5TH ANNUAL

UNM Mentoring Institute

# MENTORING CONFERENCE

OCTOBER 24 - 26, 2012 | ALBUQUERQUE, NEW MEXICO, USA

## Facilitating Developmental Relationships for SUCCESS

Mentoring Institute | Division of Student Affairs | Student Union Building | University of New Mexico

# Welcome to UNM

Founded in 1889, The University of New Mexico (UNM) 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 Institution, 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 Fulbright 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 Institute, Center for High Technology Materials, Design Planning Assistance Center, Environmental Law and Policy and the Center for Non- Invasive Diagnosis.

Read more online at unm.edu/welcome

UNM OFFICE *of the* PRESIDENT

**A Welcome Message from UNM's President, Provost, Vice President, and Conference Chair**

On behalf of the University of New Mexico, we are pleased to welcome you to the 2012 mentoring conference, "Facilitating Developmental Relationships for Success." The Mentoring Institute at the University of New Mexico, a division of Student Affairs, is hosting the 2012 mentoring conference, on campus, in the Student Union Building.

The goal of this year's conference is to promote the application of mentoring best practices within a multitude of disciplines throughout higher education. Other areas include non-profit organizations, government entities, and multinational corporations. The conference will facilitate a platform for presentations that critically and innovatively analyze different types of developmental relationships and how they contribute to the long-term success and prosperity of an individual.

The 2012 conference will allow professional development and networking opportunities for students, faculty, staff, researchers, professionals and practitioners, not only nationally but internationally as well. This year's conference will include presentations from speakers and participants representing more than 150 institutions of higher education, further highlighting the importance and diversity of mentoring at peer institutions.

We would like to take a moment to commend your hard work and dedication to improving the lives of so many people through mentoring. We all have the capacity to make contributions to others during our lives, and the commitment of the individuals who have dedicated themselves to mentoring others, are following through on this potential. The university is proud to serve as host for this wonderful conference.

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

Sincerely,

Robert G. Frank
President

Chaouki Abdallah
Provost & Executive Vice President
Academic Affairs

Eliseo Torres
Vice President
Student Affairs

Nora Domínguez
Conference Chair & Director
Mentoring Institute

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Scholes Hall, Building 10

# The University of New Mexico

**Robert G. Frank**
President, UNM

Dr. Robert G. Frank was installed as the 21st President of The University of New Mexico on June 1, 2012. 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. Robert G. Frank became Provost and Senior Vice President for Academic Affairs at Kent State University in July 2007. During his tenure at Kent State, the university established a College of Public Health, increased enrollment by 23%, increased retention by 4%, and revised promotion and tenure rules. Dr. Frank is the former dean of the College of Public Health and Health Professions at the University of Florida, where he also served as a professor in the Department of Clinical and Health Psychology. During his tenure at Florida, the College established the Public Health program and reorganized as what is now recognized as a CEPH accredited College of Public Health. A graduate of Mayfield High School in Las Cruces, Frank received three degrees from UNM. He graduated Magna Cum Laude with a B.S. in 1974 and an M.A. in 1977, both in Psychology. He received his Ph.D. in Clinical Psychology in 1979. He is the first UNM President to hold three degrees from the University.

**Chaouki T. Abdallah**
Provost & 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 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 with focus on control and communications systems. His research has been funded by national funding agencies, national laboratories, and by 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**
Vice President for Student Affairs, UNM

Dr. Torres has served as Vice President for Student Affairs at The University if New Mexico, 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 Affair but he also taught in the Bilingual Doctoral Program at Texas A&M University in Kingsville, Texas. He has served as Interim President, Vice President for Student Affairs and Special Services, Director of the University's Center for Continuing Education, and also as Assistant to the President. For two years preceding his appointment to the Texas A&M-Kingsville staff, he was with the Texas Education Agency in Austin. Dr. Torres has been involved in or been elected as an advisor to Mexican President Felipe Calderon for improving lives of immigrants in the United States. He also teaches the Traditional Medicine Without Borders: Curanderismo in the Southwest and Mexico class during the summer semester at UNM. This popular class is cross-listed with four departments and brings practicing Mexican healers to the UNM Campus.

**Tim Gutierrez**
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**
President Elect, International Mentoring Association (IMA)
Director of the Mentoring Institute and Conference Chair, UNM

Nora Domínguez is President Elect of the International Mentoring Association, Director of the Mentoring Institute and Part-Time Faculty at the University of New Mexico. Domínguez earned her M.B.A. from the Autonomous Technological Institute of Mexico (ITAM) and her Ph.D. in Organizational Learning and Instructional Technologies from the University of New Mexico. 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. She is also member of several boards, including the International Standards for Mentoring Programmes in Employment (UK) and the Diversity Leadership Council (NM).

# Keynote & Plenary Speakers

**Belle Rose Ragins**
Professor, Human Resource Management

Dr. Belle Rose Ragins is a Professor of Management at the University of Wisconsin-Milwaukee. Her research interests focus on mentoring, diversity and positive relationships at work. She has written more than 100 papers for presentation at national and international conferences and for publication in the nation's leading academic journals. She is co-author of Mentoring and Diversity: An International Perspective (with David Clutterbuck), and co-editor of The Handbook of Mentoring at Work (with Kathy Kram) and Exploring Positive Relationships at Work (with Jane Dutton). Dr. Ragins is an invited member of the Society for Organizational Behavior, a Fulbright Scholar, and a Fellow of the Society for Industrial-Organizational Psychology, the Society for the Psychology of Women, the American Psychological Association, and the American Psychological Society. Dr. Ragins has also served as consultant for a number of companies on the topic of mentoring and diversity, including JPMorgan-Chase, Rockwell Automation, Miller-Coors Brewing, Andersen Consulting, Quarles & Brady, the Internal Revenue Service, Foley and Lardner, Briggs & Stratton, Dean Foods, and Harley Davidson.

**Xiu Gang**
President, Tianjin Foreign Studies University, China

Xiu Gang, born on July 2, 1957, President of Tianjin Foreign Studies University and professor of Japanese language. He is also the member of Tianjin NPC (National People's Congress), Chairman of China Japanese Education Association, Vice Chairman of Translators Association of China, Member of College Foreign Language Teaching Guidance Committee of China Ministry of Education; Deputy Director of the Subcommittee of Japanese Language of the College Foreign Language Teaching Guidance Committee; Chairman of Tianjin Translators Association; Vice Chairman of Tianjin Education Association for International Exchange; Chief Editor of the journal "World Culture" of TFSU.

**Chuo Jingzhong**
Director, Confucius Institute, Tianjin Foreign Studies University, China

Chuo Jingzhong, Director of International Cooperation and Exchange Division/ Confucius Institute Division, Tianjin Foreign Studies University, China, with Ph.D. in Translation Studies from Nankai University, China. His academic publications include many books and articles predominantly on translation studies, interpretation, and cross culture communication. A major participant in academic programs at the state level, namely in The Spread and Influence of Chinese Literature Works Overseas, and in charge of the program From Gutt to Lacan: Theory of Unconsciousness and Translation Studies, at the provincial level. He will be translating for Xiu Gang.

# Plenary Speakers

**David L. Eng**
President and Chief Learning Officer of DLE Consultants

David Eng is the President and Chief Learning Officer of DLE Consultants specializing in Interpersonal skills, Leadership, and Teambuilding for small and large businesses. He has over 30 years of experience working in the training and development field, sales, customer service, and has managed business operations for the private and government sectors. His keynotes, seminars and workshops have inspired and empowered thousands of people across America. David is a certified facilitator and trainer for DISC, MBTI, Increasing Human Effectiveness, Steven Covey's Seven Habits of Highly Successful People, the Ken Blanchard Companies, Simulation Training Systems and he is a Master Instructor for True Colors International. He has been a coach and mentor for hundreds of individuals in many different industries. David received his bachelor's degree from San Francisco State University.

**Mark Searby**
Director, Doctor of Ministry Studies and Student Services

Dr. Mark Searby has served as a pastor, professor, college administrator, and consultant. He currently directs the Doctor of Ministry Studies program at Beeson Divinity School at Samford University in Birmingham, Alabama. He has developed mentoring programs for college and graduate students. He is involved in mentoring relationships with graduate students and young professionals. Mark is a member of the International Mentoring Association and on the executive board of the Association for Doctor of Ministry Education. He has given presentations for the International Mentoring Association, University of New Mexico Mentoring Institute, Auburn University Athletics Department, and numerous other organizations. Mark and his wife, Dr. Linda Searby, have established Peacewood Consulting Services to provide coaching and mentoring for emerging leaders and to assist organizations in leadership development.

# Workshop Leaders

**David L. Eng**
President & Chief Learning Officer of DLE Consultants

David Eng is the President and Chief Learning Officer of DLE Consultants specializing in Interpersonal skills, Leadership, and Teambuilding for small and large businesses. He has over 30 years of experience working in the training and development field, sales, customer service, and has managed business operations for the private and government sectors. His keynotes, seminars and workshops have inspired and empowered thousands of people across America. David is a certified facilitator and trainer for DISC, MBTI, Increasing Human Effectiveness, Steven Covey's Seven Habits of Highly Successful People, the Ken Blanchard Companies, Simulation Training Systems and he is a Master Instructor for True Colors International. He has been a coach and mentor for hundreds of individuals in many different industries. David received his bachelor's degree from San Francisco State University.

**Laura G. Lunsford**
Assistant Professor, Psychology, University of Arizona South

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.

**Maureen Breeze**
National and International Speaker, Co-author, Lead Trainer & Coach at Lifebound

Maureen Breeze is the lead academic coaching trainer for LifeBound, a student success and transition company. She facilitates coaching trainings for professors, administrators, advisors and mentors across the disciplines that promote students' intrinsic motivation, initiative and accountability. In addition to the trainings she conducts across the country, Ms. Breeze has co-authored two books for students, one on critical and creative thinking, and one on leadership.

# Wednesday, October 24, 2012

## Preconference Workshops

8:00 AM - 10:45 AM

**David L. Eng**
President & Chief Learning Officer of DLE Consultants
Acoma A & B

### Flying Your True Colors

True Colors is a simple model of personality identification for people of all ages that improves communications and relationships through recognition of a person's true character. Utilizing colors as a metaphor to differentiate the four basic personality types, True Colors becomes an uncomplicated language for every individual to convey complex ideas very simply. The core of the True Colors' methodology identifies intrinsic values, motivations, self-esteem, sources of dignity and worthiness, causes of stress, and the different communication and listening styles. Understanding the similarities and differences of all people leads to developing improved communications skills, greater appreciation of the uniqueness of self and others, and more meaningful relationships. This hands on, interactive, energizing seminar will guide participants through the True Colors foundational experience. Practical and useful activities apply the True Colors concepts to both personal and professional lives.

**Laura G. Lunsford**
Assistant Professor, Psychology, University of Arizona South
Acoma A & B

### Mentoring In Higher Education

This workshop will focus on how to build high quality mentoring relationships through: 1) development of mentoring competencies and skills, and 2) development of standards and benchmarks. Mentoring programs have proliferated on college campuses and focus on mentoring of undergraduate and graduate students as well as faculty. These programs involve a variety of mentors and mentoring techniques, such as peer mentoring, group mentoring and one-on-one mentoring. Mentoring is a voluntary relationship and research suggests that successful individuals develop networks of supportive individuals; known as developers. Furthermore, even good relationships may sometimes display dysfunctional behaviors therefore it is important to recognize and avoid a downward spiral in mentoring relationships. Thus, it is important to know what behaviors characterize successful relationships. Relationships unfold in stages, which will be reviewed along with the competencies that might emerge in each stage. Thus, in the first part of the workshop you will learn to:

- Identify the stages of mentoring relationships.
- Use goals to shape the relationship.
- Demonstrate and promote effective mentoring behaviors.
- Identify and reduce dysfunctional behaviors.

Successful mentoring programs need to be tailored to individual and institutional needs. However, there are common elements to successful programs. Thus, during the second part of the workshop you will develop or review benchmarks for your program and create an assessment plan to monitor and improve your program. You will learn how to:

- Recruit the right mentors.
- Match mentors with mentees.
- Support activities to achieve program goals.
- Monitor relationships for early interventions and to assess successful outcomes.

**Maureen Breeze**
National and International Speaker, Co-author, Lead Trainer & Coach at Lifebound
Acoma A & B

### Coaching Skills for Mentors

In this session, participants will be introduced to academic coaching and witness first-hand how coaching skills can be used to create bonds with students, develop intrinsic motivation, help students create vision for their futures, and promote accountability. The workshop will be interactive, giving participants a chance to explore and practice several coaching skills, while also providing research documenting the effectiveness of coaching as a tool for engaging students and promoting student success.

# Mentoring in the Arts

## Special Session (Keller Hall) — Wednesday & Thursday: 5:00 - 6:30 pm

Mentoring in medicine and the arts is a lifelong experience-–as both mentor and mentee. We are to be conscientious caretakers--good stewards--of our talents and education and of those opportunities for the education and edification of others. And we must not forget that we always have much to learn from our colleagues, students, friends, and patients. A musical score is much like a medical history: multiple simultaneous events interacting over time. The successful art of medicine and of music is the special ability continually to capture unique moments in this flowing tapestry and to make sense of them for the patient or for the music—performance, composition, or teaching. Similar thought processes occur in other intellectual and artistic disciplines. We seek those clarifications, which Robert Frost discusses in his essay "The Figure a Poem Makes" -- "It begins in delight . . . and ends in a clarification of life--not necessarily a great clarification . . .but in a momentary stay against confusion." How the creative and artistic mind is nurtured and at the same time made to exist in a disciplined structure is the subject of this symposium – how the gap between science and art is bridged and how this process enhances the well-being of the human spirit.

**Courtney Johnson, Project Coordinator**
Professor of Pediatrics & Rheumatology, UNM Children's Hospital & School of Medicine

*Courtney Johnson, MD, is Professor of Pediatrics and Rheumatology at the University of New Mexico Children's Hospital and School of Medicine. He grew up in Cheyenne, Wyoming and graduated from Harvard with a BA in musicology and from Washington University School of Medicine in St. Louis. Between college and medical school Dr. Johnson was a communications and deck officer on three different Coast Guard Cutters in Norfolk and San Francisco. He is the only pediatric rheumatologist in New Mexico and one of approximately 175 board-certified pediatric rheumatologists worldwide. Dr. Johnson studied piano with Kate Friskin and Eugene List, and piano and composition with Nadia Boulanger in Fontainebleau, France. He is interested in the relationships between medicine, music, and the humanities, and is director of the Mentoring in the Arts Symposium.*

## Presentations

**Falko Steinbach**
Soloist, Composer and Piano Pedagogue

### Processing Movement and Sound from a Pianist's and Composer's Perspective

My composition "Figures" is a piano cycle comprised of 17 independent etudes. The etudes are connected thematically, through both technical and musical aspects, whereby each one has its own focus. The idea for this cycle grew out of my work on the "Compendium of Piano Technique". Three years after publication of this book, these etudes were sketched out between 1998 and 1999. I finished them in the spring of 2006. The CD-recording was made in January 2009 and it was released in the Fall of the same year. It has been my lifelong special interest to create a "four -dimensional sound" on the piano, which I tried to realize with my innovative set of these etudes. They incorporate compositional fantasy as well as continuing the tradition of being practice pieces that were meant to be exercises of a structured systematic technical and musical aspect on the piano on all levels. Here we have independent works of art where the etudes become concert pieces on the basis of the newest insights of research, psychology and everything we know about brain development and music. In my lecture I will describe this philosophy and research behind the pieces and the complex process of composing, practicing and recording them.

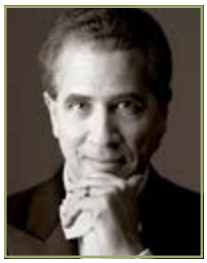
***Falko Steinbach:*** *The inexhaustible fantasy in an amazing symbiosis of technical perfection and highly sensitive sound production, alongside his sharp understanding of the possibilities of playing the piano and its physical, spiritual and mental aspects, have made Falko Steinbach a worldwide recognized soloist, composer and piano pedagogue. He performs and teaches at many international festivals in America, Asia and Europe. Born in Aachen, raised in Leverkusen, he gave his first public recital at age twelve and won his first piano competition at seventeen. He completed his solo performance studies with a doctorate after graduating with distinction. He also has a degree in theory and composition. In addition, he studied at the Guild Hall School for Music and Drama in London on a DAAD scholarship. Steinbach, a Steinway artist, participatedin many international master courses and since 1999 offers master courses and has founded music - festivals himself. After having taught at the University of Cologne from 1989-1999, he became a professor for piano performance and head of the piano area at the University of New Mexico (USA). His assignment includes extensive performing - and teaching activities. Many of his students won prizes at regional, national and international competitions. His repertory includes a wide spectrum from Bach to contemporary music, which is his special interest. As a composer, Falko Steinbach has created an extensive Oeuvre for church music, chamber music and piano music. An extraordinary number of reviews and articles reflect great respect and recognition for his unusual artistic and pedagogic achievements. His humanitarian interest is also represented in several benefit CD's.*

**Guillermo Figueroa**
Artistic Director of The Figueroa Music and Arts Project

### The Role of Mentors in Musical Performers

A presentation by Guillermo Figueroa, a long time violinist, violist and conductor, on musical comprehension and the various ways in which it is acquired, nurtured, or rejected. Specific topics will include: 1. The importance of family influences. This will be discussed

through the history and career of The Figueroa Family of classical musicians, which at one point included 11 professional musicians. 2. The role of mentors and other teachers, and how they expand and reinforce or negate this original learning. 3. The different methods and paths through which music is comprehended by the brain and implanted in the memory, whether by hearing the actual sounds, reading or studying scores or playing an instrument. 4. The profound differences in the brain of a musical performer between making the sound (playing an instrument or singing), not making the sound (simply listening) or eliciting the sound (conducting). 5. Is music truly the "universal language"? A session of questions from the audience and general discussion will hopefully end the presentation.



***Guillermo Figueroa*** *is Artistic Director of The Figueroa Music and Arts Project - an innovative organization that combines music and other arts - and of the Music in the Mountains Festival in Colorado. He is also the former Music Director of both the New Mexico Symphony and the Puerto Rico Symphony. In the US he has appeared as guest conductor with the symphony orchestras of Detroit, New Jersey, Memphis, Phoenix, Colorado, Tucson, Toledo, Juilliard Orchestra and the New York City Ballet at Lincoln Center. His international appearances include the Toronto Symphony, Iceland Symphony, the Baltic Philharmonic in Poland, Orquesta del Teatro Argentino in La Plata, Xalápa (Mexico), the Orquesta de Córdoba in Spain and the Orquesta Sinfónica de Chile.A renowned violinist as well, Figueroa was Concertmaster of the New York City Ballet, and a Founding Member and Concertmaster of the Orpheus Chamber Orchestra. Figueroa has given the world premieres of four violin concertos written for him: Concertino by Mario Davidovsky, at Carnegie Hall with the Orpheus Chamber Orchestra; Double Concerto by Harold Farberman, with the American Symphony at Fisher Hall, Lincoln Center; Violin Concerto by Miguel del Aguila, with the NMSO and Ínsula, Suite Concertante, by Ernesto Cordero with Solisti di Zagreb in Zagreb. He is a regular performer at the Santa Fe Chamber Music Festival, Music in the Vineyards in California, and Music from Angel Fire. Mr. Figueroa studied with his father and uncle at the Conservatory of Music of Puerto Rico. At the Juilliard School his teachers were Oscar Shumsky and Felix Galimir. His conducting studies were with Harold Farberman in New York.*

**Maggie Werner-Washburne**
Regents' Professor of Biology, University of New Mexico

### Energizing the Water

Mentoring is a word that is used to define interactions at many levels. It can be a one-off interaction in which you give a student a book or it can be a life-long dialogue. I think that it is important, when we talk about mentoring to know what we mean before we start to say things about it. How do we know when we are mentoring or when we know enough to mentor? Can anyone mentor? What is the difference between mentoring and advising? I've run the IMSD program for more than 8 years. In the last 4 years, I think that I have begun to develop a successful mentoring program, with goals, and particular areas that we talk about. I have come to see that the mentoring I do through IMSD and other mentoring groups is not the same as being a research mentor – and that the students really need both kinds of interactions. I will present an outline of my mentoring program – which is aimed at moving beyond the idea of an educational pipeline to an understanding that the energy for movement and success has to be internalized in each student. I call this approach "energizing the water." I will discuss the next phase of this program, which I call a "mentoring waterfall", which I hope can be extended well past the programs I run so that many more of our students can benefit from this successful approach.

***Dr. Maggie Werner-Washburne*** *grew up in Iowa and graduated from Stanford with a B.A. in English. For five years after graduation, Maggie, whose mother was Mexican, lived in Mexico, Central and South America, Alaska, and Minnesota – a walkabout that led to her becoming a scientist. Maggie completed an M.S. in Botany at the University of Hawaii and a Ph.D. in Botany with a minor in Biochemistry at the University of Wisconsin-Madison. After post doctoral training in yeast molecular genetics, Maggie and her family (husband Bruce and two sons) moved to Albuquerque, NM, where she is Regents' Professor of Biology. Her research has been to understand stationary phase in yeast and most recently focuses on genomic analysis of the differentiation of quiescent and non-quiescent cells in stationary phase cultures as a model of stem cell biogenesis and proliferation. She has been funded continuously for her research by NSF, NIH, and DOE and for her student programs by NSF and NIH. Maggie has been at UNM since 1988; mentored hundreds of students and received both Presidential Young Investigator and Mentoring Awards. She was Harvard Foundations 2011 Scientist of the Year. She is co-PI of the Model Organism Databases FlyBase and Vector Base and directs the NIH-funded UNM-Initiatives to Maximize Student Diversity program (supporting 25 UNM students per year in research laboratories)Maggie and her husband Bruce, whom she met in a band in Hawaii, play in a folk group called Holy Water & Whiskey (www.holywaterandwhiskey.com) and have a farm in Cuba, NM.*

**Elaine Bearer**
Professor, The University of New Mexico

### Mentoring Innovation: The Experience of a Composer-Scientist

The ability to find meaning in music, to create original musical works, and to think musical thoughts has long caught the attention of philosophers, historians, mathematicians, acoustic engineers, as well as biologists, anatomists, neuroscientists and cognitive scientists. First, what do we know about how sound is perceived? From the anatomy of the Organ of Corti in the inner ear to the radiations of the acoustic nerve into the central nervous system, how is the physical sensation of sound processed and understood? How can music make grown men weep? Second, how might the questions we raise about our musical language inform us about conscious and unconscious perception and the way we experience, envision, and create our personal reality, and our relative identity in the context of this personal worldview? Third, what does it mean to "think in music", and how can this thought process be acknowledged, articulated and communicated to others? Finally, how might those of us who know how to access our inner voices communicate this ability to others as mentors and teachers? How can we mentor the process of creating, inspire the others to access their imagination and have confidence

in their dreams? I will take examples from my science and my music, and describe the process of inspiration and love coupled with demanding rigor of Nadia Boulanger's teaching style.

***Elaine L. Bearer,*** *neuroscientist and composer, is a Professor at University of New Mexico, with a tenured appointment in the Pathology Department in the School of Medicine and a secondary appointment in Music. Bearer began composing at age 6, and as a teenager studied in Paris with Nadia Boulanger. Returning to the USA, Bearer earned a Bachelor of Music from The Manhattan School in composition and theory, and a Master's of Arts from New York University in the philosophy of music, focusing on the structural innovations of Haydn string quartets. After several years as Professor of Music--at the San Francisco Conservatory of Music, Lone Mountain College and San Francisco State University--Bearer turned to science to study the neurological basis of musical experience, first at Stanford and then at University of California, San Francisco (UCSF). She was the first to receive the combined MD-PhD degree from UCSF, holds California and New Mexico Medical Licenses and is Board Certified in Pathology. She has sustained NIH funding for 20 years for her investigations into the circuitry of the brain, and recently was awarded a 5-yr $3 million dollar grant from the NIH. Her music is performed worldwide, with recent premiers in Boston, Providence, Los Angeles and New York City as well as in Ireland and Latvia. Among her many awards is the Moore Distinguished Scholar Award from California Institute of Technology, 2004-05, in part for her work on "Music and the Mind." A CD is available from Amazon.com, and Bearer's website is pathology.unm.edu/faculty/faculty/ebearer.html*

**Amy Stein**
Professional Artist

### De-mystifying the Creative and Drawing Processes

In the mentoring process, my focus is to de-mystify the creative and drawing process. I believe that art is a gateway to healing and self-validation. During my art workshop, my primary objective is to empower participants to access their inner artist. Most people have been conditioned to believe that they are not artists. In learning to draw a self-portrait in the workshop, there is no judgment, only compassion. Previous negative programming is overcome in the creation of a powerful work of art. This usually comes as a complete surprise to the participants. This new creative confidence and fearlessness can be transmitted by these participants to everyone they work with in the healing process. Since I was nine years old, I realized that I was a portrait painter. Over the years I have created hundreds of portraits, which depict the human spirit. Additionally, I have taught portrait painting in the public school system as well as in national conferences, the focus of which has been healing the self through self-portraits. Amy has conducted healing workshops for national conferences in Santa Fe for the last 15 years. These workshops, "Healing the Self through Self Portraits," have resulted in the recent publication of her article in the medical journal, The Permanente Journal. This article describes her healing work with doctors. As a follow up, The New Mexican published an article highlighting this accomplishment.

***Amy Stein,*** *an educator, courtroom artist for ABC news, art workshop presenter, and award winning professional artist has lived and worked in Santa Fe for the past 30 years. Amy Stein, known for her powerful artwork of the southwest, has been profiled in the nationally published American Artist magazine and published an article in the Permanente Medical Journal describing her workshop, "Healing the Self through Self Portraits." She has conducted workshops for 25 years in the Santa Fe Public School system in portraiture and the creative process. Additionally she conducts New Mexico workshops in healing through art for Natural Healers, a national suicide prevention program for teenagers. She holds a Master of Fine Arts degree from the City University of New York and is a licensed art teacher in New Mexico.*

**Fernando Armenghol**
Independent Photographer & Visual Artist

In addition to the five presentations, the Mentoring in the Arts Session includes an exhibition by Fernando Armenghol that provides a visual presentation of mentoring through photography.

**Fernando Armenghol** is a photographer and visual artist independent. His career in graphic design has led to creating to combine a solid basis for his work with various artistic photo projects, in addition to having obtained degrees in photography courses and workshops. Photojournalism and digital art images are two big areas in which it operates,without leaving behind a trail of other events such as photographic art direction for photographic art projects and collaborations with musicians and artists. Being an eyewitness of social events accumulated in the collective memory of our world today is part of his many interests in which Fernando evolves their work. He has done photography projects in Europe and Latin America. It also works with local magazines and civil organizations in Mexico, especially in the cities of Puebla and Oaxaca. He has worked with indigenous groups in the Northern Sierra of Puebla, in the Mixe regions and Oaxaca Coast, among other cultural groups of Mexico. Fernando currently resides between the cities of Puebla and Oaxaca (Mexico). Photographic works on projects in the Autonomous University of Puebla and works as a guest artist at the Community Workshops Zegache intervening pieces with pictures of the sixteenth century baroque sculptures.

The Mentoring in the Arts special session will be held on Wednesday, October 24th and Thursday, October 25th, from 5:00 to 6:30 pm, in Keller Hall.

# Welcome to the 2012 Mentoring Conference

## Welcoming Session — 11:00 - 11:15 AM

**Dr. Chaouki T. Abdallah**
Provost & Executive Vice President for Academic Affairs, UNM
Ballroom C

## Keynote Presentation — 11:15 - 12:00 PM

**Dr. Belle Rose Ragins**
University of Wisconsin-Milwaukee
Ballroom C

### Formal Mentoring: "Evil Step-Sister" or "Perfect Cousin" to Informal Relationships?

Formal mentoring is often assumed to be less effective than informal relationships, yet there are many hidden strengths in formal relationships. This session will dispel the myths and illuminate the potential strengths of formal mentoring. An overview of the similarities and differences between formal and informal mentoring relationships will be provided, along with practical methods for creating effective mentoring programs and developing high quality formal mentoring relationships.

## Plenary Session — 1:00 - 1:45 AM

**Xiu Gang**
President, Tianjin Foreign Studies University, Tianjin

**Chuo Jingzhong**
Speaker Translator
Ballroom C

### A Confucius Model of Mentoring Relationship

A review of large amount of literature on the theme of mentoring reveals that remarkable achievements have been made in the west academic fields including business, government, medicine, law as well as education whereas little research has been done in non-western scholarship especially in China. This speech attempts to provide a Confucius model of mentoring relationship as a means to promote academic success of mentees. Despite the widespread influence of Confucius and Confucianism both at home and abroad, the mentoring theory and practice with distinctive features of Chinese mentoring culture remain unknown to the academe, waiting for scholars to explore. This is partly due to the implicit and elusive way of expressing the underlying intentions and subtle purposes in Confucius' theory. This speech incorporates research findings in mentoring with Confucius the person and Confucianism, holding that Confucius is the great master in mentoring theory and practice who relates career advancement and personal development to the character building and ethics cultivation by following the role model of mentors. The Confucius model of mentoring relationship focuses on actions rather than words, giving priority to the decisive influence of role model of mentors on mentees. Words must be consistent with actions and external success should rest on internal improvement of personality. By drawing inspirations and grasping implications from Confucius, contemporary educators can establish brand new faculty-student relationship to facilitate developmental relationship for success.

## Concurrent Presentations — 2:00 - 2:45 PM

**Kahanov, L. & Eberman, L.**
Indiana State University
Lobo A

### Clinical Faculty Perceptions of Academic Mentorship in the Health Professions

Mentorship in the first three years of academic employment is pivotal for retention, productivity and overall satisfaction and success of faculty members. We used an observational, descriptive research design with a web-based survey to evaluate perceived knowledge and perceptions of mentorship among health care professional faculty (PT, PA, OT and AT) nationwide. Faculty that indicated they experienced mentorship consistently reported positive outcomes. Respondents described mentorship experiences as both positive and negative dependent upon the mentor. Respondents indicated that mentors assisted with publications, presentations/posters, new teaching methods/strategies, clinical expertise, conducting research, service activities, community engagement activities, program development, job change/promotion, and grant writing/submissions. Assessment of pre and post-mentorship perceived knowledge of faculty requirements indicated significant differences. Most respondents indicated little knowledge of faculty expectations pre mentorship and significant increases in knowledge post mentorship. Concerns are in large part due to incongruity between the expectations articulated

(or not articulated) during doctoral studies or clinical experiences and the actual requirements of a full-time faculty member. Mentored faculty had more positive experiences and perceived a better understanding of scholarship and teaching. However, institutional hierarchy/policies, and service/community engagement are areas of mentorship need, to protect faculty, institutions and students from outcomes associated with mismatched expectations.

