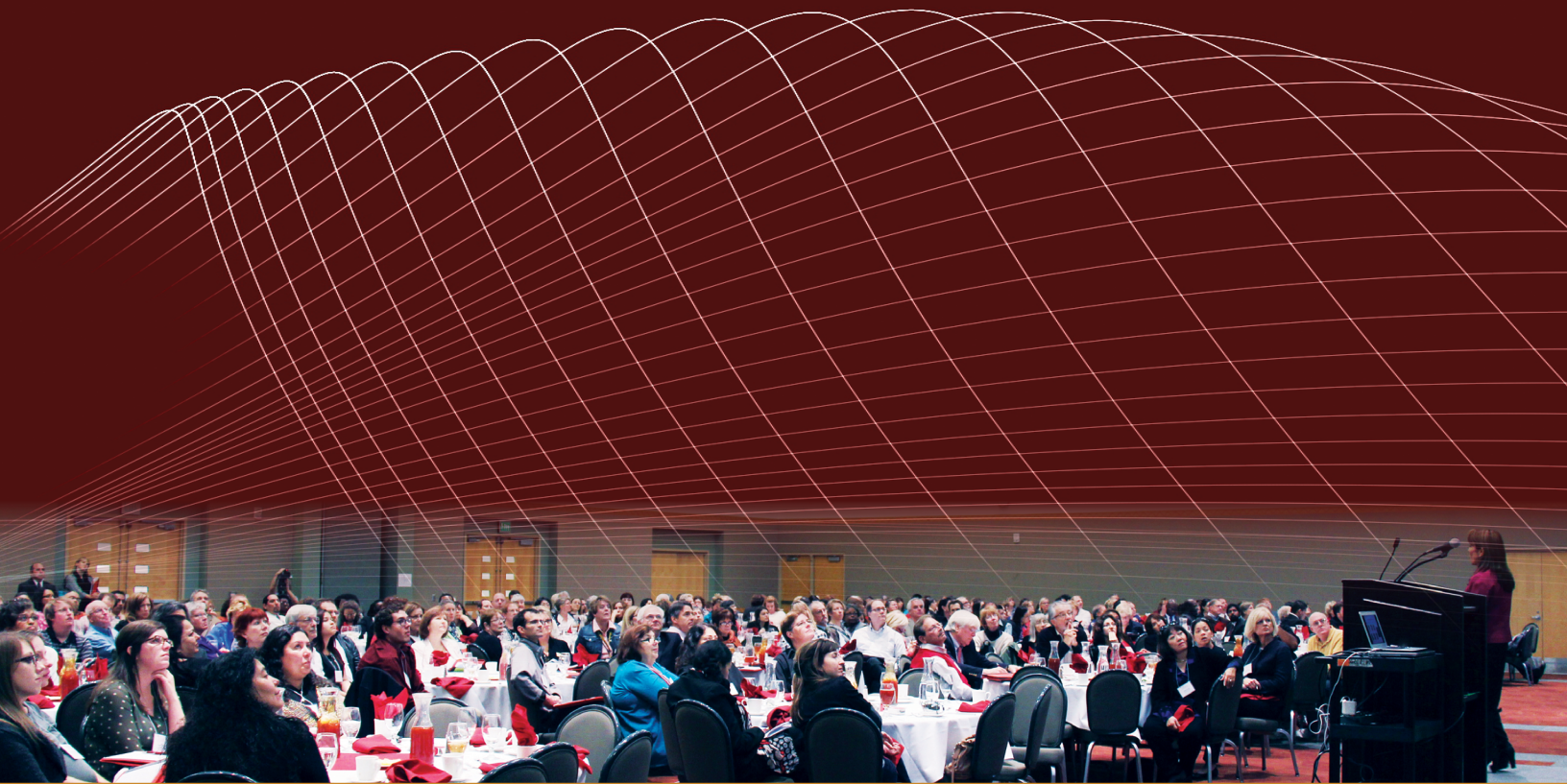


THE MENTORING INSTITUTE PRESENTS THE 7TH ANNUAL

# 2014 MENTORING CONFERENCE

## DEVELOPMENTAL NETWORKS: MENTORING & COACHING AT WORK

TUESDAY - FRIDAY, OCTOBER 21-24, 2014 • STUDENT UNION BUILDING



THE MENTORING INSTITUTE

DIVISION OF STUDENT AFFAIRS

UNIVERSITY OF NEW MEXICO



*Mentoring Institute*



## WELCOME TO THE UNIVERSITY OF NEW MEXICO



### About the University

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 employs 20,210 people statewide, including employees of University Hospital. It has more than 120,000 alumni, with Lobos in every state and 92 foreign countries. Over half choose to remain in New Mexico.

### The Programs

The University is the state's flagship research institution. UNM research injects millions of dollars into New Mexico's economy, funds new advancements in healthcare, and augments teaching — giving students 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](http://unm.edu/welcome)

## ABOUT THE MENTORING INSTITUTE

### About the Institute

The Mentoring Institute was established to instill, foster and promote a mentoring culture at the University of New Mexico. Our mission is to further the reach and impact that mentoring has on the world on a local, state, national and international level.

The Mentoring Institute develops, coordinates and integrates research and training activities in mentoring best practices at the University of New Mexico (UNM). Through the application of instructional design standards, the Institute provides training and certification services for a diverse array of staff, faculty and students, in a centralized effort to recruit, train, and develop qualified mentors for the University, the City of Albuquerque, and the greater New Mexico community.

The Mentoring Institute does not replace or direct existing mentoring programs. Rather, it provides a variety of services to these programs. We aim to build up current mentoring programs and enhance the culture of mentoring within the University, and the state it serves. The Mentoring Institute assists in promoting a mentoring culture within the community. By encouraging the matriculation and graduation of students, as well as the retention of faculty and staff at the University of New Mexico, the Institute also contributes to the development and economic growth of New Mexico.

