scale of 1-5 with 1 being not a concern and 5 being a very significant concern. The same survey was used in 2007 and 2010. Results: Areas of concern showed significant improvement (see Figures). The mean level of concern went from 2.87 to 2.19 (P¡.01). Adequacy of patient flow and nursing staff showed dramatic improvement while access to ambulatory care did not change. Medical Student patient safety concerns are similar to resident concerns, and are not statistically different to residents concerns in almost all areas except the following: fatigue, inappropriateness of discharge, and seasonal workload variation. Discussion: A resident survey can identify areas for institutional prioritization, action plans and work teams. Resurvey after implementation of action plans allows for evaluation of perceived efficacy of the implementation. Joining of the hospital quality and safety personnel with Graduate Medical Education leadership can create an effective partnership for resident engagement in quality and safety initiatives and provide experiential education for residents who can apply didactic material from quality improvement to actual institutional quality concerns. Residents and medical students should both be included in quality improvement studies.

Mooney, S. P.
St. Cloud State University
Acoma B

Mentoring of Real Estate Majors by Alumni at St. Cloud State University

The mentor program for Real Estate majors was implemented in 1993. Fall of 2011 will see the nineteenth annual Mentor Banquet, which kicks off the mentoring program for the year. At the banquet each real estate major is paired up with an alumni from the real estate program. The event is primarily a networking evening, but the attendees also have dinner and student scholarships are awarded. In the paper the author will describe the annual event, the level of participation, and the results of a survey of participants assessing the success of the program.

Unowsky, C. & Burack, O.
Jewish Home Lifecare
Santa Ana A

Mentors and At-Risk Youth: A Mechanism for Achieving Academic and Career Goals

This paper will describe a workforce initiative for at risk high-school students interested in pursuing healthcare careers and specifically how multiple mentorship relationships help students achieve academic and career goals. The Geriatric Career Development (GCD) program is set within a long-term-care facility and is in its 6th year of implementation, with 200 current students & 3 classes of graduates (132 alumni). Students enter the program in 10th grade and remain through high school graduation. Program goals include: (1) high school graduation, (2) college entry, (3) certification, and (4) increased knowledge of geriatric/ healthcare career opportunities. Mentorship programs and relationships are integrated throughout the GCD program. As part of the formal GCD curriculum youth interact with three types of mentors: (1) elder nursing home residents, (2) iMentors- healthcare professionals or students who exchange weekly e-mails with youth, and (3) staff members who provide guidance during internships. Additionally, GCD staff and program partners (e.g. tutors, counselors) take on informal mentorship roles. These mentorship relationships provide students with academic, career, and personal support, practical information about college, career guidance, and networking connections. As compared to their community cohort GCD alumni are completing high school, entering college and pursuing careers. Of the 57 GCD students in the 2011 senior class, 56 graduated high school and of those 100% have been accepted to college. 93% of program alumni are enrolled in college and/ or working. Despite the program successes however challenges to the mentorship recruitment and retention is challenging.

Werst, A., Meyer, J. & Roehl, S.
University of Texas
Santa Ana B

Statewide Mentoring in Texas: The Beginning Teacher Induction and Mentoring Program

With over one-third of all public school teachers having more than 20 years of experience getting ready to leave the profession due to retirement (National Education Association, 2003) as well as studies showing that over 40% of new teachers leaving the profession within five years (Brill & McCartney, 2008; Ingersoll, 2003), school districts must be able to not only recruit new teachers but, more importantly, be able to retain those teachers in order to stem the teacher attrition rate.

With funding from the Texas Education Agency, the Texas Regional Collaboratives (TRC) at the University of Texas at Austin has implemented the Beginning Teacher Induction and Mentoring (BTIM) program for science and mathematics since September 2009. The program is designed to increase retention of beginning science and mathematics teachers by assigning a qualified mentor teacher to each classroom teacher who has less than two years of teaching experience.

TRC has developed and supported comprehensive induction for science and mathematics classroom teachers. This is a combination of mentoring; professional development that addresses the process, content, and context necessary for the success of the beginning science and mathematics teacher; and formative assessments for beginning science and mathematics teachers. Induction includes high-quality mentoring, collaborative planning that focuses on strategies that improve student achievement, ongoing professional development tailored for the beginning science and mathematics teacher, and learning communities.

The proposed 45-minute session will consist of a panel including BTIM Project Directors and Program Manager. The discussion will focus on the successes, challenges, and strategies to guide future structure and direction of the program at the state and local levels.

Bruner, N. R. & Helitzer, D.
University of New Mexico
Fiesta A

Undergraduate Pipeline Network Summer Research Experience

Mentoring is a key component that influences students' choices and ability to succeed in research. The Undergraduate Pipeline Network (UPN) uses this fact to incorporate mentoring into the structure of its program. Mentoring is conducted by faculty mentors and a peer mentors throughout the completion of a research project. Skills that are not learned during the research experience are taught in a seminar series. The social aspect of community is encouraged through cohort-building activities. Research mentoring, seminars and cohort-building activities all work together to increase students' interest in, awareness of and ability to conduct research. As a result, the UPN program has seen more students include plans to conduct research in their long-term career goals.