**Whitt, J. & McDevitt, M.**
University of Colorado
Lobo B

### Mentoring Around the Clock: Best Practices for Working with Graduate and Undergraduate Students

This paper is the result of collaboration among three journalism and mass communication faculty members at the University of Colorado at Boulder. The paper relies upon experiential knowledge and cites specific practices that encourage learning and build trust between faculty members and graduate and undergraduate students. Elizabeth Skewes discusses graduate student learning and mentoring, Michael McDevitt describes a case study to illustrate best practices when co-authoring publications with graduate students, and Jan Whitt describes methods for relating effectively with undergraduate students in class, on e-mail, and during office hours.

While working with undergraduate and graduate students, one must realize that each group has significantly different learning styles, expectations, and relational comfort zones. While a faculty member can parent an undergraduate student, graduate students often expect and demand a peer relationship. Also, although it is tempting to collapse different age groups and relate to them similarly, students in their teens, 20s, and 30s have particular reference points and shared cultures. For example, an 18-year-old is typically much more reliant upon various forms of social media than her or his older brothers or sisters, who are more conversant with e-mail and willing to rely upon it when working with faculty members. How does one best navigate mentoring relationships with varying age groups?

The study addresses the ways in which mentoring now takes place around the clock. Professor-student interactions occur increasingly online via hybrid courses, and faculty members must be willing to alter their communication styles, and be flexible in their approaches. The challenge is ongoing; in fact, even as we present our findings, we realize that interpersonal approaches and emerging technologies continue to evolve and to influence everything we think we know.

**Black, A.**
University of Cincinnati
Santa Ana A

### Getting a Head Start on Finding Professional Mentors

Most university students have to wait to begin their professional careers until after they've graduated and have their diplomas in hand. This not only means they can't test their skills but it also means they aren't able to make many [or very few] professional connections before graduation. Students who participate in a cooperative education [or co-op] program or internship program are able to gain experience and begin networking in their fields while still in school. This opportunity to connect with practicing professionals gives students a head start in developing practice competencies and when looking for employment upon graduation.

This presentation will outline the unique curriculum structure that alternates academic and cooperative education quarters and the role that each individual [co-op adviser, employer, faculty member] has on the professional development of the student. This structure means that students work in professional firms for a year and a half by the time they graduate – far beyond the typical internship, which may last one semester. Each experience [academic and co-op] builds upon the previous one. Students establish strong relationships with faculty members, advisers, work supervisors, and coworkers, furthering their professional bonds well before graduation.

**Shobe, M. & Murphy-Erby, Y.**
University of Arkansas
Santa Ana B

### A Review of Mentorship Efforts Supporting Part-Time Faculty in Social Work Programs

Tenure-track and tenured social work faculty members have experienced increasing demands from academe to develop and maintain strong research agendas that include external funding. Given the increased research productivity of social work faculty at research universities, it has become increasingly necessary to hire more part-time instructors to teach core and elective social work courses. Yet, current literature offers minimal insight into the ways in which social work programs are mentoring part-time faculty. To address this gap, we developed a mixed methods survey questionnaire with Survey Monkey and distributed it electronically to the National Association of Deans and Directors of Social Work (NADD) listserv to examine: (a) full-time and part-time (adjunct) faculty composition, (b) teaching and research expectations of tenure-track and tenured faculty, (c) support and mentorship needs of part-time faculty, and (d) the informal and formal ways in which the department supports and mentors part-time faculty. Findings highlight the existence of clear correlational and descriptive patterns among the 40 programs that the Deans, Directors and Chairs who responded to the survey represent, implications for staffing and funding practices within social work programs, departments and or schools, the need for future research, and validates the need to train, mentor, and support part-time social work faculty members.

**Kokini, K.**
Purdue University
Fiesta A

### Episodic Mentoring for Engineering Faculty

While traditional faculty mentoring focuses on one-on-one long-term relationships that aim to facilitate junior faculty members' career development, episodic mentoring/mentoring moments may provide a more pragmatic way of framing faculty development. In the case of students, faculty-student interactions are known to increase students' success. Similar outcomes could result from faculty-faculty interactions. Episodic mentoring emphasizes processes, relational aspects of the mentoring experiences, multiple inputs, and individual empowerment. Based on inductive-deductive analyses of in-depth interviews and other empirical data about engineering faculty members' mentoring experiences in a mid-western university, we discuss how episodic mentoring is a way to receive and provide "just in time" career advice and psychological support from colleagues in an informal or unstructured way. This advice and support helps faculty members' career development, work/life balance issues, and management of workplace politics. In this paper, episodic mentoring is proposed not only as a means of career development but also as faculty engagement and empowerment. We do not propose that episodic mentoring should replace more structured mentoring practices and policies. However, the role of the episodic mentoring has been underestimated in its positive impact on faculty advancement. We argue that without recognizing the value of episodic mentoring, one cannot assess the full extent of a comprehensive mentoring process. We also recommend practical applications of episodic mentoring from our findings in the context of faculty development.

**Palfreyman, R.**
Utah Valley University
Fiesta B

### Student Ownership of Active Learning in a First-year Experience Student Success Course: A Case Study

Learning is a constructivist process (Hmelo-Silver, Duncan, & Chinn, 2007), yet most mental processes that support learning are unconscious and automated (Clark & Elen, 2006; Sweller, 2006; Feldon, 2007). This aligns with Perry's (1999) dualist stage of cognitive development wherein students desire a prescribed approach to learning. Rapaport (2011) suggests that we begin as dualists by accepting worldviews and reacting to them. However, Mayer (2004) suggests that learners need to be 'cognitively active' in the learning environment, suggesting ownership of their own learning. Different personality types are commonly associated with preferred learning experiences in a formal teaching setting (Ellis, 2003). While research addresses the influences of personality types on pedagogy, research does not appear to include a model that evaluates the influences of personality types on student ownership of active learning. This research employed a case study approach (Yin, 2003) including students in four sections of a first-year experience student success course taught by the same instructor. Data were triangulated from a survey on an adapted version of the Myers-Briggs Type Indicator® (Pelley & Dalley, 1997), a student survey and final grades. Most students reported never having an experience with active learning, several of whom immediately embraced active learning. Students who found themselves in Perry's dualist stage began the course seeking a prescribed approach to learning, but over time they entered the multiplicity stage and embraced ownership of their own learning through assignment flexibility. The overwhelming majority of students reported increased motivation and ownership of learning through assignment flexibility.

**Theodore, D.**
TD Bank Group
Mirage/Thunderbird

### Mentoring in the Technology Business Environment - Our Pilot Project

**The Test:** From September 2010 – November 2011, the Employee Technology & Network Services (ETNS) division of Technology at TD Bank Group ran a pilot program to engage technology employees in the concept of mentoring.

**The Constraints:** Given the challenges the IT profession faces (women in technology, shrinking younger candidate pool, speed of evolving technology, regulatory & security foci, etc.), many IT professionals are simply too overwhelmed with their day-to-day activities to put much time against career and self-development. The perception of the magnitude involved to understand mentoring, find a mentor, get credit for seeking/contributing to mentoring and one's organizational cultural values, often stops people before they even start.

**The Project:** Small is beautiful! We asked the ETNS Leadership team to identify their senior top performers and their top "succession pipeline" picks. We crafted some simple guidelines, gave everyone credit and visibility to the senior leadership if they participated, and asked them to try out mentoring as a "pilot" for 12 months.

**The Results:** About 50% of the relationships failed due to the usual reasons of: poor match; lack of time; misstated interest; etc. However, the feedback from all participants was overwhelmingly positive. As well, the project was a success in that ETNS has seen an increase in those asking to participate in group mentoring as run by TD; enquiries as to how to seek a mentor; mentoring as a hot topic at "Listening Sessions", panels, succession planning sessions, etc. Mentoring is a valued activity now in ETNS.

**Wiggins, V., Strohschen, G. & Heaven, V.**
DePaul University; Columbia College
Spirit/Trailblazer

### Akpa le Tome Gake Menya Tsi fe Vevie Nyenyeo: Empowering Views from Those Who Know the Water

This essay illuminates the undergirding elements that present obstacles to empowerment mentoring. The authors' differing vantage points as former mentees and adult education practitioners scaffold the posing of critical considerations about mentoring in the field of adult education. Mentoring is presented within a framework of critical pedagogy that is tethered to critical theory and andragogy but expands to a yet-to-be-achieved radical pedagogy, supporting the emancipation of the student as the primary goal of adult education. The authors are Black USA-born men and White European women who met initially in mentoring relationships during graduate studies at A Midwest university. They disagree on nuances. They do agree that mentoring is not a method of teaching or instructing but an interpersonal process wherein solid collaboration between those adults in roles of teacher and student in institutions of education are developed and sustained beyond graduation. The authors concur that mentoring ought to be focused on its collaboratively determined approaches between two consenting adults and move away from its institutionalized power bases, inherent particularly in the categorizing of adults by gender, color, sexual orientation, or national origin.

**Larson-Casselton, C. & Ostrom-Blonigen, J.**
Concordia College, Moorhead; North Dakota State University, Fargo
Luminaria

### Mentoring Made it Happen

While pursuing graduate degrees over the past decade, four women successfully helped each other navigate the academic challenges associated with a doctoral program and a multitude of life challenges typical of middle-age women. In their forties and fifties when they began their doctoral programs, each also worked full-time. The women raised 11 children; seven of whom graduated from high school and two of whom graduated from college during this same period. Although they first met in class, the women's academic interactions have evolved throughout the past decade to develop enduring friendships.

Using ethnographic self-interviews to previously agreed upon questions, the four women, explore how each, with the help of the others, was able to navigate their own doctoral program. Life's celebrations during this decade included the remarriage of one woman, the marriage of two of the 11 children, and the birth of six grandchildren. Conversely, life's heartaches included the death of one woman's spouse and two of the women's mothers.

Employing social support theory, the women will reveal how their sense of awareness of the others' presence throughout the past decade contributed to their individual success. Additionally, the women will discuss how their interactions may have contributed to the positive mentoring outcome of each obtaining a doctorate degree. Finally, the women will examine the most poignant moments of awareness in an effort to identify how this example of nontraditional mentoring, among similarly aged individuals, might factor into other situations.

**Quillen, T. & Hagerty, S.**
St. Louis University Aquinas Institute; Central Nine Career Center
Scholars

### "Mentoring the Next Generation: An Enduring Legacy" – Effective Use of Narrative Pedagogy in the Mentoring Process

Socrates and Plato, Paul and Timothy, Ralph Waldo Emerson and Henry David Thoreau. Stories about the strength of these relationships and their journey through mentoring remain. Narrative pedagogy – the exchange of stories to teach and transmit culture – is a powerful method for framing inter-generational relationships to create profound bonding that produces a spiritual and professional legacy for the next generation.

In this workshop, we will reflect on the histories of these aforementioned mentors, while examining the role of narrative pedagogy in the process. The session will also feature discussion on theory and praxis of narrative pedagogy, including use of maxims and other applications drawn from the works of nurse-researcher and educator Patricia Benner, R.N, Ph.D., FAAN, and author Daniel Taylor.

**Rinehart, J.**
Northeastern University
Sandia

### STEM Faculty Mentoring Programs

We are proposing a round table discussion to explore different mentoring models for STEM faculty, particularly women. The co-leaders are experienced in leading a variety of mentoring programs. Examples of these programs include the NU ADVANCE External Mentor Program for junior faculty. This is a thematic research cluster that provides an individual senior mentor outside NU to junior faculty. A mixed horizontal and vertical mentoring model where two junior faculty members are matched with a senior faculty member, all from

different departments. Ranging from E-mentoring programs and industry to student mentoring programs. The round table discussion will actively explore additional models and share best practices amongst participating practitioners.

Research on the value of mentoring reports people, who are mentored, advance faster and have more organizational influence (Burke, 1984; Fagenson, 1989; Kara, 1983). Mentoring can also buffer women from the setbacks to them personally and to their career from the negative effects of gender bias (Collins, 1983; George & Kummerow, 1982; Halcomb, 1981; Vertz, 1985). People who have been protégés find it easier to find mentoring relationships than those people who have never been a protégé (Ragins and Cotton, 1991). Ragins and Cotton, 1991, found that both women and men reported barriers to finding mentors. But, women perceived more barriers than actually existed, but they were just as likely to find mentors as men.

**Riggsbee, J. & Wynn, S.**
Duke University
Alumni

### Creating Community, Collaboration, and Connections for Mid-Career Teachers

Traditionally, teacher preparation programs have partnered with PK-12 schools for the sole purpose of placing student teachers with mentor teachers. In recent years teacher education programs have expanded their efforts by reaching out to other audiences for different purposes. The primary goal of these collaborative efforts is to positively impact not only the experiences of teacher education candidates but also in-service teachers, with the ultimate goal of improving learning outcomes for PK-12 students.

The Center for Teacher Learning and Collaboration (TLC) is a university-school partnership designed with experienced educators in mind. Mid-career teachers (3-11 years of experience) have professional development needs that often differ dramatically from those of beginning teachers. The mission of TLC is to positively impact mid-career teacher retention, to further develop teacher leadership, and to facilitate and enhance partnership initiatives between the university and school system.

Their principal selects TLC participants. One key selection factor that principals are asked to consider is the teacher's leadership potential. Once participants are selected, about 30 teachers from the elementary, middle, and high school level engage in a yearlong program, which includes a summer retreat and monthly seminars on topics of interest.

We will begin the roundtable with a brief overview on mid-career teacher development. Qualitative evidence from our university-school partnership will be discussed as a means of generating ideas about how partnerships might positively impact mid-career teachers' job satisfaction and professional renewal. Following, participants will provide input regarding benefits and limitations of expanded university-school partnerships and offer guidance for future program development.

## Concurrent Presentations — 3:00 - 3:45 PM

**Rhone, G.**
Marquette University
Lobo A

### Creating Effective Mentor-Mentee Dyads for an Ethnically Diverse Student Population

It is well documented that successful completion of nursing education programs for underrepresented minority students is challenging. In an effort to address these challenges, Marquette University College of Nursing launched a project entitled Marquette University: Promoting Minority BSN Student Success, funded by a Nurse Education, Practice, Quality and Retention (NEPQR) grant. One of the stated objectives of the project was to develop retention strategies that support underrepresented minority BSN students to be successful and graduate. A mentoring program was developed as one of the core initiatives. Researchers have shown that when undergraduate nursing students form stable mentoring relationships with other students, dedicated faculty and staff, and/or practicing registered nurses, they are more likely to be successful in their nursing education programs. Student mentees and mentors, as well as registered nurse mentors, who participated in the mentoring program, have reported positive outcomes as evidenced by end of semester focus group discussions. This paper describes the four phase mentoring program developed to promote successful mentoring relationships and analysis of the mentors'/mentees' focus group data.

**Silbar, J. & Voorhees, R.**
Grand Valley State University & Comprehensive Therapy Center
Lobo B

### Creating the Champions

Over the last 30 years Comprehensive Therapy Center has developed an aggressive program to recruit, train, retain and reinforce youth to act as volunteer therapy aides. Development of our volunteer therapy aides is grounded in a system of mentoring. New middle school volunteers are trained to be role models for the children receiving therapy. Returning therapy aides—often teens returning for their third or fourth year—mentor the new volunteers in therapy and behavioral management techniques. College students, charged

with overseeing therapy reinforcement classrooms, offer their tutelage to the returning volunteers to foster additional skill growth. Our college students, who began volunteering over six years ago, develop and implement therapeutic lesson plans under the guidance of professional staff. Results indicate that this process builds a relationship that enhances the experience for all.

**Council, S.**
Central Connecticut State University
Santa Ana A

### Mentoring to the Next Generation of African American Leaders

Successfully managing workplace politics is the key to long term success in any academic environment, organization, governmental agency or business entity. Many times good people do not reach their highest potential, not because of a lack of skill, but because of a lack of knowledge about how to navigate through the political maze that exists just below the surface. Future African American leaders lack the necessary mentors to help them understand the political mores, political actors and political protocol that existed long before their arrival. Moreover, when a mentor seeks to so assist, they are often shunned by the very people they are trying to help. The question is why? It is often said that African American communities do not have role models but I differ with that assumption. The role models, mentors, exist but are often silent unless they feel truly welcomed. Mentorship must be embraced, by the African American community, and the "Lone Ranger" debunked. This paper is primarily observational.

**Hammett, R. & Nelson, D.**
Emotional Intelligence Training & Research Institute
Santa Ana B

### Mentoring, Coaching, and Teaching Excellence: Transforming Learning with Emotional Intelligence

An emergent and positive personal change theory of emotional intelligence (EI) and person-centered model of teaching and learning excellence provide a research-derived and engaging process for mentoring students and employees (Nelson, Low, & Hammett, 2012). Grounded in research, the education model of EI is structured around four dimensions (skill sets) and thirteen skills for cognitive, behavioral, and emotional learning. The relationship established by the teacher–student and mentor–protégé is the essential element for maximum learning, growth, and success. The Emotional Skills Assessment Process (ESAP) is the assessment foundation and accountability process for personal, career, and leadership development. The Emotional Learning System (ELS) provides a structured and sequential process for mentoring students and employees with transformative emotional intelligence.

**Schipani, C.**
University of Michigan
Fiesta A

### The Role of Mentoring in Breaking the Glass Ceiling: Perspectives from Social Science and Law

Many women with high aspirations for careers in business are likely to be disappointed as they run up against the glass ceiling. The glass ceiling that hinders advancement to higher positions for women also contributes to a wage gap because fewer women receive the top salaries and benefits that go with top leadership positions. The disparities in leadership in some fields are striking. It has been reported that on Wall Street, less than 20% of the finance industry directors and executives are women. Further, there are no women leading the 20 biggest U.S. banks and securities firms. Another recent article notes that although women hold 60% of bachelor degrees and make up nearly half the workforce, they hold only 14% of senior executive positions at Fortune 500 companies, a percentage which is almost the same as a decade ago. This leadership gap is especially surprising considering the many studies showing that businesses and organizations in which women are in leadership at the highest levels gain significant financial benefits. Attempts at remedying the imbalances have resulted in exceedingly slow progress or no change. Although organizations have acknowledged that diversity is a worthy goal and many have tried to achieve it, diversity at the top remains stubbornly illusive. We propose that businesses and organizations use data from the social sciences about the differing impact of variables in mentoring for women and men to tailor programs that will help remediate the gender gap. In so doing, organizations need to consider legal constraints.

**Galron, A.**
Weizmann Institute of Science, Rehovot, Israel
Fiesta B

### Perach Project: The Israeli Experience Successfully

Organized youth mentoring developed rapidly in the 1980s and 1990s targeting emotional, social, academic, and health problems among children and adolescents around the world receiving government support. One prominent examples of government support for expansion of youth mentoring can be seen in Israel. In the current we described Perach project as well its' effectiveness using prospective and retrospective reports. Observing the findings indicated that over the years the program has been found to be relatively effective in the emotional, social and academic domains promoting children social support, well being and general knowledge and diminishing their conduct problems.

**Boverie, P.**
University of New Mexico
Mirage/Thunderbird

### Positive Psychology's Role in Mentoring: Getting the Best Out of the Relationship

What is the connection with learning, passion, and mentoring? The research over the last decade has pushed the importance of recognizing individual differences in employees and creating workplaces that engage employees, as opposed to putting stumbling blocks in their paths to work fulfillment and happiness at and for work. Finally, there is an emphasis to look at the power of positive attitudes, employee engagement, workforce autonomy, and passionate employees. In this presentation I will emphasize the importance and process of positive mentoring, mindsets, and how it can impact employee development.

I believe that we are social and learning organisms – from the cellular level to our complex thinking and feeling processes. We rely on others for companionship, help, work, family, friends, etc. These are examples of the social needs and roles of our workforce. But there is a more critical role that needs further examination. I believe that we are 'Learning Organisms' (Boverie & Kroth, 2001) and are happiest when we learn. A mentoring relationship is all about learning. As mentors, we need to know how and why adults learn, make sure that we are working in a positive manner, and having knowledge of learning mindsets is critical to successful mentoring. In this presentation I will discuss the importance of learning, flow, and mindsets and their relationship to productive mentoring.

**Collier, P.**
Portland State University
Spirit/Trailblazer

### Development and Evaluation of a Cross-program Course for Training Peer Mentors and Program Coordinators

Many colleges and universities include peer mentoring in efforts to improve student retention and academic success. Despite the prevalence and popularity of peer mentoring programs, there is little theory or research to guide the development of training materials for participants. In addition, many peer-mentoring programs at the same university exist in institutional "silos," with little or no communication between programs. An unintended negative consequence of this silo-ing is the waste of valuable program resources through duplication of training and evaluation efforts. This presentation describes the creation and evaluation of a course offering foundational training on peer mentoring for mentors and program coordinators from numerous campus programs at Portland State University. First, an interdisciplinary team of faculty surveyed peer-mentoring programs regarding training needs and priorities. Next, a one-week intensive course addressing major survey themes and featuring multiple faculty experts was developed and piloted. To put course content on evaluation into practice, separate focus groups for program coordinators and peer mentors were held in class to allow participants to provide feedback on the course itself. This presentation provides information on the course development process, shares data from the program-needs survey, describes the course content, and reports findings from the focus groups. Implications for peer mentor training and course replication also are discussed.

**Gonzales, R. & Marquez, R.**
University of Texas, San Antonio
Luminaria

### Between Women: Reflecting on Mentor/Mentee Initiatives and Outcomes at UT San Antonio

This presentation serves as part reflection and part advocacy for the mutually beneficial possibilities that collaboration between senior and junior faculty members in one institution can yield. It examines the mentor/mentee relationship that developed organically and moves toward sharing the way in which the explorations of desired career goals led to the decision to develop a proposal for a "Women's Professional Advancement and Synergy Academy" in Summer 2011. This proposal was submitted and ultimately supported by the University's upper administration in Fall 2011. While the two-night, three-day Academy, which will be held in June 2012 serves a primary purpose of embodying and moving to the forefront within the institution the presenters' personal career goals; it also will provide further mentoring opportunities. We anticipate these relationships to develop through their experience in the Academy, a space that supports personal development for women from across the university. With this larger, inclusive approach, the mentor and mentee are engaged in dual and sometimes indistinguishable pursuits that include individual personal career goals and the broader possibility for the advancement and support of women across the campus. The two-pronged goal of this presentation is to share this experience and to highlight the ways that institutionalizing opportunities permits women to develop personally all the while supporting women whose interests and career development are often overlooked within the university. Our goal in sharing our experience at the Mentoring Institute conference is that others might use our experience to build a Women's Academy on their respective campus.

**Roman, M., Hall, C. & Parker, R.**
University of Tennessee Knoxville; Baptist College of Health Sciences
Scholars

### Developing Doctoral Scholars at a Distance: A Mentor and Mentees on Autonomy Support and Competence

Online graduate nursing programs are proliferating. Course delivery methods have matured, but faculty in doctoral programs remain challenged to develop scholars and researchers at a distance. Mentoring is recognized as key to this transformation, with two working side by side at the research site. The distance format can hinder the development of this relationship. Additionally, many who pursue online graduate education are mid-career adults who are leaders themselves in their current positions. Our students are professionals who have attained high levels of mastery in their current roles, who are stepping back from expert to novice. Successful mentorship must be tailored to both situations. We present a strategy that has worked for educating two such professionals, that nurtured their development of new skills while supporting the sense of competence and autonomy adult learners have come to know .We will share the first hand experiences of a mentor and two mentees in a PhD nursing program. The relationships developed over time and distance aided by several technologies that bridged the distance gap. Theory served as an anchor in many ways, Autonomy was preserved by allowing for students pursuit of their own interest versus that of the mentor. Competence in analyzing data was achieved rapidly by utilizing secondary data sources. These students have presented original research papers at national conferences even before achieving candidacy. Theory and novel methods for developing mentoring relationships through distance formats can lead to the transformation of professionals to researchers. We look forward to sharing lessons learned.

**Green, K.**
University of Denver
Sandia

### Ethical Difficulties Involved in Mentoring of Education Faculty at Colleges and Universities

One of the most stressful events in the lives of faculty members new to academe is performance review, for annual retention, tenure, promotion, or salary increases. Mentoring from experienced senior academics is intended to support novice faculty members as they navigate the professional and personal struggles encountered in building a case for continued employment and promotion. Mentoring a novice faculty member is critical as the person develops a research agenda, learns the local political system, builds a professional network, and engages in their unique contribution to the work environment. Complex ethics are involved when a mentor acts in multiple roles as advocate, supporter, and evaluator, blurring professional and personal boundaries. Key issues are confidentiality (what do you keep safe?), inherent power differentials, and level and diligence of contact in maintaining a relationship with the mentee, as well as care in framing critical feedback. Good intentions on all sides may be inadequate to overcome academic politics, differences in perspectives, and communication issues.

With data from an online discussion of ethics in mentoring junior faculty, this paper explores reports of bad and good mentoring experiences of senior faculty members in colleges of education, and the ethical issues envisioned or encountered in mentoring relationships. Initial analysis of the ethical difficulties described is considered in the wider institutional context of higher education today.

**McMahan, S.**
Texas Women's University
Alumni

### The Impact of the Mentoring Relationship between Faculty Members and Preservice Teacher Education Candidates

Mentoring in academia is not new. In fact it has been utilized many ways to encourage collegiality and learning. Most often mentoring in academia incorporates mentors whom are seasoned in research, scholarship and service paired with mentee's whom are new scholars and often junior faulty. While faculty in academia are familiar with mentoring relationships with colleagues and doctoral candidates, little research and emphasis is placed on mentoring undergraduate students.

While there has been much interest in the area of faculty mentoring initiatives, there is still areas of faculty mentoring in which need further pursuit. Preservice teacher preparation programs often evaluate the mentoring experience developed between the teacher candidate and the mentor teacher during the student teaching experience. Mentoring between the faculty member and undergraduate preservice teacher education candidate is often not examined as an important tool in preservice teacher preparation.

The purpose of this study is to examine the mentoring relationship between undergraduate preservice teacher candidates and university faculty members and the impact on teacher preparedness. This study seeks to examine how the relationship contributed to the undergraduate preservice teacher candidates' growth in the teacher education program.

## Concurrent Presentations 4:00 - 4:45 PM

**Stewart, A., Malley, J. & Curtin, N.**
University of Michigan; Clark University
Lobo A

### Mentoring the Next Generation of Faculty: Gender and Field among Doctoral and Postdoctoral Students

There is considerable evidence of the importance of mentoring in the corporate setting, and for "at risk" adolescents and underrepresented minorities. We know less about the value of mentoring in the professional academic environment—that is, among those studying to become professors. In this study we examined gender differences in developmental relationships among about 1500 doctoral students at a research university. We compared men and women separately in science, technology, engineering, and mathematics (STEM) and non-STEM fields (social sciences and humanities). In order to make these comparisons, we relied on three dimensions of mentoring that have been identified in the literature as distinct: thus, we assessed instrumental and expressive support received from the primary advisor, as well as "sponsorship" by that individual. In addition to these aspects of the mentoring relationship, we also assessed the availability of various career development opportunities (e.g., to conduct research, attend professional conferences, etc.). In general, women reported receiving less instrumental and expressive support from their primary advisors, compared to men; however, these differences were much larger for men and women in the STEM fields. Parallel results emerged for career development opportunities. In order to understand the implications of these differences for graduate student success, we report associations between mentoring relationship dimensions and academic and professional outcomes, including confidence about skills and career potential, as well as career aspirations to become a professor at a research university.

**Shenkman, M.**
Arch of Leadership
Lobo B

### Questions Concerning Mentoring: A Philosophical Inquiry

As a practicing professional, I have seen how mentoring transforms people's lives. Still, it seems we need to make a strong case for why, in certain situations, mentoring is called for, and we need to be able to distinguish what methods and outcomes are specific to mentoring, even when it is combined with other developmental methods.

Philosophical inquiry is well suited to affirm the specific contribution mentoring offers and opens up promising ways to advance the practice. Philosophical questioning, as has historically been the case in Western science, can sharpen the thinking that determines criteria for professional excellence, specifies rationales for training and demarcates necessary subject matter for mastery.

As a professional, non-academic, practicing philosopher, I interpret the "founding" story of Mentor, as found in Homer's Odyssey. From this interpretation we can then ask: Why has mentoring now risen to the fore? What are the situations in which mentoring alone suffices? What occurs only in that mentoring relationship? What does mentoring produce, bring forth into a person's life, which is uniquely an effect of mentoring? From this non-technical, participative inquiry we can begin to distinguish our field of study.

**Epstein, S. & D'Angelo, D.**
Baruch College; Drexel University
Santa Ana A

### Peer Mentor Development as Secondary Leaders

There has much discussion and use of the term "peer mentor". Another way to consider what a peer mentor represents is to recognize that peer mentors are, in fact, "secondary leaders". The Peer Mentoring Program in the LeBow College of Business at Drexel University was developed over 15 years ago to provide leadership growth opportunities for its undergraduate, upper-class students, as well as mentoring benefits to new students, and support to their partnered faculty. The program has seen tremendous success over time and has been modeled by other programs within the university, and at other institutions. Undergraduate Teaching Assistants (UTAs) are recruited based on highly selective criteria. Thus, on an annual basis, up to 40 high achieving students participate in the credit earning program. The peer mentoring program combines both theory and practice, which supports the university's experiential learning foundation. It is primarily based upon academic research including that of Daniel Goleman and Steven Covey. The focus on Emotional Intelligence and Leadership Styles and Roles provides a basis for the tasks, behaviors, and assignments that lead to personal growth for the UTA and the mentoring for new students, As a part of the evaluation process, a questionnaire is used to compare perceptions among the peer mentor, the new students, and faculty, to assess the effectiveness of the application of specific leadership roles, skills, and behaviors. The goal of an analysis of the results is to recognize that peer mentoring is fundamentally secondary leadership development.

**Burroughs, E.**
Montana State University
Santa Ana B

### Cultivating Classroom Leadership: Research in Professional Development for Grades K-8 Mathematics Coaches

This paper provides a description of the design, content, and assessment of a professional development course for grades K-8 mathematics classroom coaches in seven states across the western United States. The course is one component of a larger research project studying the knowledge held by effective mathematics coaches. The professional development is centered upon standards-based mathematics practice and eight themes about knowledge that contributes to mathematics classroom coaching. The course is a 45-hour summer residential course attended by approximately 60 coaches across two summers. The coaches are randomly assigned to attend one of two summers to allow for an experimental design with a treatment and a control group. The results document a significant change in coaching knowledge held by participants. The results from this project provide a research base for a professional development course for mathematics classroom coaches.

**Searby, L.**
Auburn University
Fiesta A

### The Mentoring Mindset in Protégés: Indicators and Issues

The purpose of this session is to share original research on protégéship, specifically identifying the characteristics of a mentoring "mindset" in principals who were mentored in the Council for Leadership of Alabama Schools (CLAS) New Principal Mentoring program. This research contributes to the field of mentoring regarding the protégé and the knowledge, skills, and dispositions which the protégé needs to possess in order to contribute to an effective mentoring relationship. This is a relevant topic to discuss as mentoring is likely going to be a part of any leadership candidates' experience when they move into administration, and mentoring may be their lifeline for surviving the early years. Application of this research can be made to any field.