Our vision is to continually expand and encourage the widespread application of mentoring programs and mentoring relationships within the entire New Mexico community, and contribute to the national and international promotion of mentoring by providing research, services, events and many other mentoring resources.



### Annual Mentoring Conference

Each year since 2008, the Mentoring Institute hosts its annual mentoring conference. The 2014 conference will provide a rich mix of conversation, networking opportunities, hands-on workshops, and engagement with professionals from a diversity of disciplines. The conference theme is Developmental Networks: Mentoring & Coaching at Work and this theme will be explored from many different perspectives by our keynote speaker Dr. Bob Garvy, our five plenary speakers (Dr. Carlos Cortes, Dr. Mary Fernandez, Dr. Ann Rolfe, Dr. Maggie Werner-Washburne and Dr. Jerry Willbur). This year's conference also features two pre-conference workshops, hosted by Dr. Ann Rolfe and Dr. Jerry Willbur. Additionally, plenary speaker Dr. Carlos Cortes will be performing an autobiographical play highlighting issues of diversity, cultural competence, and its personal and social importance. This conference will feature over 250 presentations that discuss mentoring and its impacts within multitude of settings.

Last year's conference featured four keynote speakers and brought over 600 people to the state of New Mexico. The conference attracts mentoring professionals from Universities and organizations all over North America, and hosts a number of international presenters as well. We aim to host a broad constituency, which includes divisions of higher education, academic researchers, educators, community leaders, administrators, non-profit partners, government agencies, and other professionals.



## UNM PRESIDENT'S WELCOME LETTER



### 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 7<sup>th</sup> annual mentoring conference. The 2014 conference theme is *Developmental Networks: Mentoring & Coaching at Work*. This conference focuses on ways that developmental networks are used in practice, both in higher education settings and in the workplace.

The goal of this year's conference is to engage a broad constituency that includes representatives from many higher education disciplines, academic researchers, educators, community leaders, administrators, non-profit partners, government agencies, and other professionals.