Anderson, C. & Myers, S.
Texas Tech University
Fiesta B

Development of a Master Mentor Teacher Program

Numerous induction and mentoring programs have been developed and implemented to address the needs and concerns of new teachers in an effort to increase retention. Although successful programs provide noteworthy models for replication, it is also important to address new teacher needs at the local level. As faculty members in a teacher preparation program, we wanted to expand the current mentoring activities within our institution. This article outlines our model of mentoring for the Academy for Teacher Induction Support and Assistance (ATISA). Implications for practice include extending partnerships and collaboration among entities that support new teachers to develop synergistic and multiple mentoring resources. Successful induction initiatives increases collaborative efforts and better utilizes shared resources between school districts and teacher preparation programs, encouraging individualized approaches to sustained assistance.

Miller, K. F. & Harris, C. D.
United States Geological Survey
Isleta

Technology Enabled Mentoring: Maximum Use of Resources for Succession Planning

A well-developed mentoring program can ensure that an organization maintains its quality and effectiveness even with large numbers of employees retiring. In organizations with a successful mentoring program, succession planning is achieved when one

employee goes out the door, and another qualified and capable employee steps through that door.   The evolution of the United States Geological Survey, USGS, Mentoring Program involved more than a change of focus. It also included a change in methods, a new way of looking at mentoring and the introduction of new technology. The USGS Mentoring program began with a bold vision and we have continued that vision as we started looking at mentoring "outside of the box."

The USGS Mentoring Program meets the needs of scientists, support staff and employees from every discipline within the USGS. Our partnerships encompass traditional mentoring partnerships consisting of one to one mentoring as well as mentoring circles consisting of one to many. Many partnerships are not co-located and budget constraints have made it necessary to incorporate many new technologies and resources. The USGS mentoring program is used as a model for many other agencies within the public and private sector.

Learning Objectives: After attending this presentation, the participant will be able to identify the important role mentoring plays in succession planning, implement a successful mentoring program, and incorporate new technologies into their mentoring program to enhance learning.

Johnson, C.
University of New Mexico
Ballroom A

The Art and Science of Mentoring Across Disciplines
Medical histories, as well as cases in other disciplines such as law and business, consist of parallel simultaneous events, similar to the harmonic, melodic, and rhythmic flow of a piece of music. To engender interest and even excitement in trainees in these various disciplines, and to teach analytical skills, cases will be developed using an electronic clipboard which challenge the learner to make appropriate connections both vertically and horizontally to solve the unknown case.

Keynote Address

2:00 - 3:45 PM   **Dr. David Clutterbuck**
European Council of Mentoring and Coaching
Ballroom B

Mentoring: Advanced Skills Development Workshop
This workshop is aimed at experienced mentors, who want to add a range of different approaches and techniques to their practice; and at program managers, who need to help mentors overcome setbacks. The structure of the workshop is very simple: participants are invited to share their experiences to create a menu of issues and topics, where they would value different or more effective ways to help. We will then explore practical tools and techniques to address those issues. Along the way, we will almost certainly look at the structure of effective mentoring conversations and how to prepare for and reflect on each conversation, as a means of learning and continuous improvement. There will be lots of opportunities to practice new approaches!

Closing Session
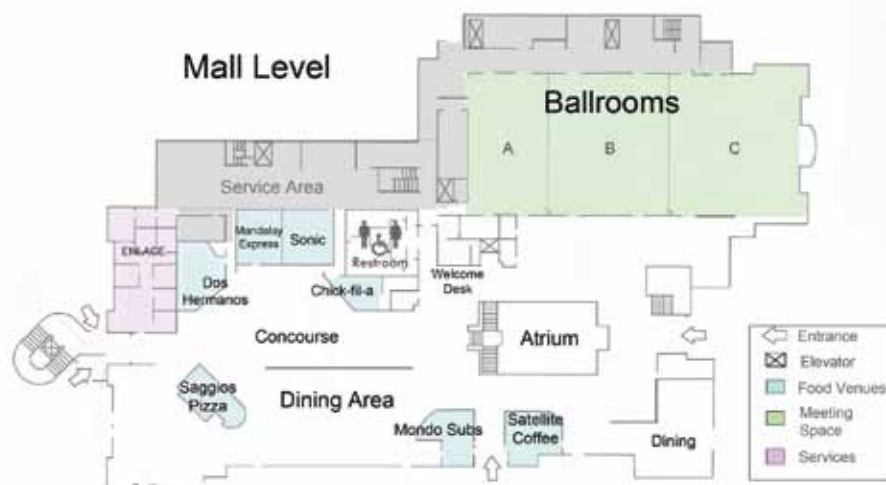
3:45 - 4:00 PM   **Dr. Eliseo Torres & Dr. Tim Gutierrez**
University of New Mexico
Ballroom B

Conference Adjourns
Have a Safe Trip Back Home!

Maps

Acknowledgments

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