The results of this study clearly indicate that some protégés are more poised, or ready, to benefit from the mentoring relationships in which they will likely participate. This was made evident when the researcher asked for the mentors to give negative examples of protégés who were not poised to benefit from mentoring. They could clearly delineate between and effective and ineffective protégés they had mentored. Mentor satisfaction with the mentoring relationships was intricately tied to the knowledge, skills, and dispositions of their protégés.

This raises questions that have implications for any leadership preparation or mentoring program. Can we prepare protégés with a mindset for mentoring? Since at least 50% of the burden for a successful mentoring relationship rests with the protégé, can the knowledge, skills, and dispositions of effective protégéship be taught? If so, where, when, and how do we teach them?

**Lynde, A.**
Wake Forest University
Fiesta B

### Best Practices: Developing a Mentorship Program for Graduate Business Students and Professional Mentors

This paper will share the development and implementation of the Executive Partners Mentorship Program, a formal mentorship program that matches graduate business students with professional mentors in the community to achieve goals of personal and professional development. The paper will explore the growth of the concept from the vision of Dean Steve Reinemund, former CEO and Chairman of PepsiCo., through the evolution of the program in the first three years of matching over 350 students. Topics addressed will include the goals of the program, structure, matching process, recruiting mentors, workshops/training, tracking, evaluation of the program. Within each topic, the pitfalls discovered/made and future growth opportunities will be explored.

**Gentry, R.**
University of Mary Washington
Mirage/Thunderbird

### Electronic Mentoring and How People Learn Framework: A Developmental Examination

Beginning teachers need support if they are to become competent professionals (Reynolds, 1990). Promoting the continuity of the learning process and the developmental stages in becoming a professional teacher, induction programs are the critical link between theory learned at the university and application of theory in the school setting. This transition is difficult for beginning teachers because much of what they need to know is learned in their current positions, however, their co-workers and administrators may expect that new teachers are already knowledgeable. Thus, new teachers may be afraid to ask substantive questions about pedagogy, and often rely on their mentors for emotional support and district level information (Feiman-Nemser, 2001). Research on teacher development and induction purports that beginning teachers need frequent opportunities to share their pedagogical concerns and solve problems with experienced teachers (Hammerness, Darling-Hammond, Grossman, Rust, Shulman, 2005).

Computer mediated communication, or specifically electronic mentoring offers a unique advantage for studying the actual content of the dialogues between new special educators and their mentors, because it provides a written record of their communications. Specifically, these electronic transcripts can be analyzed to examine the nature of the issues which dyads address, including new special educators' concerns, professional competencies, and key factors identified in teacher development and special educator development research. This presentation will share an exploratory study that paired 50 novice special educators with their mentors. The How People Learn framework (Bransford, Brown, & Cocking, 2000) was used to qualitatively code the conversations between novice teachers and their mentors.

**Schwan, N.R., Negroni, L.K. & Santiago-Kozmon, A.**
NASW CT Latino Social Workers Network; National Association of Social Workers
Spirit/Trailblazer

### Developmental Relationships Among Latino Social Workers to Foster Career Advancement

Underrepresentation of minorities in the professions has been widely documented; successful professionals can contribute to address this need, as they form developmental relationships as mentors and role models with younger generations. This panel presents an innovative mentoring program for Latino social work professionals with applicability to other disciplines and other underrepresented groups. Conceptualized and led by the Latino Network of a state chapter of the National Association of Social Workers (NASW), this program matches a Latino Masters in Social Work graduating student with a senior Latino social work professional. The program fosters a developmental relationship with goals of supporting and guiding the new social workers' establishment of professional goals and career planning; and of increasing their skills for a successful transition from graduate school into the professional world, or more advanced positions. A member of the network serves a as liaison for the mentor-mentee dyad to support the developmental relationship.

Special attention is given to Latino cultural characteristics, such as community and family orientation. The program offers opportunities for the mentors-mentees to come together as a group several times a year and one social activity that includes families. Empirical and anecdotal data shows that the culturally attuned design of the program and the use of a liaison have strengthened the mentoring relationship and contributed to personal and professional growth of both mentor and mentee. This presentation will include the conceptualization and implementation of the program; results and lessons learned in three years and its applicability to other professions.

**Omari, A.**
University of Minnesota
Luminaria

### US Department of Education's School-based Mentoring Program: An Analysis Using Kingdon's Policy Streams

Arguably, education is an individual's most valuable resource, however policy makers, practitioners, and scholars struggle to find out why some youth excel and others do not. Over the last two decades, mentoring, as a form of nonformal education, has gained a significant amount of momentum. In the United States, scholars credit five primary factors for this momentum; (i) mentoring makes sense to most people, (ii) mentoring fits neatly with dominant American cultural values, (iii) mentoring has results, (iv) mentoring has [Big Brothers Big Sisters of America] as its exemplar, (v) mentoring costs are not high. Because of the potential positive affect of mentoring on student success, new policy interest in mentoring has increased. Mentoring programs in the United States is especially important because we continue to see that minorities perform at significantly lower levels than their white counterparts in school. In 2002 President of the United States (US), George W. Bush, authorized The United States Department of Education's Student Mentoring Program under the No Child Left Behind (NCLB) Act. This paper will draw from the results of the Impact Evaluation of the ED's student mentoring program using Kingdon's multiple streams model of policy in order to assess the successes and failures of the short lived mentoring policy and program. After an analysis of the problem, solution, and political streams, I will make the claim that unknown external political factors hinged on the economic downturn and the results from the evaluation have caused the legislation's demise.

**Wakefield, M., Garner, D., Harris, K. & Pehrsson, D.**
University of Nevada, Las Vegas
Scholars

### Embracing the Future of Education's Leadership through the Mentoring of Underrepresented Leaders: What We Know, What We Do, What We Need to Do

Mentorship programs abound in academia; however, the literature lags regarding mentorship experiences, methodology, and models for underrepresented populations. Further, as the number of doctoral students from various cultural backgrounds entering academia increases, it has become critical that we provide strong mentorship relationships. These relationships must be grounded in cultural support and understanding. Novice faculty members often experience isolation, separation, doubt, loneliness, and competition. Effective mentorship serves as a catalyst to cultivate scholarly dialogue, build a network of professional colleagues, empower professional growth, facilitate career development, and play an integral part in the promotion and tenure decisions. Both challenges and strengths in the mentorship relationship for doctoral students and first year faculty include evidence of recognizing cultural contributions, acknowledging diversity issues in formal coursework, and facilitating effective strategies. Identifying types and benefits of mentorship, what works in the relationships of

faculty and students of underrepresented groups, concerns and challenges that occur during the mentorship relationship, and strategies to promote success are areas that need greater attention in the literature and professional conversations. Participants in this workshop will engage in a lecture combined with an interactive discussion of the distinctive relational elements, roles, and ethical issues that impact effective mentoring. An overall report card for how we are doing, as a profession, will be examined. Opportunities within the dialogue will include an introspection of personal attitudes, experiences, and successful mentorship program models.

**Kenney, S. & Townley, J.**
Portland State University
Sandia

### Creating a Cohesive International Student Pre/Post Arrival Experience: Integrating Peer Mentoring and Orientation Programs

Join Portland State University international student life advisors to discuss the many ways that peer mentoring and orientation can be interlinked. This session will begin with a panel discussion on ways to connect peer mentors with new international students before they arrive, and how mentors are integrated into International Student Orientation (ISO). We will then move into a facilitated group discussion to share ideas, resources, and innovative programs that work to integrate mentoring with ISO. Throughout, we will highlight ways that this integrated process can connect new students to campus resources, build community, and help them in their cultural and educational adjustment process.

**Brooks, S., Harenski, M. & Mitchell, A.**
Pennsylvania State University, Greater Allegheny
Alumni

### The Emerging Academic Voice: The Use of Personal Experience Narrative and Self-Assessment as Tools for Facilitating Developmental Relationships in Post-secondary Mentoring Programs

Beginning in 2009, Pennsylvania State University Greater Allegheny has offered for-credit, mentoring courses for its at-risk, African American students. The initial component of these courses began in 2009, with the African American Male Mentoring Program (AAMMP), as sponsored by the Office of the Vice Provost for Educational Equity and the Center for Academic and Career Excellence (A.C.E.). In the fall of 2011, A.C.E. and the Gruskin Learning Center offered an additional course for at-risk, African American females. Both the male and female mentoring courses seek to create leadership and academic skills by focusing on psychosocial issues and the development of self-efficacy in order to provide support for successful college matriculation and graduation.

In the female mentoring course, Personal Experience Narratives (P.E.N.'s) were used as a means of creating and developing relationships with the self, peers, instructors, and the community at large. In the male mentoring course, self-assessments were administered and used toward a similar end. In both courses, writing and reflection were used to increase self-awareness, thereby improving levels of institutional investment and positive attitudes toward the learning process itself.

Future programming will include a more formal assessment of academic success practices. Specific outcomes to be assessed in the future include GPA, retention, and graduation. Current findings suggest that collegiate mentoring frameworks that utilize narrative and self-assessment can positively impact students. This roundtable discussion will present findings and implications for student retention.

# Thursday, October 25, 2012

## Concurrent Presentations — 8:00 - 8:45 AM

**Lang, S.**
Michigan State University
Lobo A

### Mentoring to Improve Transparency in Reappointment, Tenure, and Promotion Processes Across Diverse Academic Disciplines

In response to the University-wide ADAPP-ADVANCE initiative, the College of Agriculture and Natural Resources (CANR) at Michigan State University developed a mentoring policy and process for feedback during reappointment, tenure, and promotion (RTP) by building on faculty and administrative leader ideas. Informal interviews of Assistant Professors and recently tenured Associate Professors communicated a uniform message that framed future discussions and activities within CANR – the RTP process needed better mentoring of expectations and improved feedback and transparency in how expectations were applied for faculty performance review. A series of workshops with senior and junior faculty from CANR units were held to discuss: current mentoring practices; expert information on strengths and challenges of formal and informal mentoring models; and drafting a CANR mentoring policy, which was vetted via faculty governance protocols, providing guidance for departmental policies. Additionally, increased transparency was promoted through the twice-yearly series of "Demystifying RTP" faculty forums in which scholarship statements from the Dean, the CANR RTP Committee, and faculty were

discussed. Concurrent discussions with Department Chairs and School Directors led to the development of RTP letters that summarized faculty evaluation by their respective unit and Chair/Director, the CANR RTP Committee, and the Dean's recommendation. These letters were sent to candidates on the same day coincident with submission of CANR recommendations to University Administration. Faculty response has been strongly positive and CANR leaders are committed to continued evaluation of the process to support the guiding principles of the MSU ADAPP-ADAPT grant – inclusiveness, transparency, objectivity, consistency, and alignment.

**Opengart, R.**
Embry-Riddle Aeronautical University
Lobo B

### Emotional Competence as Antecedent to Effective Mentoring Relationships

Emotional intelligence and mentoring have been examined for their potential to enhance career success but little research exists connecting the two. It is known that emotionally intelligent people have an increased likelihood of having and maintaining successful relationships, thus the authors examine how mentoring relationships can be enhanced by better understanding the linkages between emotional competence, learning, and mentoring effectiveness. The authors discuss the role of emotions as an antecedent and moderator to learning and successful mentoring. A model is presented to illustrate these relationships and implications for improving mentoring by considering emotional intelligence are discussed.

**Saifman, H., Thelwell, Y. & Whigham, M.**
Nova Southeastern University
Santa Ana A

### Peer to Peer Mentoring of Baccalaureate Student Nurses in the Simulation Lab Setting

**Objective:** This study was conducted to investigate the impact of peer mentoring on the reduction of anxiety, and the subsequent increase in self-confidence and development of organizational skills in the simulation lab setting.

**Background:** Mentorship and specifically the value attributed to nurse mentors are well documented. Earlier research supports the role of the nurse mentor as integral in the preparation of novice nurses as they develop competent practice behaviors.

**Methods:** Pre-simulation experience questionnaires were completed by third semester students (novices), who were asked to identify stressors associated with participation in a high fidelity simulation. Novice nursing students participated in one simulation (SIM 1) experience prior to partnering with senior nursing students. Senior students' participation was voluntary. The novices and seniors were paired in a second simulation (SIM 2) separated by four weeks within one 16 week semester. Data collected was evaluated through descriptive method analyses. Repeated measure of pre and posttest design was utilized.

**Results:** Three primary themes emerged from the results of this initial focus group. Students reported: high levels of anxiety related to being watched; questionable self confidence levels; and concern related to organizing care of the patient as stressors. The study finding revealed a 48.3% reduction in the novices perceived anxiety levels, a 27.7% increase in perceived self confidence levels, and a 4.8% increase in the perceived ability to prioritize patient care. This study is in progress with completed data evaluation on the pairing of students available December 2012. Grants: No grant funding was obtained.

**Duntley-Matos, R.**
Western Michigan University
Santa Ana B

### Cultural Humility and Transformative Complicity: Promoting Systemic Responsiveness towards Underrepresented Mentees

In this work I refer to a 14 year mid to post doctoral trajectory in a tier-one university, the varied mentorship sources, and reactive and pro-active strategies that were employed by those who are, themselves, under-represented in academia. I argue that effective, nurturing and strategic mentorship is an institutional responsibility and is at the crux of educational social justice. The counterpoints, confluences and contradictions that arise in mentor/mentee relationships, even in the context of presumed similarities of identity, occur within very real neo-colonial dynamics of exclusion that must be addressed from critical feminist, race, educational and post-colonial theoretical paradigms. These paradigms help us understand and become attentive to the emancipatory intersections within relationships that create a space for advancement in the face of almost insurmountable odds. Our actions, in turn, trigger a generative process in the future of our own mentees and our children through cultural humility and transformative complicity.

"Dangerous memories are a people's history of resistance and struggle, of dignity and transcendence in the face of oppression." (Welch, Sharon D, 1990, pp.154-155).

**Goss, B.**
Missouri State University
Fiesta A

### Just For Sport? A Content Analysis of Sport Business Students' Perceptions of Networking & Its Function in Establishing Mentorships

Haynes, Adams, and Boss (2008) define a mentor as "a trusted counselor or guide" (p. 3). Known to improve career satisfaction, mentoring can increase recruitment and employee retention. Thus, clear benefits and incentives exist for both mentors and mentees. Nevertheless, college students often express a reluctance for and difficulty in finding mentors for various reasons, including fruitful networking connections that would facilitate such relationships (USA Today College, 2012).

As a highly competitive industry often described as a nepotistic fraternity, the business of sport demands that college students have well established professional networks prior to entering it, and they often receive direct and/or indirect immersion in networking as part of their curricula (Howes, 2010; Young, 1990). However, a considerable disconnect can exist between faculty's encouragement to network and students' perceptions of the networking process. This disconnect may be acutely seen in their perceptions of networking as a transactional, short-term, hunt-and-gather routine (often fostered by social media/cyber-networking) rather than a relational, long-term, nurturing approach necessary to establish enriched contacts that serve as springboards into entry-level positions, as well as likely mentoring connections (Jackson, 1994).

This paper examines perceptions of networking by sport business students via a content analysis of their definitions of the term networking and examines their responses in both transactional and relational contexts. A review of relevant literature on student networking is initially presented, along with conclusions on how sport business educators can guide more effective student learning on professional networking, including using it to establish effective mentor/mentee relationships.

**Meloun, J.**
Barry University
Fiesta B

### Local Government Managers as Mentors and Mentees: Female Mentors Needed

Mentorship offers many benefits for the mentor and mentee in the public organization. It is particularly beneficial for women and minorities. In public management there are unspoken and unwritten privileges that have historically been distributed to white men. Some optimistic rhetoric, with desires to have issues related to an equal society, eschew discussions related to inequality. Research shows that women and minorities still face barriers the higher up the ladder they go. The public sector can take the lead here as one of the largest employers. Mentoring is a relationship that offers benefits when the mentor and mentee are carefully matched. It is best when this relationship is formal and visible in the organization to demonstrate that their or support throughout the organization, particularly by top management. It can work alone or with a succession plan and works best if goals and expectations are established. A good program has a mechanism for refinement and evaluation. With unprecedented retirements, mentoring can strategically function to build a more representative government, offer a range of successful management models and bridge historical knowledge with newer technical knowledge. Mentoring is a critical tool to make the most of a workforce that is increasingly diverse. Mentoring women in local public management serves to enrich the public organization and make management draw from a variety of perspective. This has an isomorphic fit with values of democratic governance. While mentoring can have a broader focus, this paper addresses women in the public administration at the local level.

**Gentry, R.**
University of Mary Washington
Mirage/Thunderbird

### Electronic Mentoring: What is it? What do we know?

Electronic mentoring, defined as "a relationship between a more experienced individual and a less skilled or experienced individual primarily using computer mediated communication (CMC) is intended to develop and improve each mentee's skills, confidence, and cultural understanding" (Jaffe, Moir, Swanson, & Wheeler, 2006). This concept, which is fairly new to education, has been implemented in the business world for numerous years with positive results (Ensher, Heun, Blanchard, 2003; Single & Mueller, 2001; Single, & Single, 2005). Electronic mentoring offers several distinct advantages including flexibility whereby mentors and mentees can connect when needed, regardless of geographical location and time constraints, in a format that mimics and expands traditional face to face interaction and in a way that increases solutions while simultaneously reducing costs of implementation and access (Smith & Israel, 2010). Additionally, trained mentors can be drawn from a much larger pool of seasoned teachers than typically available in local schools. Mentees in a number of studies (Kasprisin, Single, Single, & Mueller, 2003; Klecka, Clift, & Cheng, 2005) shared that online environment offer opportunities to connect with similar-minded individuals not readily available in their building. Additionally, online environments have been found to be less threatening and more conductive to sharing thoughts and inadequacy as well as doubts. This session will include a literature review of electronic mentoring and descriptions of existing programs will be shared. This session will increase knowledge of electronic mentoring, its uses and outcomes.

**Hatfield, J.**
Kansas State University
Spirit/Trailblazer

### A Plan To Succeed: A Mentor Action Plan

A Mentor Action Plan as a tool for fostering dialogue and development, equipping mentors for success. This paper describes the significance of developing a mentor action plan for equipping mentors for success. Training mentors in how to mentor empowers mentors and has more impact on those they mentor. Developing a strategy and plan for the mentoring process enables mentors to have greater impact. This paper looks at the four stages of David Kolb's "Experiential Learning Theory (learning style model)", that of reflective observation, abstract conceptualization, concrete experience, and active experimentation and how to use these in a mentoring action plan. Alexander Astin's "Involvement Theory" that the amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in the program is also presented.

**Cortijo-Doval, E.**
Virginia State University
Luminaria

### The Reality Behind Your Web Presence

"There is no professional or personal anymore. There's simply your brand. Everything you do affects your brand, and it's up to you to determine whether your brand is affected positively or negatively. That's it. Anyone who tells you otherwise is wrong."
(Peter Shankman 2012)

Social networking screen names, email addresses, and URLs are commodities. Where businesses and celebrities are able to secure protection through trademark law, the common user has been left to fight for his/her name. An early adopter for a common name, such as John Smith, can capture the notoriety of being the John Smith, from whom everyone thereinafter must distinguish himself.

How can the average user or professional gain the same advantages of larger companies? For the average user or professional, a corporation's vast resources are unavailable. On the other hand, a single user has the ability to, and not necessarily maliciously, command an audience with the proper choice of a combination of online tools. URL naming rights have become a commodity, which is important for a strong online presence.

Securing an online presence through social media products can safeguard and bolster business opportunities for professionals, especially during a time of economic crisis and massive unemployment. Without envisioning social media's limitless potential, professionals risk losing a dedicated 24-hour publicist, resume broadcaster, and personal search engine optimizer (SEO) (Ha 2012). This paper seeks to explain nuances in mainstream social media products, which facilitate better professional relationships by keeping one's online reputation and digital professional identity secure.

**Gill-Lopez, P., Burrell-Storms, S. & Smith, E.**
Fairfield University
Scholars

### In, Out, and Between: Creating a Community of Practice for Mentoring

During our roundtable, we will present our efforts to create a system of mentoring in a professional school situated in a comprehensive university in the northeast United States. In the context of management change theory, we will discuss some of the dynamics and challenges inherent in establishing our non-traditional mentoring model. We employ the lens of change management theory to illuminate the practical steps that should necessarily accompany any attempt to promote the paradigm shift from a traditional dyadic model of mentoring to a new non-traditional of mentoring – a community of practice for mentoring. Pragmatic steps include "unfreezing" the system by raising awareness of the need for change and desire to support and participate in the change; transitioning the system by imparting knowledge and skills to implement the change; and "freezing" the system by reinforcing what was done to sustain the change (Hiatt & Creasy, 2003; Lewin, 1947).

Building upon an ongoing self-study of our work conceptualized within a community of practice for mentoring, we will briefly describe aspects of our model of mentoring: the notion of liminality; interruption and interrogation of implicit and explicit cultural norms for mentoring practices; engagement and resistance with expanded models. Outcomes for participants include the opportunity to consider a change management framework for implementing new organizational mentoring practices and systems, as well as a community of practice mentoring model.

**Hagerty, S. & Quillen, T.**
Central Nine Career Center; St. Louis University
Sandia

### Changing the Face of Nursing Recruitment: Making an Informed Choice

Florence Nightingale envisioned an improvement in public health care delivery and began a formal nursing education program in 1860. Many things have changed in the hundreds of years since that time. In 2008, a report published by Raines and Tagaireni stated, "Applications to nursing programs are up across the board....in addition to strong interest among new high school students, nursing has become an attractive option..." (Raines and Tagaireni, 2008). Nursing recruitment at the high school has fallen solely on the high school guidance counselors shoulders or from advice to the student from a nurse family member or friend. This round table discussion will propose a novel idea that high school students who attend a Health Science program that is taught by experienced registered nurses in a career technical education program receive a more informed notion of "what it is really like to be a nurse!".

This discussion will propose that students who spend a year with experienced nurses are better informed regarding the profession of nursing, The end result also suggests that students with career technical education background in Health Science, may result in graduate nurses with a true heart for nursing, simply because a dedicated nurse mentored them in their formative years. In the book, "Tell Me a Story", Daniel Taylor states "Stories form our minds and spirits", (Taylor, 2001). If experienced impassioned nurses tell their stories to curious young future nursing students, they will understand the true meaning of nursing and make an informed career choice.

**Turner, T. & Kiser, J.**
Jacksonville State University
Alumni

### Pay It Forward: Faculty Mentoring Faculty Mentoring Faculty

This article offers a mentoring model for higher education faculty analogous to the gracious principle of "paying it forward." The sociological concept of "paying it forward" allows the recipient of generosity to "repay" the obligation for such generosity by offering similar gracious action to still another third party. This is often referred to as generalized reciprocity.

Upon employment as a junior faculty member, the presenter was endowed by a full professor with numerous opportunities to collaborate in various scholarly and professional dimensions, resulting in numerous publications and presentations, as well as benevolent service opportunities. The only expectation was dependability and for the recipient to provide the same mentorship opportunity to a future generation of faculty. It later became known that a similar relationship had provided invaluable mentoring to the full professor early in his academic career, which prompted him to begin this career-long process of "paying it forward."

The authors provide a philosophical foundation for a "pay-it-forward" mentoring approach, examines a step-by-step approach for engendering such relationships, and explores the tangible and intangible benefits to all participants.

## Concurrent Presentations 9:00 - 9:45 AM

**Berg, A.**
University of Colorado, Boulder
Lobo A

### The Importance of Trust in a Research-Based Undergraduate Mentoring Program

At the University of Colorado Boulder, a research-based, undergraduate mentoring program is now in its second year of implementation. Called "Your Own Undergraduate Research Experience at CU (YOU'RE@CU)," the three goals are to improve the retention rate of diverse groups in undergraduate engineering, build undergraduate interest in engineering research, and prepare graduate students to take on leadership roles in either academia or industry-based research careers. Offered in the spring semester, each undergraduate student is paired with a graduate mentor and works in the mentor's lab several hours a week while taking a one-credit, research seminar course. The students are assessed via pre- and post-surveys, and periodic qualitative reflective questions to gauge their excitement and interest in engineering. Graduate mentors are asked to complete several reflective questions about their experiences and are required to complete pre- and post-assessments.

**Avila, M.**
University of New Mexico
Lobo B

### Mentoring Community Health Paraprofessionals for Leadership in Community-Based Participatory Research Projects: A Case Study of the South Valley Partners for Environmental Justice "Promotores"

The South Valley Partners for Environmental Justice (SVPEJ) is a twice funded National Institute of the Environmental Health Research Project with the most recent funding (2005-2010) focused on developing the research capacity of the South Valley by training lay promotores to

be para-professional environmental health community researchers. A critical component of this research involved training and mentoring promotores to work as lay community researchers. The SVPEJ integrated a Community Based Participatory Research (CBPR) approach to inform and engage residents of the South Valley's Mountain View Neighborhood in local land use zoning and policy issues. The SVPEJ Promotores were part of a research partnership collaborative but were the ones confronting the highest learning curve in acquiring a basic research skill set. The case study of the promotores involved a five-year process to mentor them in acquiring the skills and knowledge to become effective front line researchers in their own back yard. Research mentoring, and this has been documented many times, leads to leadership skills and helps develop community capacity to engage in collaborative research endeavors to improve health by active participation and engagement. This case study focuses on building community capacity in research based mentoring with community-based promotores.

**Theodore, D.**
Similar Circles
Santa Ana A

### Mentoring vs. Coaching: A Manager's Guide

A blurred line is often perceived between the mentor and the day-to-day manager. We hear more and more often how the workplace is 'urging' and 'directing' folks to be mentored. Toolkits and networks are set-up (or not); meetings are called.

And once again the words mentoring and coaching become:

1. Interchangeable
2. Undefined
3. Thrust upon the individual who enters a potential mentoring opportunity because they feel they must or that it's politically savvy to do so.

Mentoring is not coaching for an immediate job issue. Mentoring doesn't require lists of skills around which the workplace would like you to better yourself. This is where a manager can be a terrific coach and support the individual in their job. Unfortunately, often the manager is asked to also look at long-term "mentoring" – which is in direct opposition to the manager's immediate performance needs. Education for the organization, managers and mentors, is required for both coaching and mentoring to exist in the workplace.

**Smith, E.**
University of Texas, El Paso
Santa Ana B

### Escaping the Feeling of Subjugation through Inter-Generational Mentoring

The benefits of mentoring are well documented. Mentoring provides a personal contact experience that is directed toward immediate needs, facilitating educational progress by removing both objective and subjective barriers to learning and understanding. As opposed to classroom lecture, in which information is transmitted only in one direction, mentoring provides a bi-directional dynamic interchange. Bloom in 1984 demonstrated that compared to the distribution of student performance resulting from lecture-based class instruction, one-to-one mentoring will produce student performance which is two (2) standard deviations higher. The average mentored student will perform better than 98% of students in the class taught by lecture-based instruction. Bloom thus phrased the implied challenge as "The search for methods of instruction as effective as one-to-one mentoring."

Inter-Generational Learning (IGL) in the broadest sense involves contact with people of all ages, involving the integration of all the knowledge of a complete society. IGL invokes a dynamic, multi-dimensional educational environment in which the search for solutions proceeds from a full variety of viewpoints. Inter-Generational Learning implies a thorough engagement of the whole person, and a utilization of all a person's characteristics, not just those that are exercised with a homogeneous group. Inter-generational learning has been implemented by programs such as Generations Working Together, an adult program which is sponsored by the National Association of Secondary School Principals. What is needed is the creation of an inter-generational mentoring program for the college environment.

**Pascoe, S.**
Big Brothers Big Sisters, Lane County
Fiesta A

### Mentoring Mentors

It is common to assume that Mentoring Agencies have theoretical and Best Practices expertise to provide mentoring services in their community. In the midst of this national economic crisis, many small mentoring agencies are struggling to reach financial and programmatic balance to continue to achieve their missions in their communities, particularly in light of federal funding cuts. Hence, many are investing themselves into merger opportunities. However, when not prepared for this process or not knowledgeable about the benefits, challenges, and potential impact of a merger, mentoring agencies face crisis and sometimes fail in their journey toward success.

This presentation will provide the audience with a mentoring approach toward a humane and positive experience through mergers across mentoring agencies in local communities. The presentation will include examples of tools to establish transparent communication, to conduct effective and efficient work sessions, and to expect attainable goals through committee work. A successful merger example will be shared; one which is representative of many local communities across the nation.
The presentation will be highly interactive, expecting audience members to become active participants in designing their own environments, as they understand the scenario presented during the session. This presentation is designed to provide mentoring support systems to leaders of mentoring agencies who are contemplating strategies for success (i.e., mergers) in the midst of the economic crisis.

The team of professionals presenting offer over 50 years of combined professional experience in the field and direct experience implementing successful merger efforts. All mentoring agency leaders (CEO/ED, Board and staff members) are welcome to attend this presentation.

**Hartmann, K. & Brown, A.**
Vanderbilt University
Fiesta B

### The Pace of Early Career Success in Biomedical Research

**Background:** Early career faculty and mentors are eager for normative data about academic performance. We documented the timing and number of grant and manuscript submissions by individuals who "succeeded" as defined by obtaining R01s within five years of the start of a career development award (CDA).

**Methods:** We identified extramural grant submissions by individuals who received CDAs from 2000 through 2010. For those who succeeded, we traced the fate of submissions from one year before the start of the CDA to the notice of award of the R01, recording funded, resubmitted, unfunded and pending proposals. Likewise we documented the pace of submission of manuscripts and contacted faculty to validate dates and to provide information about unpublished manuscripts.

**Results:** We identified 21 early career faculty meeting criteria: 3 were MD, PhD scientists; 12, MDs with or without other graduate degrees; and 6, PhD scientists; 5 were women and 16 were men. They obtained R01 funding at an average of 40 months from the start of their CDA with a range of 10 to 60 months. Prior to the start date of the R01, on average this group submitted 0.8 $\pm$ 0.7 proposals in each 12-month interval and they published an average of 1.6 $\pm$ 1.6 publications per year.

**Conclusions:** We document a steady level of activity early in the CDA among those who succeed promptly in major funding. The second wave of our project will identify individuals who had the same pace and did not succeed.

**Mani, B. & Ward, J.**
East Carolina University
Mirage/Thunderbird

### Mentors, Protégés, and Career Development: Improving Retention of Music Educators in North Carolina's Elementary and Secondary Schools

Researchers will analyze the impact of protégé-mentor relationships on music educator reten-tion in North Carolina. The theoretical framework is a four-stage career development process that employs the Myers-Briggs Type Indicator (MBTI), and assessments of skills, interests, and career anchors for protégés and mentors. Self-reports of overall effectiveness of protégé-mentor relationships will be the dependent variable in three and the natural logarithm of pay will be the dependent variable in one ordinary least squares multiple regression models. Using means tests, researchers will compare the protégés in the program and music educators in a control group who are not in the program.