Since 2008, the Mentoring Institute, a division of Student Affairs at The University of New Mexico (UNM), has hosted the mentoring conference at the Student Union Building, situated on UNM's main campus. Spanning four days, the 7th Annual conference will feature over 300 unique sessions, a keynote presentation, 5 plenary presentations, a poster session featuring over 30 posters, and two pre-conference workshops.

We would like to commend all of you who work to improve the lives of so many people through mentoring and other types of developmental relationships. The University is proud to host this conference on our campus, and we look forward to being a part of the mentoring dialogue for many years to come.

We hope that you will enjoy the conference and your visit to The University of New Mexico. We also hope you take the opportunity to explore what New Mexico, the Land of Enchantment, has to offer.

Sincerely,

Robert G. Frank  
President

Chaouki Abdallah  
Provost & Executive Vice-President  
Academic Affairs

Eliseo Torres  
Vice President  
Student Affairs

Nora Domínguez  
Conference Chair & Director  
The Mentoring Institute



## THE UNIVERSITY OF NEW MEXICO



**ROBERT G. FRANK, PH.D.**  
PRESIDENT, UNM

Dr. Robert G. Frank was selected as the 21st President of the University of New Mexico on January 4, 2012, and took office on June 1. The University of New Mexico is the state's largest institution of higher education and its flagship serving over 36,000 students across five campuses. UNM is home to the UNM Health Sciences Center, consisting of the School of Medicine and Colleges of Nursing and Pharmacy, as well as twelve schools and colleges. UNM is ranked in the top 100 research universities in the United States and Canada. Robert G. Frank previously served as Provost and Senior Vice President for Academic Affairs at Kent State University since July 2007. During his tenure at Kent State, the university established a College of Public Health, increased enrollment and retention, 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. Dr. Frank holds a doctorate in clinical psychology from the University of New Mexico. He is a Diplomate in Clinical Psychology from the American Board of Professional Psychology. He is past president of the Division of Rehabilitation Psychology of the American Psychological Association and a Fellow in Rehabilitation Psychology, Clinical Psychology, and Health Psychology. He formerly chaired the Florida Developmental Disabilities Council, the Legislative Committee of the American Congress of Rehabilitation Medicine, and American Psychological Association's Committee on Professional Continuing Education (1997) and its Board of Educational Affairs (2000).



**CHAOUKI T. ABDALLAH, PH.D.**  
PROVOST & EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS, UNM

Dr. 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 ISTECON 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. His PhD students hold academic positions in the USA and in Europe, and senior technical positions in various US National Laboratories. Professor Abdallah is a senior member of IEEE and a recipient of the IEEE Millennium medal.



**ELISEO TORR S, PH.D.**  
VICE-PRESIDENT FOR STUDENT AFFAIRS, UNM

Dr. Eliseo Torres has served as Vice President for Student Affairs at The University of 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 Affairs but he also taught in the Bilingual Doctoral Program at Texas A&M University in Kingsville, Texas. He has served as Interim President, Vice President for Student Affairs and Special Services, Director of the University's Center for Continuing Education, and also as Assistant to the President. For two years preceding his appointment to the Texas A&M-Kingsville staff, he was with the Texas Education Agency in Austin. Dr. Torres has been involved in or been elected as an advisor to Mexican President Felipe Calderon for improving lives of immigrants in the United States. 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. Dr. Torres received his doctorate in Education from Texas A&M University in Kingsville in 1980. His academic interests include studying, teaching and writing books about the Mexican-American tradition of curanderismo, the folk healing culture of the Southwest and Latin America.