**Ramroopsingh, M.**
University of the West Indies, St. Augustine, Trinidad
Spirit/Trailblazer

### Mentoring: An Avenue for Sustained Professional Growth

While the benefits of mentoring to a mentee are well documented, few studies consider what's in for the mentors. In this session, participants will learn about the presenter's experience and findings as an instructional specialist overseeing the mentoring of a novice, untrained science teacher by an experienced, trained science teacher in an all female, secondary school in South Trinidad (West Indies). Participants will learn how mentoring the untrained novice helped prevent the mentor teacher from becoming stagnated as the experience ensured that she shared the action research done during her teacher training. Being a mentor also demanded that the trained teacher stay au courant with the professional literature. As science teachers the mentor and mentee often lead solitary professional lives. The mentoring experience changed this and served to establish a springboard for establishing a professional learning community. A model for establishing an effective mentoring programme was developed. The model posits that three conditions must be in place: the players; learning; and needs considerations. The players involved include the practicing teacher, the learning teacher and the consulting teacher, who all engage

in learning through reflection, enactment and growth. Generational and andragogical needs as well as career maturity also need to be considered. The enablers and barriers to mentoring as identified by the mentor will also be discussed. This session should also empower teacher to mentor their peers using contextual research.

**Reeves, R.**
University of New Brunswick, Canada
Luminaria

### Culture Matters When Framing a Mentoring Program

This article reviews cross-cultural mentoring literature and reports on promising practices in cross-cultural mentoring for newcomers. Included are the preliminary findings of a proposed larger study examining Business Immigrant Mentorship Programs (BIMP) in cities with developing immigrant populations or new gateway communities. The research examines how immigrant mentees perceive the diverse meanings of cross-cultural mentoring and the skills and/or competencies that are required of the mentor or mentee as they pertain to knowledge transfer/personal learning within the dyad, acculturation, and perceived business and network gains on the part of the mentee. Quantitative data was collected via electronic surveys, while qualitative data emerged through semi-structured interviews. Interview data highlight the unique characteristics of mentoring in cross-cultural contexts. Participants' conceptions of mentoring expanded the two traditional functions (career and psychosocial) to emphasise role-modeling, mentor as guide, mentor as transition support, and the critical importance of psychosocial support.

This research makes two main contributions to cross-cultural mentoring literature. First, it highlights the skills and/or competencies that are required of the mentor or mentee as they pertain to cross-cultural mentoring practice. Second, it points out the importance of psychosocial and cross-cultural transition support in immigrant entrepreneur relocation success.

**Wynn, S. & Riggsbee, J.**
Duke University
Scholars

### Preparing Pre-service Teachers for the Profession

As directors of teacher preparation programs, we often hear undergraduates articulate their belief that student teaching was the most challenging, yet meaningful, experience that they undertook at Duke University. What makes student teaching a meaningful experience? In this round table, we will discuss some essential components of our teacher preparation model, as well as some of the challenges we face in implementation.

1. Interdisciplinarity is central to teacher preparation. Locating teacher preparation within the context of a liberal education is central to effective teaching and learning. Mastery of a professional knowledge base and technical skills is also essential. Our students major in a discipline and earn a minor in Education, bringing to the classroom both strong content knowledge and knowledge of pedagogy.

2. Induction into the profession begins with student teaching. Many consider that induction takes place during a teacher's first year of employment. However, induction actually begins with candidates' first experiences with their Education professors and mentor teachers, who powerfully influence student teachers' perceptions of the profession.

3. University clinical supervisors are also mentors. Though supervision of clinical experiences has a history of being loosely structured, haphazard, and unconnected to university coursework (Darling-Hammond, 2006), our program has worked to overcome these obstacles by providing intense, individualized attention to each candidate through a team approach that includes content specialists, supervisors, and mentor teachers. The university supervisor provides structured mentoring and ensures that student teachers know how to access other support systems.

4. Mentor teachers matter the most. Mentor teachers understand that student teachers are at different stages in regard to pedagogical skills, content knowledge, and professional expectations. In our undergraduate teacher preparation programs, our mentor teachers are partners in traditional and non-traditional ways.

**McMillan, S.**
University of Tennessee
Sandia

### Assessing a Leadership and Mentoring Program for Faculty and Staff Women at the University of Tennessee

The University of Tennessee is in the third year of a Women's Leadership Program. This program was created to encourage a stronger pipeline of women faculty and staff members into campus leadership positions. The program is a one-year commitment. It begins with a one-week leadership intensive session in May and continues with summer readings and reflection assignments. During the academic year, women meet one afternoon every month with key UTK leaders. The program ends with a three-day session the following May. The sessions consist of a combination of readings, speakers, discussions, and workshops. Topics covered include personal development

(e.g., career planning, time management and work/life balance), leadership (e.g., negotiation, conflict management, leading change), and specific higher education concerns (e.g., diversity, resource management, legal and political considerations, fundraising, and shared governance). The program is based on the following specific objectives:

1. Improve understanding of what leadership is,
2. Build self-awareness and strengthen unique leadership capabilities,
3. Become familiar with the overall structure and function of higher education administration,
4. Provide skills and tactics to help women in higher education to flourish,
5. Increase success rates of all women across campus as females in leadership positions provide modeling and mentoring.

The proposed roundtable will present an overview of the program – with a special focus on the unique aspects of a faculty/staff leadership program and the opportunities it offers for mentoring. It will also report on an assessment of how well the program is meeting stated objectives.

**Manning, D. & Morgan, T.**
University of New Mexico
Alumni

### Mentoring through Sport: Does Athletics Build Character?

The argument that sport builds character is a piece of conventional wisdom which has repeated by generations of athletes-turned-coaches. While organized athletic participation is a rite of passage for many young people throughout the United States, it does not automatically equate to a positive experience, nor does it inevitably lead to the facilitation of developmental relationships. Although there are a vast number of coaches, experts, and scholars who will attest to the importance of athletic participation by our youth, the issue is more complex than they care to admit.

The complexity of the involvement in sport resides in the sport participants themselves, as they are a heterogeneous group. As such, employing a one-size fits all approach to mentoring through sport is short sighted and rooted in anecdotal folklore. Spaaij (2009, p. 1266) emphasized the need to "avoid naive and unrealistic generalizations about the transformative capacity of sport"; this extends itself to the agents of change, the mentors. Although organized athletic participation may not build character in all situations, sport does have the capability to do so and requires intentionality on behalf of the mentor/coach. As reinforced by Doty (2006, p. 6), "A sports experience can build character, but only if the environment is structured and a stated and planned goal is to build character."

We examine the difficult question of whether or not developmental relationships are cultivated through participation in organized sport; the difference between sport building character and sport being able to build character is distinct.

## Concurrent Presentations 10:00 - 10:45 AM

**Yates, D.**
California State University, East Bay
Lobo A

### Mentoring: Typology Revised and Revisited

Experience dictates there are as many definitions of mentoring, as people in mentoring relationships. Definitions range from wise advisor to a support person, a sounding board, or helper. The University of New Mexico Mentoring Institute defines "mentoring as "something that can vary by settings, objectives, members of mentoring relationships cultural norms and many other factors." Mindful of this, the typology was developed (2011) and revised and revisited during 2012.

- Contrived –students/faculty are assigned to work together because of alphabet, discipline common interests, referrals, and/or there can be reversed mentoring;
- Inadvertent –students/faculty/staff gravitate toward a person because of rapport developed during an encounter in classes, a meeting or event and can include collaboration within and between academic disciplines, **or**, Strangers meeting, having a discussion, with one having the "been there, done that experience" and can share advice and advise;
- Professional/relational professionals connect during any number of events/venues and develop a "relational rapport" based on the event, the context of the encounter, the resources and creativity shared, can be bidirectional;

Participants will share thoughts on mentoring, followed by a discussion and introduction of the mentoring typology. Does mentoring have a time limit and how effective can it be with "off time students"? (Mid-life/returning/re-entry students) will be guiding questions for the discussion. Participants will potentially broaden their thinking on and how they mentor, as mentoring can be an opportunity to cultivate abstract "out of the box thinking" and explore options so that there is a win-win situation!

**Didlick-Davis, C.**
Miami University, Oxford
Lobo B

### Community Reintegration and the Importance of Mentoring Formerly Incarcerated Females

This qualitative study explored and promoted the understanding of factors that female formerly incarcerated citizens experience and associate as significant challenges to successful family and community reintegration. Research has shown that ex-offenders, who return with little or no family and community support, no income, poor job skills, untreated alcohol or drug abuse problems, and no stable place to live, are much more likely to re-offend and return to prison within three years of their release (Retrieved June 23, 2012 from http://www.nationalreentryresourcecenter.org).

Among the additional themes that emerged during data analysis included the significance of mentoring relationships, both pre and post release, as well as the importance of pre-release and post release programming upon successful reentry and community reintegration. Mentoring for the formerly incarcerated is operationalized as those relationships that enhance individuals' development in the early, middle, and later stages of reentry and focus on the quality of life and the totality of the reintegration back into the community for the formerly incarcerated not just during the official Bureau of Justice Statistics three year time period. The presentation is designed to advocate for and describe the variety of mentoring relationships that might benefit the formerly incarcerated females and their families.

**Beeston, M.**
Brigham Young University
Santa Ana A

### Utilizing a Pedagogy of Care to Deepen our Understanding of Mentoring Education Leaders

Previous research has done much to define characteristics of effective mentoring and the benefits associated with mentoring relationships, but little is known about the affects of care articulated by Nel Noddings (1984) on the mentoring relationship. A theoretical framework based on care theory will be utilized to deepen our understanding of mentoring. It is proposed that when elements of care are applied to an already existing ethic of care, natural care results which deepens and strengthens the learning and effectiveness of a mentoring relationship.

**Bradley, A.**
Azusa Pacific University
Santa Ana B

### Strategies for Success: Mentoring Program Design for School Administrators

The purpose of this study was to provide guidance to educational stakeholders in the development, creation, and design of better programs to mentor school administrators specifically to enhance their self-efficacy. An expert panel was utilized to determine the essential elements of and barriers to mentoring that impacted the efficacy and behaviors of school administrators. The panel ranked, prioritized and examined quantitative and qualitative data to reach consensus on the elements, barriers, considered how to overcome or diminish the effects of identified barriers to implementing the mentor process and provided strategies for success in an administrative mentoring program. The collective information was compiled into a guide for school districts and other organizations considering development of administrative mentor programs.

The study data overwhelmingly support the conclusion that providing high quality, well trained mentors is an effective means of producing efficacious, self-confident, and proactive principals. The key indicator of this resourcefulness, related to the principal's feelings of success or failure, is the level of stress they experienced. Principals who experience greater success and less stress are those who had good on-the-job training under a well-trained and experienced mentoring principal. These findings offer hope for the development and implementation of more effective administrative mentoring programs and networks providing necessary support that may increase retention of high quality administrators in the long run and incentive for additional candidates to become administrators.

**Michael, C.**
College for Every Student
Fiesta A

### Mentoring to Maximize Relational Resiliency

While approximately 55% of first-time/full-time students will complete their bachelor's degree within six years, only 11% of first-generation, low-income students will do so. In addition to the crushing sense of personal failure, such students also are likely to end up with substantial debt. In attempts to address issues of transitioning from secondary school to higher education, colleges and universities have focused on academic advising, financial aid advising, and residence life counseling. However, findings from the presenter's original qualitative research with underserved students indicate that relationships and interpersonal issues such as renegotiating roles with family,

friends, and home community are the most critical variables in whether they can successfully navigate the transition or not. In their interviews, students from this demographic expressed the power that mentors--peer, academic, staff, and other--have had in helping them build the relational resiliency that has allowed them to cultivate positive relationships that supported their academic goals and renegotiate or jettison relationships that hindered them. This presentation will focus on the key role of the mentor in higher education, particularly in the first-year college experience, and suggest ways that mentors can assist underserved students in identifying the relational assets that they possess, the ones that they would like to develop, and the relational impediments that exist. Participants will also inventory and share practices that they have engaged in to build relational resiliency among their community of practice.

**Willbur, J.**
The Leadership Mentoring Institute
Fiesta B

### The Power of Positive Mentoring

Recent research in the field of neuroscience has yielded exciting and insightful research into the dramatic results healthy and positive relationships such as mentoring can produce. Research findings will be shared from recent works published by Harvard University, Mayo Clinic, and other leading experts and applications will be made to the field of mentoring. Special attention will be given to the area of neuroplasticity; the ability of the brain to continue to rewire and grow under the right conditions. The findings will be applicable to protégés of all ages. The following paper explores these results and discusses five specific strategic actions mentor leaders can engage in to enhance the mentoring experience.

**McMahan, L.**
Marylhurst University
Mirage/Thunderbird

### Coaching for Transformational Systems of Learning

How do we develop classroom, school and district leaders through the developmental continuum categories of mentoring and coaching? When we begin mentoring and coaching to improve the teaching and learning process, issues of equity and student achievement, specifically narrowing the achievement gap, emerge. The October 2011 issue of Educational Leadership focused on the theme of "Coaching, the New Leadership Skill." The articles discuss the multiple layers of coaching from the classroom to the staff room. This timely focus has framed the direction for the author's interest in mentoring and coaching as models for transforming the professional learning communities of districts, schools, and classrooms.

The following guiding question will be considered: What would it look like if not only administrators, but teachers, and ultimately students, learned the art of mentoring and coaching for effective and transformational teaching and learning? Key components from the current research, as well as mentoring and coaching training and professional learning community frameworks, will initiate the discussion of this guiding question. The author's experiences working with beginning and continuing in-service teachers, as well as with beginning and continuing administrators through mentoring and coaching, will further guide the discussion.

**Poulsen, S.**
Portland State University
Spirit/Trailblazer

### Mentoring: A Layered Approach

Configurations of mentoring among faculty and students, students and students in an intensive residential program for stroke survivors with aphasia and families and the attendant student training program were examined using the qualitative case study approach. Data were gathered over a two year period. Multiple data sources were gathered including field observation, interviews, artifacts, surveys, and debriefing sessions. Data were analyzed for evidence of environmental stress. Findings reveal students operate within a complex set of environmental stressors that affect them as mentees and the mentoring process. Mentoring as communicative and relational was examined for themes, patterns, and the various mentoring strategies utilized to address the situational stress and promote student success. Findings reveal use of vertical, lateral, reciprocal mentoring as well as alternative forms little discussed in the literature such as shadowing, strategic intervention and use of a one to many mentoring format. Approaches were evaluated by students and faculty as to their relative effectiveness or ineffectiveness. Implications for future research and mentoring approaches in compressed, high stress environments are discussed.

**Ruecker, T., Carrejo, D., Lopez, Y., Flores, B. & Rodriguez, S.**
University of New Mexico; University of Texas, El Paso
Luminaria

### Building a Culture of Mentoring at an Emerging Research Institution with a Hispanic Majority Student Population: Challenges and Successes

According to Padilla (2007), for every 100 Hispanic elementary school students, 10 graduate from college, four earn a graduate degree and less than one earns a doctorate (p. 2). The Council of Graduate Schools Ph.D. Completion Project (2007) reported that the ten-year degree completion rate by Hispanics at the doctoral level barely surpasses the 50% mark. Researchers (e.g., Herrera, 2003; Gloria & Castellanos, 2006) have consistently suggested that more effective and culturally sensitive mentoring is a way to improve the success of Hispanic students in graduate study. This paper discusses a project at a Hispanic majority institution on the U.S.-Mexico border that is designed to build a stronger culture of mentoring through workshops for faculty and students as well as professional development opportunities for students. It includes a brief review of research on doctoral student persistence, the challenges faced by students in doctoral programs, and the role of the mentoring relationship for culturally diverse. This is followed by a presentation of the lessons learned from the project by drawing on results from: 1) a campus-wide survey of faculty who mentor doctoral students, and 2) the survey results and experiences of faculty and students from events organized such as visits by nationally recognized mentors. The discussion focuses on the need for more purposeful preparation of faculty mentors which includes facilitated discussions on mentoring, the importance of guiding students through the development of a research plan, and the need to balance teaching opportunities about mentoring between cross-disciplinary and within-discipline activities.

**Wongking, S. & Malik, S.**
Metro Academies
Scholars

### Mentoring in Higher Education: Working Together to Improve Teaching in Colleges and Universities

Higher education institutions often have no formalized process to help new faculty become excellent teachers. Structural support through mentoring is crucial to the development of professional skills, syllabus and content development in the classroom and relationship building between colleagues and students. Over the past year, faculty members in the Metro Academies partnership between City College of San Francisco and San Francisco State University engaged in an ongoing mentoring process to improve classroom teaching for first and second year underrepresented, first-generation, low-income students. New and veteran faculty members met on a regular basis to discuss and shift their teaching practices examine their teaching philosophies and reflect on individual student progress. All participants experienced a variety of positive outcomes including increased critical reflection, enhanced professional skills, and reinforced commitment to the practice and incorporation of critical pedagogical values. Presenters will engage participants in a lively and interactive discussion of instructional mentoring from both the mentor and mentee perspectives. By the end of the session, participants will demonstrate a better understanding of instructional mentoring and how leadership skills can be developed in new instructors. Participants will also explore ways to energize their teaching and learning through mentoring relationships.

**Munk, D.**
Grand Valley State University
Sandia

### Developing Mentoring Relationships through Peer Teaching Circles

The benefits of developing mentoring relationships in higher education are well documented in the literature (Heinrich, 2010; Kezar & Lester, 2009; Ragins & Scanduri, 1999; Singh, Ragins, & Tharenou, 2009). However, faculty often dedicate little time to developing mentoring relationships in their teaching endeavors. Institutions who do utilize peers as a means to improve teaching often do so only as a part of the personnel process and through the use of summative, rather than formative feedback. This process often results in an increase in incivility and a decrease in collegial, reciprocal, mentoring behavior. Weimer (2010) suggested that colleagues could develop mutually beneficial relationships by incorporating each other as collaborators and co-learners in the classroom. When mentoring relationships are centered on teaching, pedagogical awareness and the likelihood of classroom success increase for all involved. Teaching, as a shared adventure, can bring new energy to instructional attitudes and in the long term, help faculty maintain instructional vitality and improve learning experiences for students. This roundtable discussion will share a peer teaching approach, which was piloted at a Masters large university where teaching is the primary responsibility of faculty. An overview of the process, documents used, and feedback from faculty who took part in the pilot will be shared. Attendees will be asked to discuss if and how they incorporate peer observation at their institutions and a large group discussion will be facilitated on how mentoring relationships might be improved through this process.

**Lee, V.**
Cornell University
Alumni

Shared Relationships: Building Partnerships through Mentoring in Higher Education

**Campus Climate [1]:** Cornell University is a predominately White institution, as illustrated in the "Cornell University 2011 Diversity Inclusion Report for Board of Trustees." Cornell's overall workforce population consists of 8.7% Asian, 2.9% African American, 2.6% Hispanic/ Latino, and 0.2% American Indian. Minority ranked faculty representation has increased from approximately 12% in 2000 to 16.9% in 2011, compared with the representation of minority ranked faculty in Ivy schools of 14.8% in 2009. Representation has increased in the associate professor rank from 9.2% in 2000 to 17.7%, and in the full professor from 8.3% in 2000 to 11.7%, compared with the minority representation in these ranks for Ivy schools in 2009 (16.9% and 10.5% respectively). At Cornell University, Asian faculty members have increased significantly in the assistant, associate and full professor level. At the assistant professor level, Asian faculty members increased from 16% in 2005 to 19.9% in 2011, at the associate professor level faculty members increased from 6.7% in 2005 to 9.5% in 2011 and at the full professor level faculty members from 5.0% in 2005 to 7.0% in 2011. African-American faculty members have been declining at all levels. Hispanic faculty members saw the most growth at the assistant professor level, which increased from 4.9% in 2005 to 6.9% in 2011.

**Students [2]:** The total number of undergraduate students enrolled in the seven colleges at Cornell University was 14,167 in the fall of 2011: of which 1,337 (9.4%) were Hispanic, 789 (5.6%) of which were African-American, 2,325 (16.4) of which were Asian, 262 (1.8%) of which were bi-cultural (includes Asian Pacific Islander (11 students)).

## Plenary Session — 11:00 - 11:45 AM

**David L. Eng**
President & Chief Learning Officer, DLE Consultants
Ballroom C

The Ultimate Success Formula

Have you ever asked yourself why is it that some people can achieve such great, outstanding and extraordinary results in their lives? How would you like to be successful in every endeavor you undertake? Achieve your dreams and goals in your life? Success is no accident! Learn the formula that will help you and others achieve any results you want in life. This formula was developed by the practitioners of Nuero-Linguistic Programming after studying high achieving and successful people who have attained all their goals in life and business. Regardless of what you want to do or accomplish in your life, you can use this formula to achieve it. Apply the Ultimate Success Formula in your life and make your dreams come true. Successful people do.

## Plenary Session — 1:00 - 1:45 PM

**Dr. Mark Searby**
Director, Doctor of Ministry Studies & Student Services, Samford University
Ballroom C

Leading and Learning in Times of Change: Understanding the Dynamics of Loss in Mentoring Relationships

Experienced mentors who are involved in mentoring relationships with new or emerging leaders have a tremendous opportunity and challenge to equip these leaders with an understanding of the dynamics of loss which will help them lead their organization through the dangerous waters of change and to greater fulfillment personally and corporately.

Leaders and the organizations they lead are faced with the tumultuous waters of change each time that the challenges of growth or decline are addressed in a direct manner with the goal of bringing lasting results. When the equilibrium of any organization and culture is upset, there are particular ways that the organization will respond to re-establish that equilibrium. Failure to understand the dynamics and processes of change and loss can result in leadership failure even in gifted leaders.

This session will provide: 1) a description of the dynamics of change and loss which are experienced in organizations whenever they are faced with significant challenges, 2) a "model of change" which can be used by mentors in equipping protégés for this task of leadership, and 3) a review of important principles of resilience for leaders who are working in difficult situations.

## Concurrent Presentations — 2:00 - 2:45 PM

**Murray, M.**
MMHA The Managers' Mentors, Inc.
Lobo A

Facilitating Mentoring Relationships across Organizations

Building healthy mentoring relationships requires cultural due diligence and creative designs. When there is an organizational relationship such as school or workplace, or a familial one such as parent or guardian, certain elements of leverage are in place to sustain the relationship.

Those advantages do not exist when the pairs are in different organizations, environments, or geographies. Cultural, ethnic, generational, and gender differences may introduce the potential for poor communication and failure to meet the goals for the match. Identifying the potential pitfalls for a relationship and putting preventive actions in place is essential for success.

A body of knowledge amassed over 40 years of research and evidence based practice validates several critical success factors for healthy relationships and cost-effective processes. This brief provides details of those critical success factors, and how to implement them successfully when the partners in the pairs are in different organizations.

**Sorcinelli, M. & Baldi, B.**
University of Massachusetts, Amherst
Lobo B

### Supporting Faculty of Color and Women through Network-Based Mentoring

Mentoring is considered one of the most critical components of a successful academic career, particularly for women and faculty of color. Yet mentoring – both in research and practice—has largely focused on a "traditional model" of the hierarchical, mentor-protégé dyad (Johnson, 2007). In recent years, researchers have proposed the development of new, more flexible approaches to mentoring in which early-career faculty work with "multiple mentors" (de Janasz & Sullivan, 2004), "constellations" of mentors (van Emmerik, 2004), "networks" of mentors (Girves, Lepeda, & Gwathmey, 2005), or a "portfolio" of mentors that can cross boundaries of cultures, disciplines, career stages, and career competencies (Higgins & Kram, 2001). Researchers also have suggested that this "networking model" of mentoring may be more inclusive of women and minorities than the "grooming model" of traditional mentoring (Girves, Lededa, Gwathmey, 2005). To date, however, few faculty development programs have actually designed, implemented, or assessed network-based mentoring programs. This session fills a gap in both faculty development research and practice by detailing the development and implementation of the "Mutual Mentoring Initiative," an innovative multi-tiered approach to mentoring that addresses and supports faculty members' unique personalities, departmental cultures, and disciplinary contexts. After attending this session, participants will be able to identify potential "roadblocks" to professional success and personal well-being; explore research on both traditional and emerging models of mentoring; identify benefits and drawbacks of various mentoring programs; discuss a framework for a network-based model of mentoring; and leave with practical resources on network-based mentoring, including guidelines and best practices.

**Coffey, D. & Coffey, K.**
Grand Valley State University; Fruitport Community Schools
Santa Ana A

### How Coaching Improves Teaching and Learning

The need for education reform remains a hot topic in the United States (Council on Foreign Relations, 2012). Unfortunately, most ideas for addressing this need in the United States (U.S) focus on getting better teachers not teaching better (Hiebert & Morris, 2012). The idea that simply attracting "the best and brightest" to the profession will address problems in the U.S. educational system is contrary to the research showing educational success in countries like Japan are the result of an intentional effort to improve teaching, not just teachers (Sigler & Hiebert, 1999). Most U.S. professional development models focus on presenting teachers with the latest resource in content and pedagogy in the hopes of improving educational outcomes. An analysis of professional development research finds this approach to be ineffective (Joyce & Showers, 2002). However, this same research concludes that a coaching approach helps educators positively impact teaching and learning.

Three specific coaching models, Instructional Coaching (Knight, 2007), Literacy Coaching (Duncan, 2006), and Cognitive CoachingSM (Costa & Garmston, 2002), are informing faculty members in Grand Valley State University's Department of Mathematics as they attempt to make their teacher preparation program more effective. Their use of a modified version of Literacy Coaching, which includes using action plans, focused observations, and instructional dialogue, has improved the self-efficacy of their student teachers in secondary mathematics classrooms. Challenges remain, however, as the faculty consider moving to the more structure approach offered by Cognitive CoachingSM.

**Odom-Bartel, R. & Richardson, N.**
University of Alabama
Santa Ana B

### Tide Together Mentoring Program: An In-Depth Assessment

This article describes the development and assessment of an institutional initiative developed to encourage graduate student success through mentorship. The Tide Together Mentoring program, sponsored by the University of Alabama Graduate School, started in 2009 as the "Open Doors for Success" Mentoring Program. The aim of the program is to help graduate students from underrepresented populations acquire the skills needed for success in their future careers. Designed for doctoral students in their first two years, the program targets first-generation students, students of color, or women in the STEM disciplines, students participate in a variety of mentoring activities and work closely with assigned faculty and peer mentors. The program began with a cohort of 23 graduate students. It has grown each year and now totals over 200 faculty mentors, peer mentors, and mentees who are either actively participating in the newest cohort or have moved

into the role of alumni. In the spring term of 2012, an in-depth assessment of the Tide Together Mentoring program was conducted. Data was collected through the use of a survey completed by 16 of 23 program participants and 5 participant interviews. The assessment survey utilized program objectives and learning outcomes to determine whether or not the program met its desired goals. In addition, findings provided data that improves the program and transferrable data that can be utilized by other universities that are interested in cultivating better mentoring relationships for graduate students on their own campuses.

**Huling, L.**
Texas State University, San Marcos
Fiesta A

### Research on Teacher Induction, Mentoring and Schools as Workplaces

The Education Policy Implementation Center at Texas State University, with a $2.75 million grant from the Houston Endowment, has engaged in a 10-year research study involving approximately 1,000 teachers who entered teaching between 2002 and 2004 in order to investigate the long-term effects of an innovative induction model, the Novice Teacher Induction Program (NTIP). Retention data have been collected each year since 2003 and have revealed that each cohort of NTIP participants have been retained in teaching at a higher rate than other teachers from across the state and within their same regions of the state. In addition, NTIP staffers have monitored the progress of participants in graduate studies and in assuming school leadership positions.

In the most recent phase of NTIP research, participants were invited to engage in face-to-face focus group discussions and a total of 28 such focus groups were conducted in locations around the state. Each focus group was comprised of 4-6 teachers who are in their 8th to 10th years of teaching and was facilitated by a researcher who guided the discussion around 15 specific questions. Focus groups were recorded and transcribed and data were then analyzed using NVivo, a comprehensive qualitative data analysis program. Researchers will share findings from this study focused on: the long-range impact of being mentored and mentoring others, the impact of teacher turnover on schools and teachers, factors that facilitate teacher longevity, and the effects on stakeholders of the recent school funding crisis.

**Maynard-Patrick, S.**
New Mexico State University
Fiesta B

### The Green Eyed Monster in Mentoring

Protégés are not always able to have an exclusive relationship with their mentors, with some mentors participating in a number of formal and informal dyads at the same time. Sharing a mentor may cause feelings of jealously and resentment by an established protégé toward the mentor or toward the new protégé. This study aims to determine if protégés take issue with their mentors working with multiple protégés during their relationship, and how a new protégé may affect the established protégé's behavior. We theorize that having a mentor with multiple protégés, the established protégé will develop feelings of jealousy if new protégés are perceived as threats and the mentoring relationships are valuable. Jealousy then directly impacts the protégé's satisfaction with the relationship, relationship effectiveness, and aggressive behaviors. Relationship satisfaction serves as a mediator for the effects of mentoring functions received and feelings of jealousy.

**Donnelly, L.**
Kansas State University
Mirage/Thunderbird

### Mentoring to Mastery: Creating Transformational Relationships Using the Medieval Apprentice-Journeyman-Master Model

The Mentor/Mentee relationship is dynamic and fluid. The best experiences create an environment that fosters learning for both the Mentee and the Mentor. Often this is the beginning of a lifelong friendship and professional association.

How do we create the type of learning environment that leads to mutual growth? The Medieval Apprentice-Journeyman-Master Model offers important information for both the Mentor and the Mentee about the stages each relationship passes through and the challenges that can arise as both people grow and change.

Using Roger Lipsey's essay "Joys of the Apprentice, Sorrows of the Journeyman" as a starting point, this presentation will look at history to define a modern template for dynamic mentoring. "Tradition, meaning 'the given over,' 'the passed on,' implies teachers and students, mastery and apprenticeship, authority and receptivity." (Lipsey, 1988, p. 181)

"Apprenticeship, journeyman, master--these are the stages of initiation into craft tradition and, by extension, into any tradition that demands effort over long periods of time." (Lipsey, 1988, p. 182) Using this model to investigate the beginning, middle, and conclusion of the modern day mentoring relationship; excitement, anticipation, struggle, growth, dependence, independence, disappointment, and self-mastery will be explored.

Discussion questions will support participants as they identify these stages and challenges in their current and recent mentoring relationships. Participants will be encouraged to share solutions they have used as well as brainstorm methods for addressing new challenges using this model.

**Miller, B.**
Boise State University
Spirit/Trailblazer

### Online Adjunct Faculty as the Customer: A Logic Model to Meet the Environmental Needs of Online Adjunct Faculty

**Purpose:** The purpose of this paper is to share concepts from an in-depth literature review and experiences from professional mentoring relationships that lead to creation of a model describing a supportive environment for online adjunct faculty.

**Background:** An online baccalaureate completion nursing program in the northwest United States has developed a positive method for distance adjunct faculty to teach in a collegial and scholarly supported environment. This program is effective because it focuses on the importance of providing supportive environments and how the online environment affects faculty engagement and retention. The results are contributing to positive student outcomes. The online program embraced the value of creating effective working relationships at a distance following a thorough search of the literature, using existing institutional resources, and identifying faculty needs.

**Logic Model:** A logic model was created and describes inputs, activities, and outputs for short, medium, and long term outcomes. Currently, data are being collected to validate the logic model.

**Council, S.**
Central Connecticut State University
Luminaria

### The Pressure to Be Stupid

The research shows that by 8 years old, the educational achievement gap is well underway. Why? In this discussion, I will argue that African American children are pressured to be stupid, at home, school and in their respective neighborhoods. Ultimately, they live up to everyone's low expectations of them. But this can be turned around. They can be internally leaderful such that they encourage themselves and then, encourage their peers. Teachers and parents are the key to their educational success. But they need to be mentored on how to be internally leaderful. Very few leaders are born; most are developed. African American children must be programmed for future success instead of deluged, often on a daily basis, with present failure.

**Ebert, A.**
University at Buffalo
Scholars

### Becoming a Leader: How Peer Mentorship, Instructor Mentorship, and 21st Century Technologies Facilitate the Development of Teacher Leaders

Literacy Specialists serve as teacher leaders within schools, using their literacy knowledge to mentor teachers, and at times, administrators. As such, it is crucial for Literacy Specialist Master's programs, as a context for teacher development, to prepare their in-service teachers for this leadership role. At one university reading clinic, two pedagogical tools of peer mentorship and instructor mentorship, used in tandem with 21st Century technologies, facilitate this development.

First, Literacy Specialist Candidates (LSCs) engage in peer-to-peer mentorship to develop, implement, and observe reading instruction. 21st Century technology scaffolds this process, as LSCs watch videos of their instruction, to analyze and reflect upon such things as, instructional practices, instructional decision-making, and instructional dialogue. Through this collaboration, LSCs practice engaging in leadership interactions- similar to those with a classroom teacher- as they offer positive feedback, constructive criticism, and a possible action plan for future instruction to their peers.

Second, LSCs collaboratively work with a knowledgeable and experienced teacher-mentor in two contexts. In the first context, the teacher-mentor works one-on-one with a LSC, reviewing lesson plans, watching instruction, and debriefing after the LSC provides instruction. In the second context, LSCs and the teacher-mentor use 21st century technology as they collaboratively watch and review video as part of a Video Study Group (VSG) to observe in-action reading instruction, dialogue to identify effective and ineffective practices, consider theoretical constructs, and practice providing feedback.

A reading clinic can serve as a vehicle for teacher development using peer mentorship, instructor mentorship, and 21st Century technologies.

**Lowe, M., Nisbett, N. & Berrett, B.**
California State University, Fresno
Sandia

### Faculty Mentors as Models of Effective Problem Solving: A Developmental Perspective

Faculty mentors often model effective communication skills for junior faculty during their probationary period. This presentation will explore the role that faculty play as mentors in conflict mediation. Relationship building in the mentoring process will be described along with the

importance of problem-solving skills. This session will present an actual case where the faculty mentor mediated a review process between a faculty member and his peers. The case will be presented from a developmental perspective. The presenter will critically analyze specific types of developmental relationships and show how they could impact the faculty mentoring process and the success of junior faculty.

**Harris-Nixon, D. & Louis, S.**
Nova Southeastern University
Alumni

### Collaborative Mentoring: A Both/And Relationship

Mentoring works on both sides of the relationship. The proposed round table is offered as the most appropriate means to engage students and instructors in a dialogue about how to create and maintain successful mentor/mentee relationships. The presenters will share with participants how to use a collaborative language model to sustain such relationships, using their personal story (stories) as an example. Through mutual respect for personal gifts, mentoring can facilitate personal and professional growth for all involved—mentor and mentee. The hallmark attribute of the model's success is intentionality and humility. Mentoring is not only about leadership it's about follow-ship. The presenters will elucidate and demonstrate how a collaborative mentoring relationship promotes success for both mentor and mentee. Presenters offer that therapeutic training informs the success of the mentoring relationship.

## Concurrent Presentations 3:00 - 3:45 PM

**Stokes, A.**
Mississippi Child Care Resource & Referral Network
Lobo A

### Preventing Risk Behaviors and Promoting Positive Development in Children

This paper addresses ways to prevent risky behaviors while promoting positive development in children. The paper discusses the following: who is at risk; the risk factors; resilience; and effective programs. Examples of effective programs will include: mentoring, home visits, group sessions, and one-on-one sessions.

**McWilliams, A. & Suzuki, S.**
Wake Forest University
Lobo B

### Best Practices of Peer Mentoring: Creating a Developmental Advising Program for First-Year Students

This paper explores research related to developmental advising and principles of student development theory to identify the key elements which should be incorporated into peer mentoring programs, both to create effective developmental supports for mentees and to provide effective growth opportunities for mentors. The paper describes how Wake Forest University is working to move its peer advising program to a more robust developmental mentoring model, to include both skills-based and professional development training and support. Finally, preliminary outcomes and future directions and implications are discussed.

**Nelson, R. & Nelson, L.**
University of Arkansas, Fort Smith
Santa Ana A

### The Role of Faculty in Helping Students Understand Ethical Behavior in Academics

Mentoring in academic settings goes well beyond counseling students about which classes to take and answering topic specific questions that arise during a course of study. One of the areas in which mentoring needs to occur regardless of discipline is that of ethics. Some students' perception of what constitutes ethical behavior at times differs from what most faculty members consider to be acceptable behavior. In order that students, faculty, and administrators have a united understanding and therefore united action toward ethical behavior, it is essential that students and perhaps some faculty and administrators be mentored and counseled in this topic. For such mentoring to be successful, it must be consistent in both content and delivery. It must address the topic is general terms as well as concepts specific to a discipline.

Students express attitudes that someone else's dishonesty has no effect on them. Mentoring students on the effects of not only their actions, but also the action of their peers strengthens the community sense of and obligation toward ethical behavior.

Reports of unethical behavior are found in the news of today all too often. While most of the media reports involve business, sports or public officials, agencies and employees, such behavior is certainly not limited to those areas. Reports in academics of falsified research or credentials are unfortunately not difficult to find. The opportunity for mentoring students on ethical behavior and its benefits not only has

ramifications for their transient academic experience, but for their future lives as citizens who will perform ethically as community members as well as employees. Results from a survey of entry-level science student perceptions toward academic honesty will be included in the discussion of the topic.

**Seldin, S.**
College of Santa Fe
Santa Ana B

### Student Peer Mentors as Catalysts for Academic Success

The goal of this paper is to share important lessons learned about the innovative, holistic student peer mentoring program which the presenter successfully introduced at the College of Santa Fe. It will focus on how to create a mentoring program and examine:

- How to select mentors
- How to train mentors to use a holistic approach that uses mind, body, and spirit in integrated and dynamic ways
- How to build trust between mentors and mentees through mutual disclosure of thoughts and feelings
- What worked and what didn't during the pilot test of the student peer mentoring program.

The paper will explore important lessons learned about key strategies, budget needs, the essential mentor workshop training, and the key Seven-Day Plan—a vital, agreed upon schedule of clearly stated and prioritized actions to be taken by the mentee. The paper will give readers the fundamentals of mentoring needed to create an effective student peer mentoring program at their institution. It will provide the reader with what to do and what NOT to do in the process.

**Theodore, D.**
Similar Circles
Fiesta A

### Networking: The Other Side of Mentoring - Not Just for Schmoozing Anymore!

Success is not measured by how many hours you put in or how many projects went in under your watch. It is measured by the legacy you leave and the value you provided along the way through both your influence and achievements. Mentoring is a key contributor to adding value; networking is how we find connections and mentors.

Networking is often seen as outside of mentoring. Networking is often relegated to the job seekers, sales forces and hungry entrepreneurs. However, without building a community, we cannot find mentors, offer mentoring, support the larger communities and seek support for our own daily challenges.

Life is collaborative. We come together in changing roles and learn from each other all the time. By this definition, networking happens constantly - not as a single event – but as a process. Today we are often told that networking is one of the keys to success. Many of us are unsure what that truly entails. People are looking to make sincere connections and move beyond the 'schmooze'. Let's examine why networking is essential to mentoring.

**Putnam-Franklin, S. & Kennedy, J.**
Curry College
Fiesta B

### The Role of Reflection in Building and Maintaining Relationships between Mentor/Coaches and Protégés

The proposed panel presentation focuses on how emerging medical and higher education professionals may be mentored to assist in the healing of health care and educational disparities through vision, values, and virtues. The main objective of the presentation session is to provide progressive mentoring strategies for undergraduate students who aim to pursue careers in medicine and higher education. The goal is to help students succeed and contribute in healing cross-cultural disparities in academic and community environments. Through effective mentoring initiatives, emerging medical and higher education professionals can build an environment and culture of trust and hope through a holistic healing synergy. Selected chapters of Dr. W.E.B. DuBois' monumental book, The Souls of Black Folk, will be highlighted and discussed in relation to how African American professionals, known as the Talented Tenth, can transcend barriers to medically and educationally serve the African American community. The panelists will discuss how Dr. Booker T. Washington's notion of lifting the veil of ignorance by helping the disenfranchised through cross-cultural medical and educational mechanisms congruently compliments Dr. DuBois' philosophical belief in the prospects of an emerging Talented Tenth, dedicated to reaching back to serve vulnerable populations with the greatest medical and educational disparities.

**Way, C.**
Harvard University
Mirage/Thunderbird

### American Legal Mentoring: Historical Practice and Implications for the Future

This paper presents the results of a two-part research project examining historical and contemporary legal mentoring practices in America. This paper concentrates on the former, exploring whether there was ever truly a "golden age" of mentoring in the legal profession. Primarily exploring three case studies involving prominent early attorneys—as well as historical observations about legal apprenticeship since that time—the paper concludes that no such "golden age" appears to have existed. Based on this preliminary historical review, the essay tentatively suggests that (1) many lawyers succeeded in law despite poor instruction and mentoring (if any); (2) lawyers who did not receive effective mentoring did not necessarily fail to become effective mentors themselves; (3) good lawyers do not necessarily make good mentors; (4) there were certainly examples of excellent mentors in the legal profession, but they could be flawed and imperfect, suggesting there should be no perceived "unattainable" or "mythical" standards for legal mentors; and (5) informal matches appear to have been more successful than formal matches. Further research could test these propositions and compare contemporary practices with some of these historical experiences. Future scholarship might also examine whether (and how) mentoring in the legal profession may be unique from other occupations, and what implications result for mentoring scholarship and law practice. In sum, this historical exploration raises important questions about the nature of legal education and apprenticeship, and whether there is something fundamentally problematic with how lawyers mentor (or do not mentor) younger members of the profession.

**Mondisa, J.**
Purdue University
Spirit/Trailblazer

### The Meyerhoff Scholars Program and STEM Policy: How a Mentoring Intervention Program Promotes Undergraduate Success and Its Relation to STEM Policies

In science, technology, engineering, and mathematics (STEM) educational policy today, there have been multiple initiatives and actions recognized and analyzed by congressional committees with the intent to identify why interest and propagation of STEM education degrees is declining and what makes some STEM undergraduate programs successful. In addition, there have been several attempts to create programs to focus on increasing the attrition rates of minorities and underrepresented groups into STEM undergraduate programs. One example of a STEM mentoring intervention that addresses these issues is the Meyerhoff Scholars Program (MSP), an undergraduate advising and mentoring scholarship program founded at the University of Maryland at Baltimore County (UMBC). The MSP model employs faculty involvement and mentoring as well as hands-on research experience and also relates to STEM educational policies in that it employs the recommendations listed by STEM policy reports that focus on engagement and involvement supported by mentoring and advising. The Meyerhoff Scholars Program uses mentoring to develop positive relationships and career outcomes for program participants. In this paper, I explore and analyze the purpose of the Meyerhoff Scholars Program (MSP) and I critique how the MSP relates to current STEM education reports and policies using a structural policy analysis model. In the following sections, I provide an overview of the MSP and its components and a policy analysis of the program components. I summarize with the potential limitations of the program model and the program's connections to leadership, policy, and change.

**Shonerd, H.**
University of New Mexico
Luminaria

### Mentoring Relationships in Teacher Education and the Professional Development of Teachers: A Report from the Trenches

This presentation grows out of an on-going partnership between university-based teacher educators engaged in pre-service teacher training and school-based personnel charged with supporting the professional development of in-service teachers. This partnership has as its common denominator the importance of mentoring relationships for the continuous and coherent development of the understandings, practices and identities of the professional educator. The presenters will compare and contrast mentoring in these two contexts (pre-service and in-service), describe ways that their partnership has promoted the life-long learning and efficacy of professional educators, and discuss ways the partnership might be improved.

**Boyd, S. & Hall-Hertel, K.**
University of North Carolina, Charlotte
Scholars

### Mentoring Graduate Students: A Cultural Imperative in Higher Education

An effective, developmental relationship between a faculty mentor and a graduate student in higher education is a key to a graduate student's experience and sets the course for future professional success. Yet, faculty often draws from their own academic experiences. If

they did not receive effective mentoring, they may not be able to offer it to their students. Roundtable content will include a discussion of how to establish a mentoring culture in an academic setting when one does not exist. The following areas will be highlighted in our discussion:

1. Define the key elements of an effective faculty – graduate student developmental relationship;
2. Identify a framework to develop a mentoring culture based on cultural theory including artifacts, values and symbolism;
3. Identify the challenges associated with the recruitment of effective faculty mentors in higher education, with an emphasis on doctoral education; and
4. Identify individual and institutional strategies to overcome recruitment challenges in any discipline.

Leading discussion questions will include:

1. What are the benefits of strong mentoring for graduate students?
2. How does a university build a culture of mentoring when one doesn't exist?
3. How is effective mentoring defined in an underdeveloped culture?
4. What are effective strategies to overcome the individual and institutional challenges in establishing a culture of mentoring?
5. What are possible incentives and rewards to encourage mentoring on college campuses?

**Lowe, M. & Nisbett, N.**
California State University, Fresno
Sandia

### The Phenomenology of Mentoring Incarcerated Youth: Inside One Juvenile Justice Campus

Recognizing the importance of university and community partnerships to address social issues, a mentoring program was implemented on a juvenile justice campus (JJC). A collaborative effort between a regional Hispanic-serving university, the county probation department, and a non-profit agency resulted in the development and implementation of a mentoring program with incarcerated youth. Students assisted in the development and implementation of the mentoring program which incorporated life skills development, violence prevention, financial planning, parenting groups, needs assessments, and meditation. Student perceptions of their experience are explored using qualitative research methods. Educational benefits, the importance of collaboration, and the relationship between self-efficacy and placement satisfaction are discussed.

**Waite, R. & Waite, L.**
McKinney ISD; Texas A&M University
Alumni

### Practical Means to Positive Ends: Applicable Tools for Successful Developmental Relationships

Having a toolbox filled with the right equipment is essential for building successful developmental relationships. In this round-table discussion, "Practical Means to Positive Ends," father-daughter duo, Robert Waite and Lucy Waite will engage participants in a dynamic conversation about using developmental relationships to promote positive outcomes. Father, Robert Waite brings over 20 years of experience in teaching and administration for grades K-12 while daughter, Lucy Waite offers 5+ years of coaching and teaching experience in the Department of Health and Kinesiology at Texas A&M University.

This session seeks to discuss the importance of building mentor/mentee relationships on a principle-centered foundation similar to that of a parent/child value system. We will explore the framework for developing positive decision making skills and discuss the relevance of establishing both internal and external standards and expectations. Robert and Lucy Waite invite participants to examine the importance of unconditional acceptance, accountability, commitment to lifelong learning, and motivation. A parent/child relationship model will be presented and adapted to mirror other mentor/mentee relationships such as those of teacher/student and coach/performer. Through their sense of humor, close father-daughter relationship, depth of knowledge, and variety of experiences, Robert and Lucy hope to provide a fresh and practical approach to building successful developmental relationships.

## Poster Session & Social Hour (Ballroom A & B) 4:00 - 4:45 PM

**Andrieni, J.**
University of Massachusetts Medical Center

### A Mentoring Advisory Board: A Vehicle for Institution-Wide Collaboration

In common with most academic institutions, individual programs within the Schools of Medicine, Nursing, and Graduate Biomedical Sciences that focus on students, postgraduate trainees, or faculty currently support mentoring at the University of Massachusetts Worcester (UMW). Although the mentoring within these programs has much in common, there has been no attempt to coordinate efforts or learn from shared experience. Furthermore, recent surveys revealed gaps in medical student satisfaction with mentor systems and

highlighted that the majority of our faculty lacked formal mentoring.

In an effort to create a collaborative mentoring network across academic missions, schools and training programs, a UMW Mentoring Advisory Board was formed with key stakeholders from our student, trainee, and faculty programs. This new initiative spans the spectrum of mentoring needs for clinicians, educators, researchers, and students.

The goals of the Mentoring Advisory board include identifying institutional mentoring needs and tracking mentoring trends, designing new mentoring initiatives to bridge gaps, and creating a forum to share mentoring ideas and best practices. A web-based survey to assess the UMW mentoring environment will be distributed to approximately 4,000 students, trainees, and faculty in the Summer 2012.

Potential outcomes from the formation of this collaborative Mentoring Advisory Board include an increased awareness of mentoring needs and preferences identified from our survey, an increased synergy in developing innovative mentoring programs across academic missions and schools, and a standardization of best practices. In addition, access and identification of mentors and mentees may increase with an institution-wide effort.

**Aspengren, C., Ochoa, E. & Lunsford, L.**
University of Arizona

### Strengths Based Approach to Developing a STEM Teaching Mentoring Program

Mentoring has been advocated as an important part of school improvement efforts. Most perspectives examine school problems or deficits and attempt to remedy them; with little success. This poster presents an alternative framework that draws on community and positive psychology principles, such as small wins, empowerment, and asset mapping, to develop sustainable mentoring programs for science and math teachers.

Case studies of four Title I, high-need, low achieving schools, were prepared to develop a Transition to Teach student-teacher mentoring program. Undergraduate researchers used a strengths-based approach to collect and analyze data from teachers, parents, students, and staff. A multi-method approach was used to collect data using naturalistic observation, surveys, structured interviews, focus groups, and archival analysis.

The case studies showed that teachers felt a formal mentoring program would help them improve their practice. Schools were embedded in strong communities, students want to learn, and teachers desire to help students. School assets include border schools that have students who are culturally respectful to teachers and many bilingual students.

These results were used to design a mentoring program that included a two-day Mentor Institute, a series of 'Super Saturdays', a network of mentors, and an e-mentoring community. The Mentor Institute focused on building teacher strengths, e.g. resiliency, and teaching guided dialogues to build rapport in relationships, and to recognize better student strengths. The program was designed to be sustainable by encouraging participants to become mentors and to embed mentoring practices in the school districts. The poster will present how the case studies were prepared and will link the findings to the implementation of the mentor program.

**Bird, L.**
Minnesota State University, Mankato

### Student Teacher Perceptions of the Impact of Mentoring on Student Teaching

Mentoring is an essential component of the student teaching experience. The support provided by highly prepared and effective mentors contributes to the success of student teachers during this high stakes period of professional development. Findings from this mixed-methods study support five mentoring factors as valid and a useful framework for measuring the impact of the mentoring received by student teachers in the student teaching experience. The five factors are: personal attributes, system requirements, pedagogical knowledge, modeling, and feedback (Hudson, 2007).

The Mentee Perceptions of Student Teaching survey was given to student teachers upon the conclusion of their student teaching experience at Minnesota State University, Mankato. Convergence of quantitative and qualitative data showed that mentoring practices implemented by the mentors supported the development of student teachers. Although no statistically significant differences were found between mentoring in the co-teaching and non-co-teaching sub-groups, results revealed important details of the student teachers' views. Themes emerged that add credence to the five mentoring factors that are well supported in current literature. In addition to verifying what has been done during student teaching, the five factors also serve to identify the specific responsibilities of mentor teachers and should be used to articulate the goals and outcomes for their role as a mentor.

**Chamberlain, C.**
University of Winsconsin, Milwaukee

### An Exploration of the Interpersonal Relationships Between Nurse Preceptors and the Graduate Nurse Preceptee

Experienced nurse preceptors are useful for the successful transition of new graduate nurses into their role in an acute care facility. The relationship between preceptor and preceptee influences the outcome of orientation however, little is known about the nature of this

relationship. The purpose of this study was to explore the interpersonal relationship between the nurse preceptor and graduate nurse preceptee, and to understand how it influences the orientation experience as perceived by the nurse preceptee. A phenomenological qualitative methodology was used. Separate focus groups of preceptors (6) and preceptees (4) were recruited from a large metropolitan mid-western acute care facility. The interpersonal relationship between the preceptor and preceptee was explored through questions designed by the researcher. Peplau's Theory of Interpersonal Relationships between the nurse and client was utilized to frame this study. The researcher used Paterson and Zderad's (1976) approach to analyze the taped transcriptions from the two focus groups. Four sub-themes were generated that the preceptor and preceptee had in common. The themes were; the need for quality time, the desire to have a nurturing relationship, the need to give and receive feedback, and lastly the desire to get to know each other first to establish a good match. The preceptors expressed a need for professional and personal growth and for resources' to support their preceptor role. The preceptor-preceptee relationship goes through stages similar to the nurse-client relationship with the intended outcome of working independently at the end of orientation. A diagram was designed to represent the characteristics of the interpersonal relationship, intrapersonal needs and the influence of the acute health care system on the relationship.

**Emmanuel, G.**
University of New Mexico

### Social Support and Mentorship for Religiously-Oriented Adolescents

Uecker and colleagues (2007) state, "Waxing or waning, adolescence and early adulthood are certainly the most religiously unstable phases of the life course." Despite its instability, religiosity and spirituality (RS) demonstrate clinical utility: they have been found to be protective factors for adolescents against alcohol abuse, depression, and risky behaviors, such as unsafe sexual practices (Desrosiers & Miller, 2008,; Cotton et al., 2005; Holder et al., 2000). The current research study investigated how religious social support (family, friends, church, mentorship) and was related to a spiritual transformation (ST) experience, spiritual identity, and spiritual maturity. It was hypothesized that adolescents who reported having had a positive spiritual transformation and demonstrated higher levels of spiritual identity and maturity would be more connected to religious support systems. These hypotheses were supported.

Using binary logistic regression, those who reported higher levels of religious social support were significantly more likely to report the presence of a spiritual transformation experience, $x2(1) = 5.358$, $p = .021$. Spiritual identity was defined by how one found meaning through connectedness to a Higher Power and daily spiritual experiences. Test of Pearson's correlation coefficient demonstrated that those who reported a strong spiritual identity significantly had more religious support from friends ($r = .380$), parents ($r = .243$), religious community ($r = .501$), and mentorship ($r = .488$). Scales assessing one's compassion, empathy, connectedness, and love to others measured spiritual maturity. Those who reported strong spiritual maturity significantly had more religious support from their church community ($r = .251$) and mentorship ($r = .441$).

These findings may enable mental health professionals, religious leaders, and parental units to better understand how to support and mentor adolescents with RS interest in their journey of spiritual development.

**Fink, A., Frazzini, R. & Speer, J.**
University of Minnesota; Independent

### Steps toward Transformational Mentor Training

Based on the concepts and preliminary data presented in the University of New Mexico's 2011 Mentoring Conference paper Transformational Mentoring in University of Minnesota Co-Curricular Leadership Programs, data from recent surveys for mentors and students were gathered and evaluated. Survey questions were designed to gather information on what successful mentors do, and what specific processes were applied in their developmental and transformative mentoring relationships. As in our initial exploration, the framework for study incorporated Sharon Daloz Parks' three broad developmental 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). The survey participants represent three co-curricular leadership programs: First Year Leadership Institute, LeaderQuest and the Tom Burnett Leadership Program. These programs for leadership development are open to freshmen through seniors in all academic departments. Each participant has a mentor selected from senior students, faculty, staff and community, representing a variety of professions for interdisciplinary interaction. There is some training that is based on the experience level of the respective mentors, but the process for mentor preparation has considerable room for improvement. Our paper presents results from the new survey, including next steps for research and suggestions for training transformational mentors. Thoughts will be presented on the creation of a concise training program to help all mentors be effective in establishing a transformational experience, and achieving Parks' goals.

**Hagerty, S. & Quillen, T.**
Central Nine Career Center; St. Louis University

### A Journey of Hope: From Fear to Fortitude

This poster presentation will document the value of mentoring a high school student by an experienced nurse. Hope, the person who is spoke of in the title, is an 18 year old young woman who came to my Health Science 1 class a year ago. She shyly expressed an

interest in pursuing a career in veterinary medicine after high school. During the year we spent together, learning topics related to health careers, her desire to work in a health career with animals, changed. As Hope neared her senior year in high school, she found herself with an assignment to complete a monumental research project into a subject that she felt would challenge her to move outside her "comfort zone". As a quiet, kind young woman, Hope had to select a topic, find a mentor, and create this research project. After speaking with a fellow nursing professional, who consented to be Hope's mentor for the project, Hope started work on the assignment. One week ago, this young woman came into my classroom and shared her presentation with my current students. Her confident, concise, and well-structured presentation, was NOT presented by the young person who left my classroom last year. She "owned" her presentation, and has since made the choice to attend nursing school in the fall. Mentoring her along the way by two very dedicated, impassioned nurses challenged this young woman to search for a direction with confidence, and could have beneficial repercussions for the area of nursing recruitment.

**Kurepa, A.**
North Carolina A&T State University

### Success in Mathematics through Mentoring

We describe the development of a very successful Math S-STEM project at North Carolina A&T State University that is now in its sixth year. One goal of this project is to increase the number of underrepresented students in the mathematical sciences (pure and applied mathematics, mathematical biology, mathematical economics, computational mathematics and statistics). The project focuses on the development of a faculty-mentored learning community for a cohort of undergraduate and graduate students in mathematics. The improvement in student learning and the resulting positive effects on the cohort are based on structured faculty and peer mentoring and advising, as well as on undergraduate research, graduate research, and faculty-student collaboration.

In mathematics, mentoring is particularly effective if provided at various crucial stages of a student's career. These stages include the first-year level when students make the transition from high school to university level math, the point when students are introduced to rigid, formal methods of mathematical abstract proofs – typically in the third year of their program, and as they begin graduate level study, when understanding more rigorous mathematical theories and research is expected.

This paper describes the development, en-route modifications, and the success of the project in improving student learning outcomes and the resulting effect on the cohort.

**Lakind, D.**
University of Illinois, Chicago

### Risks and Strengths of At-Risk Youth: The Conceptualizations of Paid Professional Mentors

Youth mentoring programs rely almost exclusively on part-time volunteer mentors, but in recent years a few organizations have adopted a more intensive approach, employing full time paid professional mentors, and asking them to continue in their roles over multiple years. In this qualitative study examining the views of professional mentors who work with highly at risk youth, semi-structured interviews with all established mentors in a chapter of a professional mentoring organization were transcribed, coded, and subjected to thematic analysis. As have volunteer mentors in prior studies (e.g. Spencer, 2006), professional mentors emphasized the primary importance and foundational nature of interpersonal relational processes between mentor and mentee. However, mentors did not describe the difficulty of developing bonds with youth on their roster as a particular hurdle, or on relationship-related obstacles such as disagreements or arguments, which volunteer mentors have described as salient challenges (DuBois & Neville, 1997; Spencer, 2006). Mentors acknowledged such issues, but felt that even the most problematic behaviors and resultant interpersonal challenges were symptoms of an adverse environment, and were therefore not the "fault" of the children. With difficult behavior attributed to an expression of disadvantaged circumstances, interpersonal conflict may not be felt to undermine or threaten the mentoring relationship, but rather simply "prove" that the child belongs in the program; this may serve a protective function regarding the one-on-one relationship between mentor and mentee. Mentors also described youth strengths as individual and personal, i.e., strengths that can be augmented specifically through a successful mentoring relationship. On the other hand, mentors expressed frustration and concern that the assistance they were able to offer would be insufficient to overcome environmental risk, suggesting that conceptualizing environmental factors as the most relevant contribution to children's difficulties may weaken mentors' efficacy.

**Lamb, P.**
University of East Anglia, United Kingdom

### Enhancing the Spaces of Reflection: A Buddy Peer-Review Process within Physical Education Initial Teacher Education

Innovation in enhancing the reflective abilities of physical education trainee teachers was explored through establishing peer 'training buddies' during their school placements. Opportunities for engagement in peer- and self-reflection were provided to full-time Post-Graduate Secondary Physical Education trainee teachers (n=23). Data were collected through surveys, focus group interviews and trainee reflections shared through online discussion boards. Prior to their first school placement trainees were assigned a peer training buddy. Whilst on placement, they recorded each other teaching a physical education lesson. Immediately afterwards, the pair watched the recorded lesson and conducted a joint evaluation. This dialogue allowed them to engage in reflective discussion. The process

was repeated during their second placement with a different peer. Grounded theory methodology informed an emergent model of reflective practice. By being and having a training buddy, trainees created, enabled and negotiated their own rules, structures and practices for implementing the process. Themes emerging from the data pointed to a series of mutually-created spaces: safe – non-judgmental and creating a sense of solidarity; relaxed – non-pressured and conversational; equal – involving all participants at the same stage and status; pedagogic – collaborative and involving the sharing of ideas; negotiated – allowing autonomy and ownership of the process; and alternative – experiencing a different school environment. Trainees endorsed the peer review process as a method of engaging in critical reflection. The data illustrated the positive benefits that can be derived from sharing feedback with a peer. The emergent theory suggests that collaborative spaces created by training buddies enhance reflective ability and practice.

**Loest, H.**
New Mexico State University

### Mentoring Junior Investigators for Career Success

A persistent dilemma for junior faculty is maintaining the productive publication record they established as post-doctoral fellows. Usually, new assistant professors start their positions and spend time developing new courses, advising students and also setting up labs with research training opportunities for students. There is little to no time left for manuscript preparation, which is crucial for their career progression as scholarship documented by publications is essential for promotion and grant funding success.