**TIM GUTIERREZ, ED.D.**  
ASSOCIATE VICE PRESIDENT FOR STUDENT SERVICES, UNM

Dr. Tim Gutierrez, Associate Vice President for Student Services has worked at The University of New Mexico for the past 33 years where he has served in many capacities. He began his career in 1978 at The University of New Mexico as an Instructor and Leisure Services Coordinator for Special Programs. His educational and professional experience primarily has been working with programs targeted for underrepresented students. His expertise in overseeing federal and state funded projects has provided the foundation for his current position as Associate Vice President for Student Services, which is responsible for the Student Services area in the Division of Student Affairs. Some of the many departments under the Student Services umbrella include Accessibility Services, College Enrichment and Outreach Programs, College Preparatory Programs, Mentoring Institute, Recreational Services, ROTC programs and Title V Programming. The mission of these departments is to create a seamless pipeline of educational support programs for first generation, low income, underrepresented, disadvantaged and students with special interests. Dr. Gutierrez received his Doctorate of Education in Educational Leadership from The University of New Mexico in 2007 and continues to expand the current Student Services programs in order to give all students an equal opportunity to get a higher education degree.

## CONFERENCE CHAIR



**NORA DOM NGUEZ, PH.D.**  
DIRECTOR OF THE MENTORING INSTITUTE AND CONFERENCE CHAIR, UNM  
PRESIDENT, INTERNATIONAL MENTORING ASSOCIATION (IMA)

Dr. Nora Dom nguez is President of the International Mentoring Association, Director of the Mentoring Institute and Part-Time Faculty at the University of New Mexico. Dom nguez 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 SPEAKER



**BOB GARVEY, PH.D.**  
YORK ST. JOHN BUSINESS SCHOOL

Dr. Bob Garvey is Professor of Business Education at York St. John Business School. He is one of Europe's leading academic practitioners of mentoring and coaching, and an experienced mentor/coach. He works with a range of people from all business sectors including the voluntary sector, the arts, the health sector, as well as, small businesses and large corporations. Bob subscribes to the 'repertoire' approach of coaching and mentoring. Bob is a lively and engaging international conference speaker. Recent examples are EMCC Research Conference in Dublin, APEGA in Canada, the ICF in Lithuania and Latvia, and the African Management Forum, in Sudan. He has published extensively. His bestselling practitioner book, The Mentoring Pocket Book is now in its 3rd edition. His most recent work is in the Major Work Series for Sage titled "The Fundamentals of Coaching and Mentoring." This is a reference collection of 130 papers in 6 volumes with a substantial editor's introduction. Currently he is working on a new text for Sage with professors David Gray and David Lane on coaching and mentoring in social contexts.

## PLENARY SPEAKERS & WORKSHOP LEADERS



**ANN ROLFE, PH.D.**  
MENTORING WORKS

Dr. Ann Rolfe has thirty years experience in learning and development and a background in career counselling, and is Australia's most published author on mentoring. For two decades, she has specialised in mentoring, setting up programs and training people in fields as diverse as health, construction, energy, communications, education, law and government. Internationally respected as a trainer, consultant and presenter, her training programs and resources are used in many countries to develop and support mentoring. Ann has spoken at national and international conferences in Australia, Canada, China, the Philippines, Singapore, and the United States. She runs regular webinars that attract participants from around the world. Ann Rolfe's contributions to mentoring have been recognised with the 2011 LearnX Asia Pacific Platinum Award for Best Coaching/Mentoring Training Program and in 2013, the New South Wales Juvenile Justice Excellence Award for Innovation.



**CARLOS CORT S, PH.D.**  
UNIVERSITY OF CALIFORNIA, RIVERSIDE

Dr. Carlos E. Cort s is Professor Emeritus of History at the University of California, Riverside. Since 1990 he has served on the summer faculty of the Harvard Institutes for Higher Education, since 1995 has served on the faculty of the Summer Institute for Intercultural Communication, and since 1999 has been an adjunct faculty member of the Federal Executive Institute. His most recent books are his autobiography, Rose Hill: An Inter-marriage before Its Time (Berkeley, CA: Heyday, 2012) and the four-volume Multicultural America: A Multimedia Encyclopedia (Sage, 2013). Other books include The Children Are Watching: How the Media Teach about Diversity and The Making -- and Remaking -- of a Multiculturalist, published by Teachers College Press. Cort s serves as Scholar-in-Residence with Univision Communications, and Creative/Cultural Advisor for Nickelodeon's Peabody-award-winning children's television series, "Dora the Explorer," and its sequel, "Go, Diego, Go!," for which he received the 2009 NAACP Image Award. He also travels the country performing his one-person autobiographical play, A Conversation with Alana: One Boy's Multicultural Rite of Passage, while he co-wrote the book and lyrics for the musical, We Are Not Alone: Tom s Rivera -- A Musical Narrative, which premiered in 2011. He is currently completing his first book of poetry, Fourth Quarter: Reflections of a Cranky Old Man. A consultant to many government agencies, school systems, universities, mass media, private businesses, and other organizations, Cort s has lectured widely throughout the United States, Latin America, Europe, Asia, and Australia on the implications of diversity for education, government, private business, and the mass media.



**MARY FERN NDEZ, PH.D.**  
MENTORNET

Dr. Mary Fern ndez is CEO of MentorNet, a national mentoring organization that provides the opportunity for all STEM students, nationwide and in all levels of higher education, to have access to mentors who are professionals working in STEM fields. MentorNet's mission is to foster a prevalent culture of mentoring in science, technology, engineering and mathematics (STEM) that empowers individuals -- especially women and under-represented minorities -- to persist and succeed in their fields. MentorNet has been an important part of Mary's life since opening its doors in 1998. Since then, Mary has mentored 17 prot g s, while pursuing her career in computing research. At MentorNet, Mary is pursuing her two greatest passions -- mentoring and developing technology for social impact. Mary spent seventeen years at AT&T Labs Research, most recently as Assistant Vice President of Information and Software Systems Research. Well known for her combination of professional achievement and passionate advocacy for diversity in engineering and science through mentoring, Mary was selected by HENAAC as a 2011 Winner of the Great Minds in STEM - Technical Achievement in Industry Award. She received a B.A. and Sc.M. in computer science from Brown University and the Ph.D. in computer science from Princeton University. She and her husband have two daughters, who keep her up to date on fashion and technology trends.



**MAGGIE WERNER-WASHBURNE, PH.D.**  
UNIVERSITY OF NEW MEXICO

Dr. Maggie Werner-Washburne grew up in a small Iowa town with a rodeo, the Santa Fe Railroad, a Mexican Village, and the Mississippi River. Her Mexican mother was a social activist and her German father was a general practitioner. Maggie received a BA in English from Stanford, spent several years in Mexico, Central and South America, and Alaska, before restarting her education in Botany at the University of Hawaii. She completed her PhD and postdoctoral work at the University of Wisconsin-Madison. During this time she was also in 3 bands, met her husband Bruce, and welcomed 2 sons. Maggie has mentored hundreds of students at UNM over 26 years. Her research in yeast molecular biology and genomics was funded continuously by NSF, NIH, and DOE. Her mentoring path started in her laboratory and developed through years of teaching and in diversity programs she has run for STEM pre-PhD students. Over the past 11 years, she has been director of the NIH-funded IMSD program, helping graduate 33 URM PhDs nationally. In the past 3 years, Maggie has expanded her program to include freshmen and transfer students at UNM, aimed at increasing graduation rates among Native Americans at UNM. Dr. Werner-Washburne, a Regents' Professor at UNM, has received many national awards for her research and mentoring, including 2 awards from US Presidents, The SACNAS Distinguished Scientist Award, and Harvard Foundation 2011 Scientist of the Year. She is currently President of The Society for Advancement of Chicanos and Native Americans in Science (SACNAS).



PRESENTATION GUIDE

As you may have noticed, we have made a few additions to our **Conference-at-a-Glance** and **Conference Program**. With over 300 presentations, navigating the schedule and program can be difficult. Take a few minutes to read the diagram below, so you can take full advantage of the new additions.