NMSU has established a partnership with the Fred Hutchinson Cancer Research Center (FHCRC) that is funded by the NCI's Center to Reduce Cancer Health Disparities (CRCHD). The "Partnership for the Advancement of Cancer Research: NMSU and FHCRC" includes a Mentoring Core (MC) whose role is to enhance, guide, and assist participating junior investigators, post-doctoral fellows, and graduate students in their career development. The MC is comprised of senior investigators from each institution who meet annually to review junior investigators' career development progress and offer feedback. Junior investigators also have the option to submit a concept paper for a grant or manuscript for review and feedback among the MC once a year. A template career development plan, progress report, and evaluation guide were created to ensure consistency in the information provided and the feedback given; these tools can be accessed here: http://cancer.nmsu.edu/tools_templates.shtml. Constructive critique of writing samples, annual review of research and career goals, and course release time to complete manuscripts and grants are all components of this successful mentoring program.

**Mancl, K.**
Ohio State University

### Mentoring East Asian Scientists and Engineers

Mentoring Asians is a problem for Americans. Mentoring has a different meaning in Asian cultures beginning with the attitude that successful Asians do not need mentors. Individualism, that is a strong western concept, is not an Asian one. They do not want to be a burden on others, therefore seldom seek out mentors to help them.

The Ohio State University, Department of Food, Agriculture and Biological Engineering has an active mentoring program for its junior faculty. Mentors are assigned with mixed success. An effective approach to mentoring has been developed, with special consideration for Asian scientists and engineers. Across two colleges, Asian faculty now seeks out this type of mentoring.

Asian mentoring models have a strong formal hierarchy. In this work, the mentor works to shift the formal teacher/student relationship, by studying Chinese language and culture. Learning the spoken and written language is the biggest obstacle in working with Asian scientists and engineers. Too many Americans just assume that everyone they want to work with from Asia understands everything in English. Some important concepts do not translate well. Because of this dual role of both teacher and student, the mentor/protégée relationship becomes more equal. This effort inspires others to be lifelong learners. It also shows real empathy for the international scholars working in a second language and educates Americans who criticize those who do not speak or write in perfect English.

**Melamed, S.**
University of Illinois, Chicago

### ConnectID

Industrial Design students today are faced with numerous challenges in order to succeed. They must be abreast of all visualization software both 3D and 2D, they must have familiarity with GUI (graphical user interface), human factors, user experience, ISO usability standards, sustainability, as well as a working knowledge of materials and manufacturing methods. In addition, they need to a working knowledge of business (marketing) and engineering practices in the design and development of products and systems. It is extremely difficult to cover all of this material in a four-year program. In order to effectively supplement the learning outcomes, three years ago I created the connectID Mentoring Program at UIC.

This program is founded on the principle that students need both mentoring from working professionals to augment their classroom learning as well as peer group support. I recruited 30 UIC alumni who agreed to take on the role of outside mentors. I then formed 'learning communities' in which I paired up one sophomore, one junior, and one senior into a small group that was then assigned an alumni mentor. The mentor had agreed to meet with his group (learning community) at least once per month throughout the academic

year (9 months) either on campus or at their respective office. The mentor is also available for individual counseling, guidance and critique via e-mail. The mentors, along with the UIC Industrial Design faculty encourage the students to help each other with project work. The students learn early on how to collaborate effectively and the program also builds community between all levels of students. At the beginning of each school year, I host a one-day mentor training session for all the alumni who have agreed to participate. To date, the program has been extremely successful according to students.

**Piernik-Yoder, B.**
University of Texas, San Antonio

### A Systematic Literature Review of Mentoring in the Health Professions

Although mentoring is regarded as a potential method to enhance professional skills, improve job satisfaction, and reduce turnover in various settings, there is limited published research on mentoring of clinicians in the healthcare setting. The purpose of this study is to present the findings of a systematic literature review of mentoring outcomes in the health professions.

This review was conducted using EBSCO to search the following databases: Academic Search Complete, Business Source Complete, CINAHL, ERIC, and PsychINFO. The search terms used included mentoring, clinicians, health, health professions, and allied health and were limited to English-language publications. This strategy identified 123 articles for review. However, most of these publications were concept papers about the benefits of and need for mentoring, or studies of mentoring pertaining to student or faculty development in the health professions. Therefore, approximately 10 studies that investigated outcomes related to the mentoring of health professionals or experiences of mentors or mentees in the health professions were included in this review. Findings that will be presented include methodology used to investigate mentoring in the health professions, the purpose of the mentoring program, characteristics of study participants, the approach to mentoring, identified outcomes, and recommendations.

**Sheridan, D.**
Weber State University

### Mono-Culturalism Can Be Cured: Conversing Our Way to Success

Implementing a conversation partnership scheme in the Weber State University Learning English for Academic purposes (LEAP) department has had double benefits, for the LEAP students and the English 2010 students who partner and mentor them. The benefit of acculturating and adjusting to a profoundly new educational and local culture, plus learning vernacular English and getting help with homework is priceless for the LEAP students. The native English speakers interact with international students, mostly Muslim, for the first time. The understanding and personal development that results is rewarding for the students, their families, the community and for myself.

**Sorensen, I. & Bowser, L.**
Utah Valley University; Phi Theta Kappa

### Freshman Advocacy: A Voluntary Mentoring Program for Retention of College Freshman

College freshman have a very low retention rate at post-secondary institutions. Studies show that at institutions that have resources designed to help students mitigate issues that affect retention, freshman are the least likely to take advantage of them. Utah Valley University's Phi Theta Kappa chapter proposed to the university a mentoring program, made up of volunteers, specifically aimed at being a bridge between the university resources and the freshman. We named it the Freshman Advocacy Program. On our poster we will discuss the literature behind the program, the process of developing it and the lessons learned of our first semester pilot.

**Von Bohlen, C., Cook, A. & Chamberlain, C.**
University of Wisconsin, Milwaukee

### Shrinking the University through Mentorship and Community Building: The Nursing Endeavor Program

The University of Wisconsin-Milwaukee (UWM) is a major urban university, the most diverse within the University of Wisconsin System, and committed to the values of inclusion and diversity. The Nursing Endeavor Program (NEP) was established in 2008 at the UWM College of Nursing to support and guide a selective group of students deemed at greatest risk for making a successful transition to and through college. Eligibility criteria for acceptance include one or more of the following: first generation to college, member of an underrepresented minority, and economically disadvantaged. NEP's multidimensional, intensive and intrusive learning community approach includes peer-to-peer, faculty-to student, and staff-to-student mentoring across all four years of the baccalaureate nursing program; in combination with other strategies and expectations, mentoring affords NEP students the unique opportunity to forge meaningful relationships that nurture student development and success. Participants in NEP must meet the same academic requirements as all nursing students, plus they must fulfill the very extensive standards set forth in NEP. Accessing academic resources within a small, consistent peer group shrinks the university to a navigable size. Measures of success will include focus group findings, satisfaction surveys, and admission to the major and graduation rates. As graduation approaches for the first cohort, the reciprocal benefits of NEP have become abundantly clear: the community supports learning, and learning supports the community.

**Varner, W. & Powers, S.**
University of Massachusetts, Amherst

### An Interdisciplinary Faculty Mentoring Program for Increased Research Funding Success

We describe a faculty research mentoring program that has been highly effective for increasing federal research support and promoting a vibrant culture of research activity.

Since 2003, the Center for Research on Families at the University of Massachusetts Amherst has offered The Scholars Program, which provides selected faculty with the time, technical expertise, peer mentorship, and national expert consultation to prepare a large grant proposal for their research support. Up to six Scholars participate in a year-long interdisciplinary faculty seminar that includes presentations and discussions of the developing proposals, concrete instruction on successful proposal submission and university resources, individualized methodology consultation, and information about relevant funding agencies. National influential experts are invited to campus to provide individual consul¬tation to each of the scholars on their specific projects.

Since its inception, fifty faculty have participated in the Scholars program and submitted 136 proposals totaling $77 million dollars of grant requests to federal funding institutions (i.e. National Institutes of Health, National Science Foundation, etc.). 17% of the grants have been awarded. The model has been replicated in five other units on campus and in two other research universities. 100% of faculty participants report increased research productivity. Formal and informal mentoring networks have been created. A second faculty mentor program at UMass, modeled after the Scholars program, was created in 2010 for principal investigators managing large research projects.

Small interdisciplinary research mentoring groups are an effective means for increasing research productivity at universities. This forum provides an environment for accountability, encouragement and trust among faculty peers while at the same time provides expertise from senior research mentors. Faculty participants develop their research careers and scholarly interests within a supportive environment of positive individualized expertise resulting in funding, formed collegial thematic research groups, and established professional research networks both on and off campus.

**Violanti, K.**
McDaniel College

### Mentoring the Mentor to Build and Strengthen the Internal and External Mentor Structure and Community

This session will describe an internal model of “mentoring the mentor” within a larger peer mentor program at a small, liberal arts college. The Peer Mentor Program at McDaniel College is made up of about 50 students, serving approximately 500 new students each year. Students can serve as a First-Year Seminar, international, transfer or honors peer mentor. The highlighted model builds in a student peer mentor “Advisory Board” in which 6 six upper-class students whom have been mentors previously become “Team Leaders” to a team of 6-7 students serving as peer mentors for that academic year. The role becomes a foundation of leadership development for the “Team Leader/Board Member” and in parallel offers morale, programmatic and skill support for the peer mentors as the peer mentors serve in that role with new students. The “Team Leader” works with administration, faculty and the peer mentors offering personal and professional growth in their developmental and student experience. The Team Leaders provide training, ongoing support for their “team” of peer mentors and offer a peer foundation and “access” for peer mentor success serving in the peer mentor role. This unique leadership role offers peer mentors a “peer” to talk to and access for support in addition to the administration coordinating the program as a whole. The Team Leader, having been in the role already, offers a peer and “different” outlook for the peer mentors on the team offering a stronger, more diverse and deeper experience. Evaluation of the program by peer mentors and Team Leaders show positive outcomes in terms of personal development and strengthening of bond to peers and the college community. Evaluation also shows the experience of the incoming new students, served by these peer mentors, is positive and supportive of the new students’ transition to the college community.

**White, J., Duerden, D. & Harman, C.**
Foundation for Family Life

### Mentoring for Reentry from Incarceration and Addiction

From 2004 to 2007 Utah released 3,056 inmates, with a recidivism rate of 53.7%. It is preferable, of course, to prevent crime, but reentry work is necessary to reduce recidivism-oriented behaviors. Utah MentorWorks offers inmates, ex-offenders, and addicts/alcoholics completing treatment mentoring relationships (ideally beginning 3 months before release) to facilitate a successful transition into society. Ex-offenders or mentees, with counsel from mentors, develop an initial Success Plan that maps out a viable reentry path with key components of early reentry triumphs, including: safe, sober housing, developing employment skills, maintaining sobriety, and repairing and preparing for healthy relationships with family, friends, employers, and others. Once matched, mentor and mentee begin identifying services needed to implement the Success Plan. An important component of our recovery work includes a fatherhood program, which helps men explore ways to become better, responsible fathers. Our “Second Chance Act Adult Mentoring Grant” (U.S. Dept. of Justice), awarded last fall, has helped advance our program efforts. Mentors commit to mentoring for one year following release-with communication anticipated to continue beyond that time as mentors continue encouraging ex-offenders and addicts in their

transition to a new life free from crime and drugs. Respect and confidence in the mentee's capacity to change are core principles that permeate mentoring relationships. Commitment, support, and observance of these principles lead to reduced relapse and recidivism, significant cost savings to the criminal justice system and society (annual costs per inmate: $29,349), and increased individual capacities to meaningfully contribute to family life and society.

**Zea, J. & Letamendi, C.**
Nova Southeastern University Oceanographic Center

### Sharks Mentoring Sharks: NSUOC's Peer Mentorship Program

Across the nation, and in the private and public educational sectors, "mentorship" is becoming a buzzword. The Oceanographic Center (OC) was charged with launching a graduate mentorship program in an effort to develop peer relationships with new incoming graduate students. The program establishes leadership in the graduate scientific sector. According to Boyle & Boyce (1998), the importance of informal interacting with peers and faculty via mentorship programs, or other socialization activities, are in a sense, a part of the field, outside of academics. Graduate mentorship opportunities transcend the idea of graduate student leadership development. The program contributes to the cultivation of professional leadership skills by establishing a supportive environment for new students and increasing NSU OC students' morale. Our mentorship program reinforces the goals, objectives and mission of the university. While usage of the program is critical, each mentor has established his or her own personal goals for the length of the program. Each mentor has committed to volunteer and be in contact and reach out to his or her mentees minimally once a month and maintain a solid, ongoing communication. Some of the positive accomplishments that have resulted include inclusion of online students in an integrated mentorship program, intentional training with focus on communication styles, listening skills and conflict resolution, which increases the ability to manage conflicts, progress towards fulfillment of meeting goals for graduate student leadership and self awareness for peer mentors. The First Annual Mentorship Summit, which recognized participation in the mentorship program, was held in January of 2012.

# Friday, October 26, 2012

## Concurrent Presentations

8:00 - 8:45 AM

**Nelson, L.**
University of Arkansas, Fort Smith
Lobo A

### Mentoring and Counseling Students for Success in Science and Mathematics Courses

Science, technology, engineering and mathematics (STEM) in general have lower retention rates than many other courses taken during a college experience. This has long been recognized and much effort has been made to remedy the situation, however ideal results have yet to be obtained. Continued effort must occur to encourage students to enter these fields and help must be provided for them to be successful once that decision has been made. It is at the very least equally important to work with students who are taking these courses as part of a program other than a STEM area degree. Mentoring and counseling can play a major role in whether or not a student will be successful in any program, but is critical to student success in STEM related subjects.

Students often express the perception that chemistry and math are particularly challenging subjects. For some students this is a source of frustration while others find it a source of excitement. Another facet of their attitude is the emotional response to the subject. Students range from finding it emotionally satisfying to emotionally distressing. Encouraging positive attitudes toward science and math is instrumental in retention of students regardless of their field of study. Even with a positive attitude, students must be counseled on what their responsibilities are and how they might accomplish success.

The goal of student success cannot be achieved by STEM faculty alone mentoring in these ways. It is imperative that faculty, regardless of field, encourage their students and provide them with strategies for success. Administrators must encourage faculty, staff and students in their efforts and provide means of communication across disciplines in order for success to occur. Approach of this issue as a campus wide concern intertwined with suggested strategies will be the focus of this presentation.

**Morgan, B. & Khan, R.**
University of Tennessee; University of Maryland
Lobo B

### Mentoring in Professional Graduate Degree Programs: Implementation, Maintenance, and Results of Formal Mentoring Programs

The University of Maryland University College and the University of Tennessee College of Law each have designed and implemented formal mentoring programs in graduate degree programs. Although the specific purposes of these programs are somewhat divergent, each program shares similar overarching goals of preparing the student participants to bridge the gap between education and practical application of that education in the workforce, while affording the mentors the opportunity to engage in self-reflection and the intergenerational exchange of customs, best practices and knowledge.

These programs accomplish their purposes through similar formal mechanisms including: recruitment of mentors, recruitment of student participants, orientation for the participants, program oversight, evaluative feedback, and metrics to examine objective results of the programs' effectiveness. In order to ensure the scalability of the programs, each institution incorporates the use of technology to include all willing participants regardless of geographic location. The use of technology additionally facilitates the application, selection, matching, and evaluation processes utilized by these institutions.

The evaluations—both subjective and objective—indicate that students that participate in these programs experience higher academic achievement, a broader idea of the opportunities available in their given discipline, an increase in dedication to their chosen profession, more positive world views, and more specific ideas of how they would like to utilize their specialized knowledge.

The paper discusses program goals/purposes, program design, program maintenance, evaluative techniques, and a discussion of the results of the mentoring programs.

**Cowin, K.**
Oregon State University, Cascades Campus
Santa Ana A

### Exploring Mentoring Relationships of Cooperating Teachers and Pre-service Teachers through a Cultural-Historical Activity Theory Lens

The cooperating teacher is an integral part of pre-service teacher preparation. However, cooperating teachers often have not received formal preparation or education for serving in their multiple roles as mentors, coaches, and evaluators, beyond their own experience of being a student teacher or having hosted a student teacher previously. Compounding this lack of formal preparation and education, the initial selection of cooperating teachers is often controlled by local preK-12 school district leaders with little or no input from university personnel.

I am currently researching ways to improve mentoring relationships between cooperating teachers and student teachers, focusing on self-examination, education and reflection. Using Cultural-Historical Activity Theory (CHAT) as a lens to assist cooperating teachers and pre-service teachers in self-examination and reflection, this research explores how to build transparent and educative mentoring relationships. Following the work of Vygotsky (1978), CHAT assists in understanding the ways that cultural and historical experiences mediate activity.

A secondary intent of my research is to create school district-university partnerships to examine mentoring practices among cooperating teachers and pre-service teachers with the goal of building and strengthening effective and positive mentoring relationships.

I will review five years of self-reported CHAT data elicited from cooperating teachers and pre-service teachers, and compare this data with evaluative survey data collected from their student teachers about their mentoring experiences. Key components from this data suggest targeted enhancements of cooperating teacher selection, preparation and education with a focus on how CHAT may inform mentoring practices.

**Rivera-Mills, S.**
Oregon State University
Santa Ana B

### Promoting a Mentoring Culture: Lessons Learned and Future Directions

The purpose of this paper is to provide an overview of the implementation of a mentoring program at an institution that has not had a systematic, structured approach to faculty mentoring. This is the next step in the process of building a mentoring culture. Based on assessment data, the results of a yearlong implementation process of a new mentoring program are presented. In addition, an overview of recommendations based on best practices used by many universities nationwide is provided. Finally, lessons learned during the implementation year, and pit falls to avoid will also form topics of discussion. This paper is not intended to represent an exhaustive overview of resources, but suggests key points to consider for institutions that find themselves trying to build a culture of mentoring while affirming a commitment to faculty success and effective action.

**Williams, C.**
Drexel University
Fiesta A

### Utilizing an Evidence-Based Mentoring Model to Support Foster Youth: A Planned Demonstration Project

Nearly 500,000 youth in foster care in America disproportionately face the likelihood of negative outcomes—i.e., incarceration, low college attendance, poor health, high school dropout, homelessness and drug abuse. Also, foster youth also face emotional and behavioral challenges as a result of their early home experiences as well as the negative experiences resulting from multiple placements. Moreover, as foster youth are forced out of placement, at a certain age—termed aging out, they face the daunting challenge of adjusting and responding to life experiences as functioning adults. However, their level of functioning is often comprised due to the reasons for placement,

i.e., abuse, neglect and maltreatment, as well as less than ideal placement situations, i.e., facing abuse from foster parents. Therefore, it is important that the child welfare community explore evidence-based practices which can both assist foster youth who are in placement while also preventing the negative outcomes all too common for this population of youth. One such approach could be to offer social skills training while also pairing foster youth with mentors, given that a body of literature exists which highlights the positive effects of social skills training and mentoring on youth at risk. Therefore, a demonstration project has been proposed for foster youth attending a special admit school designed for foster youth in Southeastern Pennsylvania, in conjunction with Big Brother Big Sisters of Southeastern Pennsylvania. This paper will highlight the research on foster youth, mentoring and social skills, while also briefly detailing the proposed demonstration project.

**McGill, J. & Adler-Baeder, F.**
Auburn University
Fiesta B

### The Impact of Mentoring on Mentors: Outcomes and Factors

The purpose of the study is to understand young adult female mentors' experiences in a mentoring program that pairs undergraduates with at-risk female middle-school students. There is extremely limited research addressing the experiences and outcomes for mentors; the vast majority of research focuses on mentoring programs' effects on the mentees. We expect that the mentors involved also experience change because of the interactional nature of close relationships. Most young adult research focuses on parent-child, peer, or romantic relationships. Very few studies have focused on other significant relationships, such as mentoring relationships that may also impact young adults' development. Research on mentoring programs also benefits from the study since only a handful of studies have considered outcomes for mentors. Results can inform administrators as they consider the training and monitoring of the mentors in their programs. We use a blended theoretical framework that includes aspects of feminist theory, systems theory, and the calamity theory of growth and incorporate a grounded theory and phenomenological design for theory development and refinement. Qualitative interviews were conducted at two time points in the yearlong program. Prompt questions focused on perceived outcomes and the factors that may have led to these reported outcomes. Transcription and thematic coding techniques are utilized. Preliminary findings suggest mentors gain both practical and personal skills, such as leadership and emotional regulation. Elements of the process that affect mentor outcomes include the relationships and support from others involved in the program (fellow mentors, administrators) and opportunities for skills practice.

**Schafer, S. & Starrett, M.**
Metropolitan State College of Denver
Mirage/Thunderbird

### When the Mentor is the Youngest Person in the Room

Mentoring experiences come with expectations. One of those is that the mentor will be older and wiser than the mentee. Our experience is the opposite of that expectation. Teaching in a field where professional experience is highly prized, many of our professors come to teaching after decades of work outside of the academy. This circumstance created the unusual experience of having a mentor with decades less professional and life experience guiding a faculty member with substantially more professional experience. This was combined with differences in age, gender and backgrounds. However, the experience proved revelatory and benefited both of us.

**Abermann, G.**
Salzburg University of Applied Sciences
Spirit/Trailblazer

### Challenges and Opportunities: A Trigger for Sustainable Intercultural Competence Gain in Student Placements Abroad

International interns are often left to their own devices or get functional support for the project work they carry out. They rarely receive any cross-cultural preparation. This study outlines the approach taken in the European Union-funded project SKILL2E to apply cultural mentoring as a component of a comprehensive support structure to facilitate the integration of the intern-student into the host organization culture. Such integration has the potential to reduce culturally-induced friction and, thus, to increase both the productivity for the mentoring enterprise and the intercultural competence and personal satisfaction and growth of the mentee.

The paper describes the conceptualization process, which also included interviews with over 150 companies in Austria, Finland, Romania, Spain and Turkey, as well as the preliminary results of the prototypical implementation in pilot cases. Pre-departure training program, a reflective cultural diary and a process of mentoring in the hosting enterprise have been develop and tested in the framework of this project. Darla Deardorff's pyramid and process model (2006) has been used as the touchstone against which a mentor should self-assess his or her readiness to act as a cultural mentor. Additionally, an assessment instrument, namely, the Intercultural Development Inventory, based on Mitch Hammer's Intercultural Development Inventory (2009) is offered as a means to trigger self-reflection with regard to the mentor's cultural qualification, and to identify and tailor the mentor's training needs.

**Basnight, E.**
Buchanan Ingersoll & Rooney & Girls Action Network, Inc.
Luminaria

### STEM: Shattering Stereotypes and Unlocking Opportunities® Mentoring

The Women's History Month that ended in March was themed "Women's Education - Women's Empowerment." A worthy goal, but not the reality for many young minority women, particularly those in underserved urban and rural communities. They are often prisoners of a failed education system, marginalized by both circumstance and expectation. This has to change. According to U.S. Census Bureau projections, by 2042 America will be a "majority-minority" nation, where ethnic minority populations, primarily Hispanic, will collectively outweigh the white majority. As our nation's demographic composition evolves, its economic competitiveness, national security, and democratic commitment to the unique potential of every person requires that we work to ensure that all minority women are provided a fair opportunity to achieve. By 2002, after mentoring girls in middle and high schools for more than 15 years, I had consistently observed firsthand what Congress and others were reporting on: that young girls lacked access to information about career opportunities and the related educational paths. That lack of information, combined with gender stereotypes, often deterred girls from seeking careers in science, technology, engineering, and mathematics (what are known as STEM careers). My response was to create the nonprofit organization called Girls Action Network (GAN). Through participation in innovative learning experiences with particular focus on science, technology, engineering and math (STEM), self-awareness assessments, educational activities and mentoring, GAN encourages girls to shatter the stereotypes that limit their career options and enables them to explore their opportunities and guide their own direction toward vocational and personal success.

**Krebs, M.**
University of New Mexico
Scholars

### Online Mentoring via Video Web Conferencing: A Graduate Class Experience

Building relationships is a key component to a successful mentoring experience (Bell, 2002; Erschner & Murphy, 2005; Zachary, 2011). In "distance mentoring," with geographic separation, building that relationship can be can be a challenge (Zachary, 2011).

In this session the participants will learn about a totally online graduate course entitled Mentoring Educators for Professional Growth. The focus of this session will be the effectiveness of utilizing the Video Web Conferencing tool, "Elluminate." As the instructor of this course, whose participants were currently mentors in their professional lives, I was also a "mentor" for these professional mentors.

Because this course is offered online, it was necessary for me to incorporate "distance mentoring," because of our geographic separation (Zachary, 2011). The Elluminate software enabled me to establish closer relationships with my students meeting virtually face-to-face. Through one student's experience with Video Web Conferencing, she began to mentor her student teachers more often using this software, thus establishing a closer relationship with them across time and place. She was able to take advantage of Zachary's suggestion to "identify and use multiple venues for communication" (2011, p. 77) as a mentor herself.

Participants will view a Web Conferencing session using this technology and learn about increased student engagement in the course itself. The students who "met" each other online were much more likely to respond to each other's posts. The instructor also had several more "problem-solving" phone calls from individuals as a result of the relationships established through video web conferencing.

**Ayodele, Y.**
International Mentoring Agency
Sandia

### Tools for Facilitating a Productive Relationship with Mentees, for Enduring Success

Great coaches make great players, superb trainers make superstars, good lecturers make good students and resourceful mentors make successful mentees. However, the crucial resultant roles of the trainee in achieving that, which is of greater importance is what this study draws particular attention to.

Most times, focus is mostly on mentors: spending much energy and resources on how to achieve best practices, while little attention is paid to the responsive roles of the mentee. Impartation, implantation and imbibe are the 3 basic ways an individual is infused with knowledge, skill, values and virtues. Mentoring being a developmental relationship needs the full cooperation and participation of a mentee, which is paramount for a meaningful success. The true success of any mentoring program is measured by how impacted and developed a mentee becomes. This is the acid test and testimonial of a great mentor. From observation and practice, the over-all success of any mentoring program is basically a shared responsibility by both parties; but, the mentee's attitude to the training relationship is the central determinant factor. Attitude is every thing for success! For the right attitude and the long-term success and prosperity of the mentee, the person's persona should be worked on for all-round development, as charisma without character can end up in catastrophe. The proven mechanisms in getting a mentee fully and productively involved in mentoring program are demonstrated through this paper. The tools include mentee-friendly content, mode of delivery, mood of delivery, means of delivery, help and giving. Others are exposure, character development and games.

## Concurrent Presentations 9:00 - 9:45 AM

**Bresnahan, T. & Burnaford, G.**
A.D. Henderson University School; Florida Atlantic University
Lobo A

### Mentoring as Leadership: Research and Practice in Schools and Universities

The session will explore mentoring in the teaching profession on three levels: mentoring with prospective teachers; mentoring as professional development for mentors; mentoring as leadership in schools and universities. The session will also provide an overview of the literature pertaining to each of these levels, with a conceptual framework informed by Lieberman and Miller (2004) who posit that teachers as leaders should fulfill mentor roles, guide improvement in their schools, and contribute to the professionalization of teaching, and by Fullan (2010) who suggests that real change can occur by taking a systemic approach involving stakeholders at all levels.

The presenters will share results from a study of professional development experiences of school-based mentors with mentees and other mentors, as well as their beliefs about mentoring. Highlights from interviews detailing the quality of mentors' experiences will be discussed.

The presenters will lead the participants in a discussion about what schools and universities could do to further the mentoring as leadership dialogue and to explore what can be learned from mentoring in other professions that informs education. The ensuing conversation will address these questions: What is the role of higher education in supporting teacher leadership? What must happen in the context of schools to foster teachers as leader/change agents and build a culture of developmental relationships among peers? How might mentors address the challenge of professional communities of practice that resist this perspective? Conclusions and recommendations for programs and research will be offered.

**Grajczyk, R. & Nafshun, R.**
Oregon State University
Lobo B

### Department of Chemistry Graduate Teaching Mentoring Program

OSU Chemistry offers a program for the development of teaching skills for its graduate students. The intent of this program is to acquaint graduate students in chemistry with the practice of creating and operating a high-quality, college-level chemistry course. Its principal feature is the pairing of a graduate student (an associate) with a department faculty member in the teaching of a regular department course. The goal is to help the associate become an effective chemistry instructor, and in so doing, to increase the likelihood that the associate will compete successfully for a college-level teaching position. The associates meet weekly with the faculty mentors in an informal setting to discuss the successes and difficulties of teaching chemistry. The faculty mentors take time to constructively assist the associates through the tasks involved with course preparation, concluding with the graduate student teaching of a series of lectures. This includes, but is not limited to: the development of syllabi and course structure, textbook selection and review of covered chapters and completion of 3 to 4 lectures covering a topic of choice. This experience is used as professional development for the graduate student, and is not simply a "substitution" for the absence of the faculty mentor or an extension of the department teaching assignment. The associates, the faculty, and the student body greatly benefit from this experience through professional growth and scholarship. Additional projects have been incubated from these collaborations and will be discussed.

**Dragoni, L. & Park, H.**
Cornell University
Santa Ana A

### Show and Tell: How Formally Assigned Advisors Facilitate Role Learning Among Newly Appointed Leaders

There has been increasing theoretical and practical interest in how to help organizational leaders develop from their experiences. Building on the job transitions and leadership literatures, we articulate two critical functions that formally-assigned advisors (i.e., those assigned to developmentally support a developing leader during a leader developmental intervention) can provide while a newly-appointed leader navigates a job transition: (1) to "show" through their own behavior how to be an effective leader and (2) to "tell" or to teach the newly-appointed leader about the current job and its associated role. We test these ideas with a longitudinal survey design in which we tracked 114 newly-appointed leaders from a large, global technology firm at four different points in time over the course of 10 months. Results from random coefficient modeling reveal that newly-appointed leaders report accelerated role learning when their formally-assigned advisor provides relatively high levels of both "telling" and "showing," and thus supports our main thesis. In addition, when newly-appointed leaders have not had exposure to an exceptional organizational leader, they reported accelerated role learning over time when they received relatively high levels of job-related information from their advisor (i.e., "telling"). We discuss these findings in light of their theoretical and practical importance to the leader development and workplace mentoring literatures.

**Thorpe, T.**
TNT Development
Santa Ana B

### Mentoring Gen Ys: Building Successful Intergenerational Developmental Relationships

Millennials (Gen Ys), who are born between 1981 and 2001, are the fastest growing segment of today's workforce. With the large exodus of Baby Boomers, the US faces a significant labor shortage, which Millennials play a key role in rebuilding. As a result, organizations are experiencing increased age diversity, and a greater demand for intergenerational collaboration and mentoring. Intergenerational understanding and developmental relationships will be paramount to organizational effectiveness and the long-term success of Millennials within their profession.

A recent survey by PricewaterhouseCoopers of over 1,500 Millennials indicate that training and development are a highly valued employee benefit, and 98 percent believe working with strong coaches and mentors is an important part of their development. Traditionally, age and experience are more given more respect and credibility within organizations, particularly when adults and young adults work collaboratively. Recognizing the diverse skills and resources Millennials contribute and entering into age diverse relationships with equity are essential tools when fostering professional leadership skills in young adults.