PICK YOUR STRAND

At the conference, there are typically 15 Presentations running during each 45-minute *Concurrent Session*. Each of the 15 rooms will contain presentations pertaining to one of six strands. Rooms in close proximity to eachother will contain like strands, and the strands are listed in the **Conference-At A-Glance**, below the room assignments. **(PLEASE NOTE: Not all presentations on Friday 10/24 will match the strand indicated, and some may not be in the strand indicated due to une).**

EDUCATION		STEM	HEALTH SCIENCES	ARTS & HUMANITIES	SOCIAL BUSINESS	OTHER
Lobo A Lobo B Fiesta A Fiesta B	Santa Ana A Santa Ana B Luminaria	Sandia Amigo	Scholars Spirit/Trailblazer	Isleta	Spirit/Trailblazer (Diversity Strand on 10/21)	Alumni Mirage/Thundebird SUB Theater (Lower Level)

PRESENTER DEMOGRAPHICS

To help facilitate networking and collaboration between presenters, the 2014 program features a **Conference Presenter Demographics Map** on pages 82-83. This map divides conference presentations by United States Census regions and divisions, or International location. If there is more than one organization listed for a particular presentation, the presentation number will be listed under both divisions.

**Gandert, Y.**  
*University of New Mexico*  
*Lobo A*  
**Presentation Title (#1)**

Each presentation contains a number following the title. This number corresponds to the demographics map located on page 82-83.



OPENING REMARKS/PLENARY SESSION1-1:05 PM/1:05-1:45 PM

**Dr. Eliseo ‘Cheo’ Torr s, Opening Remarks**  
*Vice-President, Student Affairs, UNM*  
*Ballroom C*

**Dr. Carlos Cort s**  
*University of California, Riverside*  
*Ballroom C*

Reaching Across: Mentoring in a Multicultural Society

In our increasingly multicultural nation and shrinking globe, all of us are likely to mentor -- and be mentored by -- people with whom we share both similarities and differences. This talk will address the opportunities and challenges inherent in such mentoring. In particular, it will consider some of the complexities of what it means to be engaged in a mentoring relationship that involves diversity, including such factors as race, ethnicity, age, sex, religion, sexual orientation, gender identity, language, or disability. Among the topics to be considered will be personal identity, intergroup perceptions, cultural worldviews, privilege, privacy, intersectionality, stereotyping, and micro aggressions. The talk will also address the complications raised by such factors as citizenship status, conscience laws, and professional codes of ethics.

CONCURRENT SESSIONS2:00 - 2:45 PM

**Mitchell, B. & Wyre, D.**  
*University of North Carolina, Chapel Hill & Indiana State University*  
*Lobo A*

**Two Universities Explore the Efficacy of Collaborative Testing in Introductory Courses (#1)**  
Undergraduate students enrolled in introductory courses at two universities were surveyed after using a peer group approach to review a midterm exam. The survey was used to assess students’ perceived efficacy of working in small groups to foster a deeper level of understanding key concepts covered in class and tested on the midterm exam. The primary theoretical framework for this pilot study is based on Lev Vygotsky’s theory of social constructivism. Through the process of collaborative testing, the students’ ability to make meaning of new concepts was reinforced. Groups were assembled by the instructors to combine students having more experience with students having less experience as determined by their college classification and exposure to additional coursework. Collaborative testing is one approach utilized to aid in student learning and development. The instructors utilized collaborative testing to promote student learning of foundational concepts. In the class period immediately following the midterm exam, students were placed in groups of 3-4 and allowed to complete the exam. The collaborative testing sessions were timed, allowing students an opportunity to discuss concepts, theories, and subject matter application. An interactive, grading and review process followed the collaborative testing activity. Students were encouraged to participate by providing answers and sharing group feedback related to the questions. Instructors followed-up by acknowledging the correct answers and emphasizing the rationale.