In this paper, the author will discuss intergenerational collaboration and intercultural competence as a strategy for developing successful mentor/protégé relationships across generational differences. The author will review generational characteristics, debunk common misconceptions of Millennials, and demonstrate how intercultural competencies can be applied to develop the attitudes, skills and knowledge necessary to build intergenerational developmental relationships with equity and mutual respect.

**Fink, A., Frazzini, R. & Speer, J.**
University of Minnesota; Independent
Fiesta A

### Creating a Mentor Training Program for Transformational Mentoring in the University of Minnesota Leadership Programs

Based on the concepts and preliminary data presented in the University of New Mexico's 2011 Mentoring Conference paper Transformational Mentoring in University of Minnesota Co-Curricular Leadership Programs, data from recent surveys for mentors and students were gathered and evaluated. Survey questions were designed to gather information on what successful mentors do, and what specific processes were applied in their developmental and transformative mentoring relationships. As in our initial exploration, the framework for study incorporated Sharon Daloz Parks' three broad developmental 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). The survey participants represent three co-curricular leadership programs: First Year Leadership Institute, LeaderQuest and the Tom Burnett Leadership Program. These programs for leadership development are open to freshmen through seniors in all academic departments. Each participant has a mentor selected from senior students, faculty, staff and community, representing a variety of professions for interdisciplinary interaction. There is some training that is based on the experience level of the respective mentors, but the process for mentor preparation has considerable room for improvement. Our paper presents results from the new survey, including next steps for research and suggestions for training transformational mentors. Thoughts will be presented on the creation of a concise training program to help all mentors be effective in establishing a transformational experience, and achieving Parks' goals.

**Jagiello, K. & Lee, J.**
James Madison University
Fiesta B

### Piloting a Study of the Mentoring Relationship between Two Levels of Nursing Students

The purpose of this study was to explore the relationship among two levels of nursing students in a mentoring program. The objectives of this study were to 1) evaluate the experiences of students in an RN-BSN program as they developed their own professional nursing roles while fostering acceptance and socialization into the profession of nursing through mentoring traditional BSN students 2) assess traditional BSN students' role development in a non-punitive relationship with a practicing nurse during their last semester of nursing school. Promoting leadership skills is a very important focus in nursing and mentoring is a subject area that nursing literature is lacking. Mentoring is the process by which individuals share knowledge, skills and professional perspective to promote inter-professional growth and development. Based on this, an assignment was implemented during the spring 2012 semester in the Department of Nursing at James Madison University. Students in a RN to BSN course (N= 17) were assigned the role of mentor and paired with students in a traditional BSN course (N = 56), which were assigned the role of mentee. Using qualitative methodology, a hermeneutic phenomenological study design was implemented to evaluate the relationships and identify themes in relation to professional role attainment. The results of this study may help health educators develop effective strategies to integrate deliberate mentoring programs into nursing curricula.

**Eberman, L. & Kahanov, L.**
Indiana State University
Mirage/Thunderbird

### Culture Shock: Transitioning from Student to Educator

Transitioning from doctoral preparation to the academy is a stressor for most new faculty, particularly among academicians in the medical and health professions where role strain may include clinical responsibilities as part of faculty load. A lack of necessary preparation during doctoral preparation may lead junior faculty to develop unrealistic expectations regarding faculty collegiality, research and responsibility. Socialization is necessary to orient new faculty, reduce dissatisfaction and increase talent retention. Effective mentorship of junior faculty is essential to support and retain talent by creating an environment where the challenges of becoming a wise professional perpetuates continued socialization into the academy.

**Brooks, M.**
DePaul University & North Carolina Central University
Spirit/Trailblazer

### Facilitating Developmental Relationships for Success Beyond the Classroom: The Experience of a Urban Educator

The knowledge and understanding of human relationships continues to be driving force in my life. I am an educator. The entire educational process is immersed within communication, and the transfer of ways of knowing, as a means to function within the world. The incongruencies I witness in educational and public policy/practice has instill in me the hunger to transform the world in which I live. This has influenced how I as an educator continue to nurture my students. The tools transmitted through my family/community are essential in fostering individuals that will be autonomous and transformative citizens. These tools consist of love, communication, integrity, structure, encouragement, reverence of wisdom, forgiveness, and humility.

Being an educator is about caring for the entire development of another human being. I have learn that producing successful students must encompass educating them in a manner that expands their intellectual scope by allowing them to learn in ways that are instinctive to them, thus validating their experiences. This creates the scaffold for young people to take ownership over who and what they are. My interest is to analyze meaningful relationships between educators, students, and families. How are these relationships sustained beyond "school"? What are the implications of these relationships on the larger community? How are these relationships connected to sustaining our society? It is my contention that these questions be address in examining how students maintain overall prosperity. In sustaining a successful existence within the world, students must wield tools of power which foster wholistic ascension.

**Bierer, B.**
University of Colorado, Denver
Luminaria

### Including Mindfulness in the Mentoring Relationship

The mentoring relationship is complex and characterized by overlapping layers of interactions. The manner in which these layers mesh, and the clarity with which they are understood contributes to both the mentoring process and to the personal growth of all parties involved. The ability to accurately identify and describe moment-to-moment experience is important as challenging situations are processed and ultimately resolved. Developing this ability can be crucial to a successful mentoring relationship.

Mindfulness, or the intentional acceptance of the present moment, can contribute to the clarity of mentoring relationships, develop helpful habits of mind and facilitate the engagement of higher level thinking skills in problem-solving situations. In this workshop, participants will be introduced to the concept of mindfulness. They will be exposed to the most recent research on the effects of mindfulness practices on emotion regulation and communication skills, and other higher-order executive functions. Participants will have the opportunity to engage in activities that they can transfer to their own work as mentors, and that they might find useful in their own lives. Strategies for integrating mindfulness into the mentoring relationship will be discussed.

**Moore, S. & Walsh, J.**
University of Colorado, Boulder; Denver Public Schools
Scholars

### Project LEARN: Building Relationships to Change Teacher Practice in Early Childhood Classrooms

This presentation will describe a relationship-based coaching model used as paradigm or framework for professional development of early childhood teachers in inner city preschools. Teaching teams from twelve classrooms engaged with monthly workshops and a minimum of 2 hours of coaching time per week during the school year for close to three years. Core foundational components of the model involve establishing meaningful, relevant, and positive relationships between teachers and coaches to enhance positive changes in teacher practice and increase quality of language and literacy instruction in both English and Spanish instruction preschool classrooms with dual language

learners. A specific model/paradigm developed by the coaching team will be shared. This paradigm or "theory of change" draws from an extant literature review of specific models for mentorship, supervision and coaching, which will also be presented to support discussion. Key strategies developed by the authors to enhance teacher's self-reflection and intentional changes in practice will be described and demonstrated. Data collected using measures of teacher change in classroom interactions and environments with reference to child outcomes will illustrate the challenges and successes of Project LEARN.

**Flores-Dueñas, L. & Anaya, M.**
University of New Mexico; University of Texas, Austin
Sandia

### Social Identity and Resiliency: An Unfolding Co-Mentoring Relationship between Two Latinas

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 multi-layered 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 in that it can reproduce itself among its members, whereas a mentee will eventually become a mentor within their community. This qualitative study addresses the how social and ethnic identities have played out in the life choices of the mentee and how this mentoring relationship changed over time for the mentee and mentor.

## Concurrent Presentations 10:00 - 10:45 AM

**Soma, A., Sheehey, M., Klein, S. & Aiona, C.**
University of Hawaii, Manoa
Lobo A

### Advancing the Mentoring Relationship through the Power of Aloha

The need for and retention of special education teachers is a problem nationwide. Impacting retention is the daunting challenge new special education teachers often face in the first years of teaching. Each year students in the University of Hawai'i's special education teacher training program obtain positions as emergency hires in the State of Hawai'i public school system. Although some mentoring was provided by the State Department of Education, it was noted that special education teachers required more intensive, ongoing support. In 2003, the University of Hawai'i teacher preparation program responded by developing and implementing a mentoring component which targeted teacher candidates who had been hired as special education teachers. The University of Hawai'i 's Mentoring Unique Special Educators (MUSE) program, a distinctive teacher mentoring program, meets the many needs of beginning special education teachers within' Hawai'i s single, statewide school district. Within Hawai'i's multi-cultural environment, MUSE confronts the challenges of diversity by developing positive and meaningful mentoring relationships through the spirit of aloha embodied in the cultural framework of lokahi (harmony). Founded on seven key pillars of Hawaiian values and traditions, lokahi promotes trust, communication and collaboration. MUSE mentoring successfully nurtures developmental mentoring relationships by transforming them into extremely valuable opportunities for growth and reflection. MUSE program data illustrates how this highly successful mentoring experience contributes to the retention of beginning special education teachers in Hawai'i. Viewed through the lens of lokahi, the power of aloha becomes an ideal framework for addressing the challenges faced by new teachers.

**Tannock, M. & Lyons, C.**
University of Nevada, Las Vegas
Lobo B

### Collaborative Mentoring for Educators in Early Childhood Settings

The quest for quality in early childhood education has been a topic of consideration for researchers. Efforts in the areas of standards, indicators, and checklists have been common developments in within the field. However, while fundamental for the field of early childhood as educators seek a professional identity, the quest for quality remains a main concern for the field. This paper outlines the utility of targeted mentoring relationships as a catalyst for quality care. A description of an exploratory study will be presented and resulting emerging themes will be presented.

**Sharma, K.**
Fairleigh Dickinson University
Santa Ana A

### Science and Math Mentoring: Preparing for Tomorrow

We have designed a successful service-learning project that enhances mathematics and science educational experience for middle school and elementary school students through intergenerational mentoring. Now in its third year, the project has been well received by students, teachers at the participating school districts, and the undergraduate mentors involved in the program. The program empowers and encourages undergraduate students to take leadership roles and help elementary and middle school students by providing academic assistance and support.

Faculty members mentor groups of undergraduate students, providing them with support, direction and skills to be successful mentors. Mentors focus on curricular projects in math and science including in-class mentoring and provide support to the middle school and elementary school mentees beyond the classroom. The community is enhanced by volunteer service provided by the mentors, while the mentors are empowered to utilize and enhance their knowledge and skills through service learning activities, nurturing a sense of civic responsibility.

The goals of the program are to: 1) Increase middle school students' engagement and achievement in math and science. 2) Build a sense of civic responsibility in college students, incentivizing them to excel in their field, provide leadership, and be role models for younger students. 3) Build and create a partnership between the university community and the local school districts, and 4) Increase awareness for elementary and middle school students regarding the role of math and science in the modern world.

**Ziemer, B.**
Nova Southeastern University
Santa Ana B

### Effects of Familial Trauma During Adolescence on Adult Behavior and Mentoring Outcomes

A fundamental presumption of learner-centered best practice in mentoring adults is that if the mentee's needs are effectively assessed, then the mentor should be able to employ an appropriate training schema leading to reasonably predictable outcomes (Beebe, Mottet, & Roach, 2004). How is the assessment and mentoring process affected if the mentee is not who they appear to be, but rather a carefully constructed hologram of post-injury projected identity designed for the consumption of the mentor? What happens if the assessment process was effectively administered, but the assessed individual's identity and personal characteristics never actually existed? Based on quantitative research performed at Nova Southeastern University's Department of Conflict Analysis and Resolution, Adolescent Epistemological Trauma Theory posits that traumatic life events such as parental divorce during the formative period of late adolescence portend life-long effects on adult conflict behavior, relational learning, and mentoring outcomes. Rooted in and expanding upon attachment theory, identity theory, and emancipation theory, Adolescent Epistemological Trauma Theory is supported by a large corpus of social science research indicating that attachment-injured adolescents are likely to form a long term adult pattern of projecting multiple identities, none of which are the true mentee. However, the underlying research also found that the identity-related behavioral effects of familial trauma during adolescence can be mitigated by two best practices: First, by effective behavioral mentee assessment; and second, by mentoring that seeks an awareness of not only currently stated mentee needs, but of the potential long term effects of mentee prior life experiences that might directly affect mentoring outcomes.

**Connor, K.**
University of Colorado, Boulder
Fiesta A

### Integrating Mentoring Relationships to Enhance Undergraduate Student Development and Success

The Leeds School of Business at the University of Colorado implemented the undergraduate Professional Mentorship Program as a pilot in 2009. This program was developed as a collaborative, cross-functional initiative to support undergraduate business students' academic performance, as well as better prepare and inspire them to be successful, engaged business leaders. The broad-based program provides one-on-one executive to student mentoring to juniors and seniors majoring in all areas of business. Currently partnering over 400 graduate and undergraduate students with close to 400 mentors across the U.S. and overseas, the program has increased more than six-fold its founding. The program's rapid growth attests to the success of the program as a way of engaging students, alumni, and the business community in creating connections and facilitating student development and success.

The school recently received a substantial endowment to expand and enhance this program, making mentoring an integral part of a Leeds education. The ultimate goal is to provide mentoring opportunities for every Leeds student (3,000 undergraduates), ranging from peer and young alumni mentors in the freshman and sophomore years to executive mentors as students progress in their education. A variety of rich mentoring experiences can enhance the traditional academic experience by offering hands-on learning opportunities, professional skills development, leadership opportunities, enhanced motivation and a sense of connection and community among participants. Through these mentoring relationships, students have the opportunity to learn, not just about business, but also about leadership, community and the

importance of giving back, all of which will prepare them to be more engaged and successful as future business leaders.

This paper will highlight some of the keys to implementing a successful and sustainable broad-based student mentoring program. In addition, key metrics and program outcomes with respect to student and mentor satisfaction and student development and success will be presented.

**Gentry, R.**
University of Mary Washington
Fiesta B

### Electronic Mentoring: What do Mentors and Their Mentees Discuss?

Electronic mentoring, defined as "a relationship between a more experienced individual and a less skilled or experienced individual primarily using computer mediated communication is intended to develop and improve each mentee's skills, confidence, and cultural understanding" (Jaffe, Moir, Swanson, & Wheeler, 2006). While this concept is fairly new to education, it has been implemented in the business world for numerous years with positive results (Ensher, Heun, Blanchard, 2003; Single & Mueller, 2001; Single, & Single, 2005). Electronic mentoring offers several distinct advantages including flexibility whereby mentors and mentees can connect when needed, regardless of geographical location and time constraints, in a format that mimics and expands traditional face to face interaction and in a way that increases solutions while simultaneously reducing costs of implementation and access (Smith & Israel, 2010). Additionally, trained mentors can be drawn from a much larger pool of seasoned teachers than that typically available in local schools.

This session will present findings from a qualitative study utilizing transcripts of conversations occurring between novice special educators and their mentors in an electronic mentoring site. The focus of the study was to examine the nature of internet-based interaction among novice special educators and their mentors. The content and frequency of interactions between 22 mentors and their 50 mentees were analyzed and will be presented.

**Epstein, S.**
Baruch College
Mirage/Thunderbird

### Mentorship, a Significant Silence: How College Leadership Perceives Mentoring but Communicates a Different Narrative to Stakeholders

The purpose of this study was to examine the descriptions college presidents use and the stories they tell about the students in their institutions when communicating with certain influential stakeholders, such as trustees, alumni, and funders. Nine college presidents from the City University of New York were interviewed using Mayring's (2000) Inductive Category Model combined with an open-ended interview protocol. Findings from the study revealed a mentor narrative that was central in the college presidents' stories about their selves and their students. This narrative included, role models, intervention by authority figures, and transformative relationships. The "mentor narrative," although dominant throughout the interviews, was absent from communication with the stakeholders. This study has value for leaders within a higher education environment as they can recognize (a) the ways in which they shape discourse around mentorship in relation to stakeholders as an audience and (b) the influence this shaping has on understanding how mentorship is seen by leadership and (c) what significance this has for the organizational culture of their institution and the undergraduate student's experience.

**Sheridan, D.**
Weber State University
Spirit/Trailblazer

### Mono-Culturalism Can Be Cured: Conversing Our Way to Success

Identifying a need for more realistic practice in English for our international LEAP students and a need for service opportunities, which would increase an appreciation for diversity, I organized a conversational partners program. The results have been encouraging and enlightening for the students and myself. This paper relates some of the needs and insights in students' own words.

**Kociolek, E. & McClendon, V.**
California Maritime Academy
Luminaria

### Leading Lights: Developing Continuums of Mentoring

At a specialized public university campus, only 11% of the 850-member student body is female, and 23.5% is represented by students of color. In a pilot study conducted using qualitative methods to inform program development, 86% of respondents stated they would be interested in finding a mentor. 100% of respondents also expressed interest in mentoring local K-12 students. The new program will support academic persistence, achievement and professional placement upon graduation, particularly for women and persons of color.

Effective mentoring programs assist college students in becoming more successful, both in and out of the classroom, than their non-mentored counterparts. This is especially the case with students from underrepresented populations, who have been shown to be twice as likely to persist with successful mentoring (Cruz and Crisp, 2009). Mentoring relationships develop a wide range of "soft skills" regarded as desirable employment skills among new graduates. The proposed mentoring continuum places college students in the pivotal role as both mentors to K-12 students and mentees of industry professionals, contributing to social, professional, and academic growth. Online communication facilitates connections between mentors and mentees, encouraging the development of these skill sets in both the virtual and "real world" realms.

This panel discussion will examine research evidence on social and academic integration, and explore the leveraging of online tools to facilitate mentoring among international professionals and alumni, college students, and high school students. Participants will explore use of in-person and online interactions to promote college readiness, academic persistence, and the acquisition of soft skills.

**Lee, K.**
Ohio State University
Scholars

### Focusing on a Critical Developmental Relationship through Aspirational Role Play: Elevating Students to Partner in the First Year of Law School

A critical developmental relationship in the legal profession is the relationship between supervising law firm partner and associate. In the "traditional" role play exercise during the first year of law school, the professor plays the "partner" role, asking the "associate" questions about a legal opinion or a research assignment. In a departure from the casting of professor as partner, the author, for her first-year legal writing classroom, has innovated several role play exercises requiring instead that a student play the "partner". This paper will describe and explore the benefits of this twist on role-play casting so early in the law student's career. With peers playing both partner and associate roles, first-year law students focus on long-term goals of relationship building and collegiality. The exercises impart at a very early point in a student's legal career important lessons about responding to and giving feedback, about professional etiquette and boundaries, and about effective leadership skills. This paper also discusses how these types of exercises address and help to resolve common barriers to conducting role play exercises. It will provide specific variations of structured role plays – both scripted and unscripted – and ultimately aims to equip teachers and learners in law schools and other institutions with a powerful interactive tool in the classroom. For this paper, the author draws upon her experience as a law firm equity partner and a mentor at a California law firm.

**Takamura, T.**
Eastern Oregon University
Sandia

### Adult Development: Mentoring Students Through Experiential Learning in the Formal Classroom

Mentoring requires faculty to come along side adult learners in the formal classroom setting and collaborate and be co-learners. Education is about learning to learn through significant and meaningful change that becomes a practice for adult learners. This process was demonstrated in an undergraduate course in Ethics and Regulations. The mentor facilitated adult learners individually, small groups and as a collective large group. A historical perspective of ethics was part of the orientation that led to discussions, presentations, through group work. Cases studies were the beginning place for small group discussions. The process moved from personal ethics and how adult learners saw themselves as ethical beings. This moved toward the question of how they would become managers and lead a group of individuals toward a single ethical perspective in an organization. The changes in the learner required each to explore new ways of knowing, different possibilities, and questions that challenge their perception of the world. "If learning is regarded not as the acquisition of information, but as a search for meaning and coherence in one's life and, if an emphasis is placed on what is learned and its personal significance to the learner, rather than how much is learned, researchers would gain valuable insight into both the mechanisms of learning and the relative advantages of teacher-controlled and learner-controlled modes of learning." Phillip Candy (1991) Candy contends that significant learning comes from what the learner themselves as in transition. "A process by which behaviour changes as a result of experience" is how Merriam and Caffaralla put it. (Merriam and Caffarella 1991:124) Significant learning requires behavioral changes that adult learners experience in the classroom as they engage with each other as students and faculty. The result is a collaborative process that helps adults as learners to move beyond learning the material as content and toward learning in context of an integrated learning of the whole person.

## Concurrent Presentations 11:00 - 11:45 AM

**Faingold, E.**
University of Tulsa
Lobo A

### Mentoring Undergraduate Research: A Course in Linguistics, Literature, and Culture

This work describes a course for undergraduates who lack research experience and wish to pursue their own research program under faculty guidance. Students may investigate a topic in areas of linguistics, literature or culture and prepare a research paper under faculty guidance. The research process includes the selection of a topic, presentation by the student of a weekly progress report to help him or her work on a regular basis, track increasing productivity, meet course deadlines, and achieve substantive results, preparation of a bibliography containing only items germane to the research topic, an outline, and a PowerPoint presentation, all leading towards a final research paper for presentation at a conference or a paper for submission to a journal.

**Carthon, J., Fields, K., Osakwe, N. & Rollins, C.**
Albany State University
Lobo B

### Enhancing Professional Learning through Mentoring

One strategy for enhancing professional growth among teachers is continuous training that integrates mentoring. This paper describes a mentoring-based-project implemented as a graduate course. The course engaged in-service teachers in synchronous and asynchronous instruction and one-on-one mentoring. The teachers worked with an instructional team, comprised of university content and education specialists, to assess their teaching strategies; discuss current research and best practice in reading, mathematics, and science; integrate technology into their instruction; and create professional development plans that promoted continuing professional development and lifelong learning. Class outcomes were assessed through a comprehensive class presentation that reflected participants' increased knowledge and skill. Participating teachers expressed more positive attitudes and increased motivation to continue their professional growth in teaching.

**Coble, B.**
University of Denver
Santa Ana A

### The R Factor: Centering Race in the Mentoring of African American College Students

Mentoring provides personal support, academic assistance and career guidance to college students of color whose experiences have been documented to be very different from those of their White counterparts. Achievement inequity, problems of persistence, experiences of racism and student reports of feeling marginalized and misunderstood threaten the ability of students of color to succeed in college. While it may be assumed that race plays a central role in the mentoring relationships of students of color, this assumption may be misguided. The existence of formal mentoring programs and informal mentoring relationships that support students of color does not necessarily ensure that the confounded issue of race is appropriately embedded as a shaping force in the mentor/mentee association. This paper deconstructs the assumption that approaches to the mentoring of students of color automatically consider race by applying Critical Race Theory as a theoretical framework to examine if and how race is present in the relationship between mentors and their African American student mentees at predominantly White institutions of higher education. Using phenomenological research design, this study brings race out of the rhetoric of higher education and places it in the center of examination to uncover student perceptions of race and how it operates within the mentoring relationship to help us better understand how we ensure high quality mentoring can be actively applied in our efforts to support the success of college students of color.

**Dahl, B.**
Purdue University
Santa Ana B

### A Mentoring Conundrum: Outcomes for Willing Mentors

The Landscape Architecture program at Purdue University requires a one-year internship in a professional landscape architecture office as partial fulfillment of an accredited degree curriculum. The program receives accolades from accrediting and ranking agencies. Increasingly, academic programs are being required to define learning outcomes for all courses, including internships.

The students prepare for getting the internship by developing resumes, portfolios and professional correspondences, but to a lesser extent, they prepare for being mentees. They are given some learning outcomes but have no assurance that the staff at the professional offices will be able to deliver them. They are told that it will be a transformative learning experience. The students returning from their internships make presentations to the prospective interns about their internship experiences. This is reflective for them and revelatory to the younger students.

For the professional practitioners, the perspective is more complicated. They want to help but they also want help – cheap help with good skills. None of them are in the business of mentoring, but they like the idea of being mentors as long as it doesn't take too much time. For them, time spent mentoring must equal enhanced productivity of the mentee.

Hence, the conundrum is the balance between the willingness and the reluctance of the mentors to contribute to the learning outcomes of the program. Too many expectations and the mentors pull back; too few expectations and the students come up short. The author is the coordinator of the program and will report on the state of the program based on interviews and surveys of mentors and mentees.

**Spatz, D.**
University of Pennsylvania
Fiesta A

### Preparing Global Nurse Leaders in Maternal-Child Nursing through Mentorship

Since 2004, Sigma Theta Tau and Johnson & Johnson have embarked on a mission to develop nurse leaders in Maternal Child Health. The Maternal Child Health Leadership Academy links mentor/mentee dyads with a faculty member to guide them through an 18th month leadership journey and completion of a project. Components of the Academy will be described in detail with key exemplars of leadership projects. This Academy has developed over 100 nurse leaders across the world. Fifty-eight innovative projects that improve the quality of health care for childbearing women and children up to age 5 years have been implemented. Results on the impact of this Academy on leadership skills are presented. This model of mentorship is replicable in other areas of nursing and other professions.

**Golden, J.**
Texas Woman's University
Fiesta B

### Building Bridges Across Mentoring: A Diversity Initiative

This presentation is directed toward one in six diversity initiatives created by the 2011-2012 American Library Association (ALA) President Molly Raphael. This particular initiative is entitled Building Bridges Across Mentoring with its Committee's major charge being to help develop a collaborative mentoring system involving the nationwide American Library Association's mentoring programs with the ultimate goal of enhancing diversity within those programs. The goal of this initiative was to explore all best practices internal to the divisions located within the ALA for the resultant product of a best practices model. Used was the David Clutterbuck and Belle Rose Ragins' book Mentoring and Diversity; an International Perspective as a barometer.

This presentation begins at the start of the initiative in June 2011, presents the challenges involved in examining programs within a volunteer organization, outlines the resulting successes now one year later, and finally illustrates the beginnings of a model based on ideas researched in Clutterbuck's and Ragins' works.

Included in the presentation is the identification of the challenges and successes involved in the of the beginnings of developing a collaborative mentoring system model for an organization as large as ALA while finding ways to contribute toward enhancing diversity within its mentoring programs, for both mentors and mentees. Discussed is also the final targeted outcome of the project, which is to assist with the formation of collaboratives within the organization, using a model to help with coordinating diversity efforts across already established programs in several ALA units.

**White, K.**
Kennesaw State University
Mirage/Thunderbird

### Socratic Mentorship

This paper presents insight into the study of developmental relationships by outlining a theory of mentorship based on five elements of friendship gleaned from the life of Socrates, the founder of political philosophy. Based on an explication of the dialogues of Plato—including the Apology, the Crito, the Meno, and the Republic—there are five tenants of Socratic Mentoring that serve as a guide for modern mentors looking to follow the example of virtue epitomized by Socrates in their own developmental relationships: 1) follow consensus, 2) do no harm, 3) distinguish between friends and enemies, 4) focus on the end goal, and 5) have the courage to follow one's informed intuition. This paper synthesizes these tenants and presents a unified theory of Socratic Mentoring that practitioners can use to inform their own best practices and that scholars of mentoring can use to form testable hypotheses to advance the literature on mentoring with empirical data. This paper contributes to the study of mentorship by taking the ancient worldview seriously and attempting to capture universal truths in that worldview that are applicable to the art of mentoring in the modern world of today.

**Pettit, C. & Cunningham, L.**
ODScore® Inc.
Spirit/Trailblazer

### Humanrithm: An Algorithmic Approach to Optimizing Mentoring and Learning

Beginning in 2007, I began experimenting to determine aspects of personality, style and ability that when aligned or complementary enable two people in a mentoring partnership to click more quickly and more deeply. I started with 17 items and after several hundred pairs - some arranged matches some pre-existing, and have ended up with a definitive 7 areas: core motivations, sense preference, resolution style, go-to talents, reference point, sorting mode and ideal interaction level.

In the initial hypothesis, I believed that the items identified would create better, stronger matches. Early indicators is that this is true, and after the first 200 pairs, we added learning goals, interest areas and life experiences, and found similarities in some of these areas increased connection almost as much as the style elements for a subsequent 200 pairs, which provided a double advantage for matching.

However, the consistent value of the insight seems to be to use the resulting algorithm to help pairs understand early in the paring possible consequences of differences and advantages of similarities can for knowledge transfer impacting areas.

Many mentoring stories and relationship insights have emerged from this work, including observation about the type of Socratic questioning that are most helpful for specific styles and agreements/understanding struck by specific pairings where alignment and complementarities were not indicated. Adjustments are being made with a research partner (Dr. Owen Parker) to provide further research and the next level of validation for the assessment and match-scoring algorithm. It is a tool for getting people into a mutual sharing space quickly.

**Cianflone Romero, M. & Robinson, E.**
University of New Mexico
Luminaria

### Dipping into Autonomy: The Other Side of the Student Support Story

One of the more exciting methodologies in the world of higher education STEM programs is the use of undergraduate students as academic support within the classroom. Peer Learning Facilitators, or PLFs, are one such group: academically qualified undergraduate students who work with faculty in gateway classes to incorporate a wider variety of collaborative learning techniques. PLFs are witnesses to lectures, participants in group activities, and offer a safety net of extra support outside of the classroom in the form of office hours and individual tutoring sessions. But beyond their academic duties, PLFs, and other student support workers like them, also carry the weight of emotional investment that comes with complex mentorship relationships between themselves, their students, and their faculty members.

Asking them to take on the responsibilities that come with academic support in the classroom also means that we ask them to grapple with the same frustration and heartache that faculty members see, but without the knowledge that their time and experience bring. PLFs are there when students cry over homework. They wonder where a once-enthusiastic student is after a week of absences. They contemplate why students still fail despite their efforts. As their supervisor and mentor, I perceive the struggle that such students face when they see that their best is not always good enough to "save" each member of the classroom.

**Lunsford, L. & Thomas, J.D.**
University of Arizona
Scholars

### Junior Faculty Mentoring Network: Pilot Results

Mentored faculty report feeling supported and encouraged, having increased confidence, and having more time to reflect on career aspirations than non-mentored faculty. Mentoring may also help under-represented faculty members overcome a sense of isolation or alienation. Discipline specific faculty mentoring programs, e.g. in economics or in psychology, have been found to increase faculty productivity, i.e. publications, presentations, and grants. In academic medicine, mentoring programs for new faculty appear to be most successful when they required mentees to select a work product, such as a paper or grant proposal, to work on with their mentors.

We pulled from the literature to pilot a mentoring program to help new faculty create their own developmental (mentoring) networks. Little is known about the effectiveness of a developmental network approach that is sponsored by the institution, rather than by a specific discipline. The program focuses on career mentoring, which will be provided through four activities: development of a mentoring team, a series of professional development workshops, mentoring feedback on a work product, and scholarly talks initiated by the mentee.

Data on these preliminary questions will be presented:

1. How 'dense' are mentoring networks for new faculty?
2. Do junior faculty, who interact more with mentors, make more progress on scholarly projects?
3. Can skill-based workshops meet faculty professional needs across disciplines?
4. Does participation in a mentoring program reduce a sense of isolation?

**Rudolph, B.**
Texas A&M University
Sandia

### Hispanic Graduate Students' Mentoring Experiences: What Influences Their Development?

There is little published research on Hispanic students' experiences with the developmental relationship of graduate level academic mentoring. This qualitative study describes the focus group results of a larger multi-method study being conducted with Hispanic graduate students on the Texas/Mexico border. The purpose of this study is to illuminate and compare the mentoring experiences of male and female Hispanic graduate students at a Hispanic Serving Institution as it is influenced by this bicultural context. The author investigated the use and development of both traditional mentoring and mentoring networks across genders by conducting one focus group for males and another for females. Two analysts for each group used Thematic Analysis (TA) to identify patterns in mentoring relationships. The author reports the mentoring themes of each gender as identified in the focus groups, and notes bicultural influences.

## Concurrent Presentations 1:00 - 1:45 PM

**Ulanovsky, M. & Pérez, P.**
Skeylls
Lobo A

### Facilitating Developmental Relationships: Easier Said than Done

There is always a gap between theory and practice. Obstacles, challenges, difficulties, and failure live always in the world of practice. Based on actual examples of developmental relationships such as training, advisory, tutoring, coaching and mentoring, we intend to prove how embracing and integrating those difficulties strengthen the learning experience.

We will introduce for analysis the following experiences:

- Junior Achievement Argentina (advisory).
- Fondation Forge Argentina / Uruguay (tutoring).
- Fundación Impulsar (mentoring).
- Argentine National Ministry of Heath (training).
- Individual and Team Coaching Experiences.

These experiences involve different sectors, including community, health, government and public service, business, education, youth and entrepreneurship.

First, we will discuss what we consider is the common goal among all these developmental relationships: to guarantee a learning experience, which only happens when someone is able to do something they were not able to do before. Second, we will identify five requirements to achieve success in any developmental relationship: commitment, adaptability, coherence, accountability, and relationship. Third, we will introduce two hot issues: know-how and power. Once there is feeling of full understanding of concepts in theory, it is in practice where obstacles, challenges and difficulties come out. These experiences could be weighed as threats or failure, or as opportunities to learn or improve our skills and performance. Are we brave enough to show our own flaws in order to improve our performance as facilitators? This is the challenge.

**Roccaforte, M.**
Paradise Valley Community College
Lobo B

### Mentoring the Artist

Do artistic people have unique qualities or needs that affect their establishment and pursuit of career, academic, or personal goals? This paper presents principles and approaches for mentoring artistically creative individuals of diverse backgrounds, ages, and disciplines. The author offers concrete examples from her work as a researcher, counselor, college instructor, and mentor to scores of student artists representing creative writing, visual arts, music, dance, theatre, and film. She begins with an overview of the findings from a phenomenological study on eight successful professional adult artists. Emergent themes included the powerful effects of the imagination in everyday cognition, sense perception, and emotional experience; and the importance of maintaining balance between the creative and the practical. Other scientific studies are cited which support these findings, including a meta-analysis of research on creative individuals, and studies on openness to experience, absorption, associative thinking, and mental health and creativity. A systematic approach is offered for career planning with creative mentees, as well as ways to expand an artist's professional network. Common among artistic people is the everyday challenge of heightened sensory and emotional sensitivity, and of an active imagination. Practical techniques are presented for leveraging an artist's natural strengths to deal with indecisiveness, sensory overload, and the overflow of ideas. The author also proposes ways to balance an active creative life with a healthy lifestyle, and addresses the use of metaphor in everyday communication. The paper closes with an affirmation of the value and rewards of mentoring artistic individuals.

**Chan, A.**
Independent Practice
Santa Ana A

### Tips and Strategies for Quality Advising/Mentoring Relationships in Higher Education

Universities today are faced with the challenges of recruiting, retaining, and graduating students of color, yet in many fields, the minority pipeline is narrowing, rather than enlarging (Rogers & Molina, 2006). A crucial key to this retention problem is the quality advising and mentoring of ethnic minority and other underrepresented groups, since research has shown that faculty mentors are highly influential in the training and success of students (Hollingsworth & Fassinger, 2002). Quality advising requires considerable time and skill (Chan, 2008; Johnson, 2002); yet advisors are rarely trained on how to be effective. Further, advising and mentoring are so overlooked that faculty advertisements seldom mention these as job requirements (Johnson & Zlotnik, 2005).

Advising and mentoring relationships with staff and professors in higher education are essential developmental relationships that support and facilitate the growth of the student from apprentice to career professional. This workshop will present a research-based model for quality advising and mentoring to facilitate the developmental growth and success of students in higher education. Barriers and solutions for effective advising will be examined, including institutional (Girves et al., 2005) and interpersonal challenges. Research-based and practical mentoring practices will be presented that will enhance advising in higher education so as to increase ethnic minority retention and so that all students can experience long-term success in the university context and beyond.

**Baugh, D. & Willbur, J.**
The Live Your Dream Foundation; The Leadership Mentoring Institute
Santa Ana B

### Mentoring Success: Teaching Success Strategies to Young Children

The following paper outlines the staggering challenge ahead of us to rescue and restore resilient learners. Mentoring-Success is a structured, customized, intentional mentoring program proven to help children defeat the cycle of failure. It is focused on early intervention in grades K-5. The article shares much of the research behind the program and a description of its unique approach to solving the challenge.

**Ruff, S. & Saeger, M.**
A Home Within
Fiesta A

### Opening Doors to Relationships

Many foster youth have experienced innumerable disrupted relationships. Developing a relationship with a mentor is a daunting and overwhelming task. Traumatized youth face enormous challenges and can benefit enormously from mentors able to support their complex needs. We know that, in order to best meet the needs of these youth, we must also meet the needs of those caring for them. "Fostering Relationships" is an interactive, web-based curriculum developed to help staff working with youth who have experienced trauma and who are in transition. Through the free website, mentors have access to many tools including, but not limited to, information on training and underlying theory, vignettes, and a Forum to share ideas, questions, and concerns with other mentors. We designed this program to provide psychologically rich, easily accessible materials to caseworkers, foster parents, group home counselors, teachers, and mentors—in short, any adult who is interested in offering emotional support and guidance to foster youth.

**LaGuardia, J.**
University of Rochester
Fiesta B

### Researcher Resilience through Multidimensional Mentoring: An Upstate NY Initiative

The goal of our work is to understand how to use multidimensional mentoring to create a workplace environment that is more supportive of underrepresented groups (e.g., women, minorities, those with disabilities). We used Self-Determination Theory (SDT), a theory of motivation with a strong empirical base across a variety of domains (e.g. education, work, health), as a foundation to develop two approaches to intervention--1) workshops for mentors to help them be more supportive of their protégé's psychological needs for autonomy, competence, and relatedness (enhanced mentoring), and 2) educational interventions in peer mentoring as a means to increase connection and relatedness (peer mentoring). Then, in a randomized trial we test the effectiveness of 4 different conditions--1) enhanced mentoring, 2) peer mentoring, 3) both enhanced and peer mentoring, or 4) usual practice--in promoting career satisfaction, academic productivity, and retention of protégés. We investigate the hypothesis that the combined condition (targeted interventions for research mentors as well as peer groups) will be best at advancing the psychological needs of underrepresented protégés and will thereby reduce the perceived barriers and impediments in the workplace environment. Recruitment occurred in three upstate NY

academic medical centers and seven colleges in Rochester, Buffalo, and Syracuse and 152 mentor-protégé pairs were randomized. This presentation will focus on how SDT frames the components of the interventions. Preliminary data on responses to these interventions also will be presented. This research is supported by the National Institutes of Health grant DP4GM09685-01.

**Williams, P.**
University of Tennessee
Mirage/Thunderbird

### Mentoring, Empowerment, and Networking: Three Power Tools

Building on over 30 years of experience on both sides of mentoring relationships, this paper will be presented in three parts. First, there will be a short discussion of the basic principles supporting a successful mentoring relationship. This discussion will include ideas on finding the right mentor, initiating the mentor relationship, how to manage the relationship for successful outcomes, taking responsibility for the relationship, and setting and achieving goals.

Next, I will teach participants to use the Empowerment Conversation, a coaching tool that can help each of us discern where we want to go, what qualities it will take to get us there, and what things are standing in the way. I will talk about when and how to use the Empowerment Conversation, and will demonstrate the steps in the process. Audience participants will get to practice the Empowerment Conversation with each other to experience how they might use it in a mentoring relationship.

Finally, I will present Networking for Lifelong Learning, a tool I learned twenty years ago when I was considering changing careers. It is a technique for making personal and professional connections that can be used in a job search, in research for a writing project, to create a mentoring relationship, and in many other ways. I will show how this tool can be used to overcome shyness and deal with introverts' fear of networking.

**Curran, M. & Chatel, R.**
University of Saint Joseph
Spirit/Trailblazer

### Integrating Social Media and Virtual Mentors into Teacher Preparation Programs

This paper maintains that social media is not a fad and has the potential to revolutionize teaching, learning, and collaborative partnerships such as mentoring of pre-service teachers in higher education. Traditional mentoring has been conducted in person, via mail, telephone, email, conferences, and typical daily interactions. Through the use of Twitter, Skype and blogging, the authors will present their research on the influence of virtual mentors as an integral component to an elementary science and social studies methods course. The concept of having both a local and virtual field experience provides teacher candidates a unique perspective to learning and teaching in the 21st century. However, the emergence of social media has led to an exciting development, which we call the iMentor Model. The iMentor is more than the traditional mentor who might be an advisor, a coach, a facilitator, or a role model. This foray into virtual mentoring has led to the development of the iMentor as an individual who is Rigorous of Mind, Compassionate of Heart, and an Agent of Change which we discovered as we delved into the feedback provided by the iMentors and teacher candidates. The authors suggest that more teacher preparation programs can and should include an iMentor component to enrich the preparation of K-12 teacher candidates. Using the iMentor approach, teacher candidates can connect, communicate and collaborate with other teacher candidates, K-12 teachers, students and schools around the country and throughout the world.

**Hatfield, J.**
Kansas State University
Luminaria

### 5 Easy Pieces: 5 Core Mentoring Roles

The literature provides a plethora of possible mentoring roles, which can be overwhelming to the prospective mentor. This paper narrows this vast array of roles into five district mentor roles: professor, counselor, coach, parent, and peer. Each role is defined and developed listing strengths, skills and purpose. Helping mentors comprehend when and how to use these five distinct roles provides simplicity, clarity, and success in the mentoring relationship. Mattering refers to the beliefs people have, justifiably or not, that they matter to someone else, and that they are the object of someone's attention, care, and appreciation. In reference to Schlossberg, Lynch, and Chickering's (as cited in Moore, 1990) contention that students success is dependent on the degree to which they "matter." Each of these 5 roles involves "mattering" and plays a part to successful mentoring.

**Maxwell, S. & Connell, N.**
University of Texas, Dallas
Scholars

### Academic and Industry Mentoring-Coaching Partnerships for At-Risk Youth: C-CORE as an Emerging and Promising College Model

The University of Texas at Dallas (UTD) School of Economic, Political and Policy Sciences received funding through the Home Builders Institute under a US Department of Justice demonstration grant to provide career and academic coaching to high need high school youth. This unusual partnership, termed C-CORE (Construction -Coaching Opportunities to Reach Employment), provides group mentoring and coaching opportunities on the university campus and in the community. This emerging model at UTD is the only known college-based coaching model that has been implemented to date.

College students act as mentors to local high school students, promoting academic achievement, high school graduation, and post-graduation education and training options. Group mentoring on the college campus by UTD students offers guided interactions in a structured setting, with activities that focus on career development, college applications and major selection, hands-on community service projects, and cultural experiences. Other activities include the UTD coaches interacting with students at their high school, engaging in classroom exercises also aimed at developing an interest in career and education exploration.

Here we review the model development and planning specific to UTD, as well as the unusual implementation of a coaching program on a university campus. We will review stakeholder involvement, recruiting and retaining college students, and program operations. Of particular interest are the experiences of the college mentors, including unanticipated gains realized by participation. This presentation covers a year of intensive development and program implementation in a setting not typically accessible to youth at risk.

**Kohler-Evans, P.**
University of Central Arkansas
Sandia

### Meaningful Conversations: The Way to Comprehensive and Transformative School Improvement

School personnel are not having the number or quality of meaningful conservations needed to move schools forward in a focused, cohesive manner. In the face of compelling evidence and best practices, many school leaders and teachers continue to work in isolation. There remains a dearth of professional learning communities and where they exist, many may limp along with some level of dysfunction. Meaningful conversations are also in short supply with external stakeholders. Hard-to-reach parents need meaningful conversations that help them to understand their roles and ways they can parent academic achievers in partnership with the school. By the same token, the community thirsts for meaningful conversations so that the media are not their sole means of learning about the life of schools. Such conversations, in some cases, could save and/or advance a community's existence and vibrancy.

Therefore, the authors use their collective insight to propose a widespread shift in how educational leaders, school leadership teams, teachers, students, parents, and the community think about and talk about what it takes to improve schools. In their quest to comprehensively address the needs of schools, the authors took a quick look at the school improvement standards of ten states from all regions of the U.S. The Standards and Indicators for School Improvement that several states are using in a variety of ways to improve schools was selected because of its comprehensive approach. So the question begs: what are meaningful conversations? This paper addresses why meaningful conversations are important now and why they will always be important.

## Concurrent Presentations 2:00 - 2:45 PM

**Russell, A.**
Texas State University, San Marcos
Lobo A

### Mentoring Social Work Students in Research: The Making of the Practitioner-Researcher

As the Social Work profession grows, so does the need for social work researchers. Most students coming into the profession, especially in graduate studies, lean toward clinical careers, as opposed to research. Because the Master of Social Work degree (MSW) is considered the terminal degree in social work, the majority of social work graduates enter direct practice fields of employment and do not continue further to attain a PhD in social work. As an assistant professor who teaches social work advanced research, graduate-level program evaluation, this poses a unique challenge in delivering content and increasing interest for students, the making of practitioner-researchers, since research can be threatening and not traditionally a subject students feel confident in mastering. Creating a classroom setting that offers group and individual mentorship opportunities has been extremely beneficial in increasing social work research interests because students need direction in the topic and feel less secure in these abilities when compared to social work practice classes. Course evaluation results from MSW research students provide mentoring and instructor characteristics that engage students within a classroom setting.

Findings show the instructor's enthusiasm and rapport can impact research receptivity and learning. Teaching social work research at the graduate level presents an opportunity to invite students into a mentorship relationship in order to improve their research skills, as well as become a practitioner-researcher.

**Lack, A. & Toth, N.**
Association of Professional Engineers and Geoscientists of Alberta (APEGA)
Lobo B

### Success in Soft Skills Mentoring for Professionals

Mentoring may be an old practice; however, continuous improvements in a soft skills mentoring program for professionals in the workplace have revealed confirmation of the value of some tried and true practices. In addition, the need and benefit of refinements to traditional practices have become evident. Although there may be little that is truly new under the sun, it has been possible to identify some new techniques or refinements that can enhance a program. One example of further confirming the value of tried and true approaches to mentoring involves the two elements of a formal mentoring program. The literature names a dedicated coordinator and written goals and objectives as the two hallmarks of a formal program. Experience in developing and managing a formal mentoring program and observing informal programs without these elements really can cement the need to have those two elements in a program if it is to be successful. More can also be learned from exploring the way in which a mentoring relationship can be developmental and enhance leadership skills in both members of a pair. There can be unanticipated positive outcomes to the developmental relationships in mentoring, for example, the insights a mentor can gain into his own skills levels. This paper articulates some of the confirmations of value and some of the new knowledge to be gained in the way mentoring can be programs can be approached.

**Sachs, D.**
Kansas State University
Santa Ana A

### Mentoring: Lessons From the Design Studio

This paper is drawn from 35 years of experience teaching architectural design studios across all levels and in a variety of settings. It hopes to demonstrate that studio teaching provides valuable lessons for mentoring relationships in many contexts. The paper will briefly describe a variety of models of studio teaching in which the studio leader acts primarily as: a critic, an instructor, a coach, or a role model, and will point out the advantages and disadvantages of each approach. It will then focus on final the strategy, the modeling design behavior. In so doing, it will describe the power of design as a means of inquiry, and the applicability of the design process to a variety of endeavors, including teaching. Using specific examples, the paper will also highlight the features or prerequisites of successful design teaching of this type. These include: mutual respect and trust, optimism for positive outcomes, openness to unanticipated possibilities, commitment to the collaborative process, willingness to engage in self-criticism, dedication to an iterative effort, self-confidence, honesty, and the selfless pursuit of excellence. Finally, the paper will suggest that these qualities would seem to be important for any successful mentoring relationship.

**Williams, C.**
Tru U University
Santa Ana B

### Keeping Them All: Improving High School Retention Rates Through Mentoring Minority Males

Improving High School Retention Rates Through Mentoring Minority Males, focuses on 12 fundamental practices that are proven to increase retention rates among minority males in educational settings where they account for more the 50% of all educational drop outs. There are little facts about the correspondence of mentoring on an inspirational level and improved retention rates among minority males in educational settings until now (2012). Our findings prove that retention rates among minority males dramatically improved when twelve inspirational principles were incorporated during the mentoring relationship. The results showed that an 80% retention rate could be achieved consistently among minority males in mentoring programs that focus on the following twelve principles:

1. Inspiration of the Heart
2. Compassion Toward Humanity
3. Commitment to a Larger Purpose
4. Learning Possibility Thinking
5. Personal Sacrifice
6. Educator Honesty
7. Promotion through Service
8. Fidelity
9. Passion
10. System of Manifestation
11. Identifying Purpose
12. Privilege and Inclusivity

Our research shows a decrease in office visits and an increase in the amount of time spent in class all of which are critical factors in improving scholastic performance. Results indicate that the type of information communicated to minority males in mentor relationships is key to reducing dropout rates. Implications of these results are discussed.

**Valley, D.**
Cardinal Health, Inc.
Fiesta A

### How Deep Does Your Mentoring Grow?

Assuming the position that we want Cardinal Health to be a place where people feel valued and want to come to work everyday, we are embarking on a journey to spread coaching capabilities deeper into and more broadly across the enterprise. That said, we have created a multi-phased, multi-faceted mentoring approach that taps into the unique viewpoints of our employee affinity groups and high potential leadership development program participants and leverages the Generation Y workforce.

The enterprise mentoring program is supported by a software as a service offering that includes structure for those mentoring partnerships that want it, and flexibility for those that prefer a more fluid relationship.

As an enterprise, we offer traditional and group mentoring partnerships as well as reverse mentoring partnerships. All of our partnerships are designed to be mutually beneficial in nature and linked to both partners' individual development plans. That link between the goals of the mentoring partnership and the individual development plan allows us shorter term return on investment that points toward our goal of increasing organizational coaching capabilities.

**Blankson, I., Evrensel, A. & Brown, V.**
Southern Illinois University, Edwardsville
Fiesta B

### Mentoring Faculty in Institutions of Higher Education: The Experience of SIUE's Faculty-Driven Peer Mentoring and Consulting Program

The importance of an effective faculty mentoring program in academic institutions has never been questioned. This is because an effective mentoring program helps address the challenges associated with attracting and retaining high-quality faculty, facilitating faculty development, and increasing students' academic quality through high-quality instruction. This recognition has resulted in different models that have been tried out by institutions with varying levels of success. Our institution, a mid-size university in the mid-west, is no exception. However, in 2008 we revised the existing mentoring program and with faculty input developed a new faculty-driven peer mentoring and consulting program. Several unique elements of this mentoring model have resulted in great success. Our paper will share the positive outcomes of this unique faculty-driven mentoring model and the components of the program responsible for its success. It will also present ways that faculty members have used the results of the mentoring outcomes to enhance their teaching and development.

**Craanen, P.**
University of Central Florida
Mirage/Thunderbird

### Exploring Pre- and Post-Program Redesign Perceptions of Teacher Mentors in a Minority Student Mentoring Program

In Phase I of this study, a phenomenological-based qualitative program evaluation was conducted to document the experiences and perceptions of 10 high school teachers serving as volunteer mentors in an East Central Florida high school's minority student mentoring program. The 10 mentors participated in one-to-one, semi-structured interviews designed to uncover information about the kinds of activities they engaged in with their student mentees, who benefitted most from the mentoring relationship (i.e., the mentor, the mentee, or both), their overall satisfaction level with the program, and suggestions for improving the program. Interviews were transcribed verbatim and analyzed resulting in 60 codes from which 6 themes emerged: Active Listening, Success Coaching, Relationship Building, Mutual Benefits, Mentor Support, and Frontline Suggestions. Mentor suggestions for program improvement served as the foundation for a prototype of a redesigned mentoring program that was launched during the fall of 2011. Phase II of the study was initiated after six consecutive months of operation under the parameters of the redesigned program. Seventy five percent ($n = 31$) of the population of mentors took part in an anonymous, electronic survey to secure data regarding their perceptions of the newly redesigned program. Survey results indicate that mentors are satisfied with the organization and structure of the new program with 30 of the 31 participants indicating that they will most likely mentor again in the future. A detailed analysis of the overall results as well an examination of the implications of the present findings and recommendations for future studies are also discussed.

**Jones, K.**
University of Portland
Spirit/Trailblazer

### "It's All About the Children": An Organizational Case Study of a Successful Mentoring Program for High-Risk Youth

Friends of the Children (FOTC) is a successful, nationally-recognized organization that provides long-term, professional mentors for more than 400 high-risk youth in the Portland, Oregon area. The organization has achieved success in terms of longevity, growth, community

support, public recognition, and most importantly, in terms of youth outcomes. This case study explored the fundamental organizational characteristics that have contributed to FOTC's success, with attention to the agency's history and development. The aim was to understand how FOTC has been able to grow, thrive, overcome challenges, and consistently accomplish many of its organizational goals over its 18-year history. Data included 45 interviews that were conducted with current and former employees and board members, as well as extensive field notes, organizational records, and other documents. Data were analyzed using grounded theory methods, including open and axial coding and thematic analysis. Findings indicated that ten factors played a significant role in facilitating FOTC's success, including:

1. Visionary and collaborative leadership
2. Consistent youth-centered values
3. Strong interpersonal relationships
4. Organizational learning and continual improvement
5. A beneficial combination of goal-orientation approaches
6. Management of growth with formalization for efficiency
7. Limited complexity to maintain focus on FOTC's original mission
8. Communication networks that are open and participative
9. Decision making processes that are inclusive and participatory
10. High levels of employee retention and satisfaction through staff support and other resources that help manage job-related stress and challenges

The data also revealed several areas, including organizational infrastructure and compartmentalization, in which FOTC could benefit from further attention and positive change. Overall, the study offers a useful blueprint of a successful program that can inform the development and guide the implementation and operation of other youth development programs.

**Jackson, L.**
Trinity Washington University
Luminaria

### Mentoring: An External Key Success Factor for Minority Women

The literature suggests that key career success factors needed to achieve executive level positions include, among other factors, mentors (i.e. Ragins, 1989; Ragins & Cotton, 1991). The purpose of this study was to identify how African American Women (AAW) perceived the success factors and the importance they placed on them for progression to senior levels in the federal government. The first author of this paper conducted a quantitative study of 190 AAW, in the top grades of the federal government, in order to examine the perceived relationship of success factors to career advancement. Although the findings suggest that AAW perceived mentors as necessary factors for career advancement, the results also suggest that participants perceived internal factors such as education, hard work, and effort as more important factors. When prioritizing a list of factors, participants typically selected internal versus external factors as the basis for their success. Benefits of this study include increasing minority women's awareness of the importance of attaining career success factors and the positive influence of mentoring on career advancement. The study also provides tools for managers to enhance employee development policies and programs. Opportunities for future research exist for replicating the study with a larger sample from the federal government, expanding the study to include perceptions of other minorities, and studying perceived success factors of minorities in the private sector.

## Keynote Address — 3:00 - 3:45 PM

**Dr. Belle Rose Ragins**
University of Wisconsin-Milwaukee
Ballroom C

### Diversity and Mentoring: Leveraging the Power of Differences

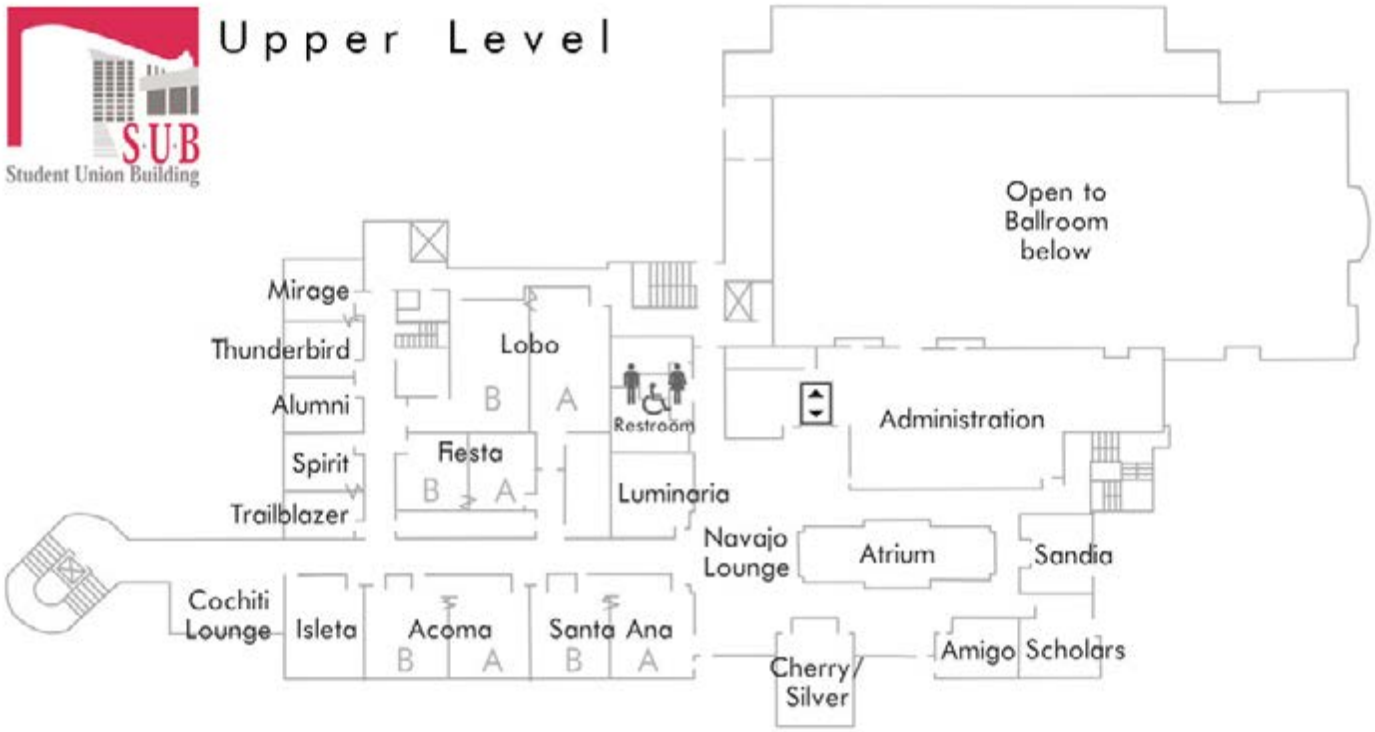
Diversity in mentoring relationships can be a strength and a challenge. This session will offer an overview of the complexities and challenges of diverse mentoring relationships, the potential power of the relationship, and the skills and strategies needed to develop effective diverse mentoring relationships.

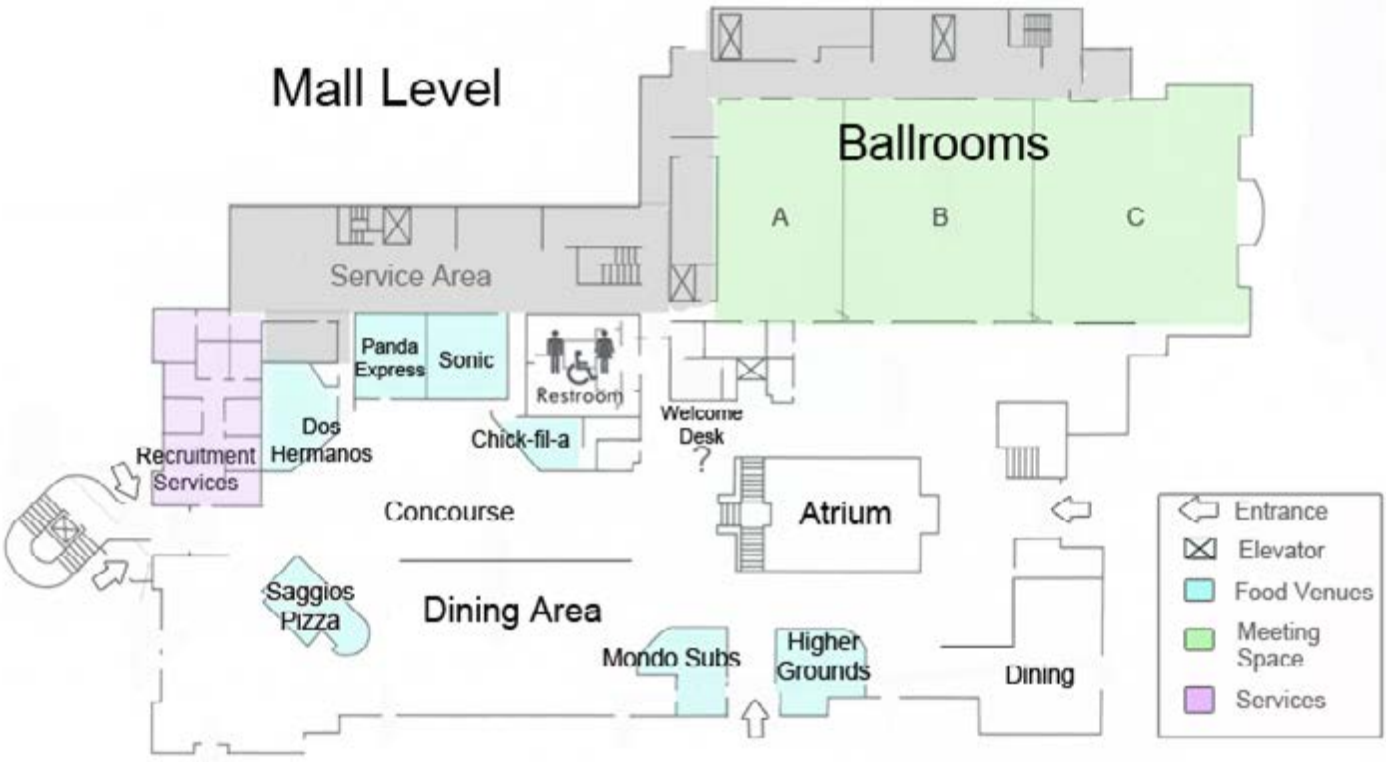
## Closing Session — 4:00 - 4:15 PM

**Eliseo "Cheo" Torres**
Vice President for Student Affairs, UNM
Ballroom C

Conference adjourns. See you next year!

# Student Union Building Floor Map



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