**Smith, B., McClellan, A., Jones, S. & Witney, E.**  
*University of Houston*  
*Lobo B*

**The TEACH2Lead Motivational Coaching Model: An Innovative Way to Develop Teacher Mentors (#2)**  
TEACH2Lead Motivational Coaching Model (MCM) is an innovative approach to meeting critical educational needs by training teacher coaches to effectively mentor less experienced teachers. Each year thousands of promising teachers leave the profession frustrated with professional development and feeling professionally unattached. A promising method of teacher development pairs newer teachers with a competent, experienced teacher. However, most teacher education programs in the U.S. do not provide teachers with the skills and experiences to develop other teachers. Ideally, teacher coaches develop a collaborative relationship. Instead, many coaches develop a hierarchical relationship provoking resistance and resentment. MCM provides training to teacher coaches that results in effective, collaborative relationships improving student performance, higher job satisfaction for teachers, and increased retention of skillful teachers. What makes MCM exceptional is the three-phased approach designed from cutting edge research, best practices, and experiential training. The MCM experience includes a five-day, 40-hour intensive training integrating five themes: Know Thy Self, Understand Self in Context, Engaging in the Motivational Coaching Conversation, High Yield Instructional Strategies, and Using Evidence to Drive Improvement. Comprised mostly of interactive didactic instruction and practice, the MCM teacher coaches engage in a hybrid practicum combining 30 hours of small group practice, 15 hours of interactive e-coaching, and at least 4 coaching sessions observed by a MCMC<sup>2</sup> specialist. This sequential, intensive, interactive, experiential, and performance standard-driven training is unique. The presentation reviews the evidence base for each aspect of MCMC<sup>2</sup> and describes the research agenda for validating this approach to teacher-centered consultation.

TUESDAY, OCTOBER 21<sup>ST</sup>

PRE-CONFERENCE WORKSHOPS8:00 AM - 12:00 PM

**Rolfe, A.**  
*Mentoring Works*  
*Fiesta A&B*

**Designing Effective Mentoring Programs**  
Imagine what it would be like if your mentoring program were the benchmark for other industries. Or, other organisations looked at what you had done as a model. If you design your mentoring program well, they will! The design model shared in this workshop was used to develop the mentoring program that was awarded the LearnX Asia Pacific Platinum Award for Best Coaching/Mentor Training Program 2011. It’s based on two decades of practical experience in developing and implementing mentoring programs. There is no “one-size-fits-all” in mentoring. Your program must be tailored to your organization, your people and the outcomes you want to achieve. Designing your mentoring program involves: Planning – a well thought-out blueprint that clearly ties mentoring to important outcomes and maps out how they will be achieved and evaluated; Promotion - communicating so that mentoring is recognized and welcomed by stakeholders; Preparation of People – mentors and mentorees recruited, selected, trained and properly equipped to succeed in mentoring Program Support - a structured program of ongoing assistance, follow-up and feedback. This workshop introduces core elements of effective mentoring programs and leads you through the design steps. It is suitable for people who are: Planning to introduce mentoring into their organization and want to make sure it works; Reviewing their mentoring strategy against leading edge practices; or Happy with what they’ve achieved so far with mentoring but need more tangible ways to capitalize on the value mentoring offers individuals and organisation.

**Willbur, J.**  
*The Leadership Mentor Network*  
*Santa Ana A&B*

**The Power of Positive Mentoring**  
This pre-conference workshop will use both qualitative and quantitative research, plus insights from thirty years in the field of mentoring, to explore the importance of the development of emotional intelligence ‘people savvy’ skills in the effective mentoring connection. It will also look at findings from the field of positive psychology and how they can be applied to the mentoring relationship.



**Francis, M. & Klein, S.**

*Metropolitan State University Denver*

*Santa Ana A*

### Developing Relationships with Schools to Enhance Student Performance (#3)

Pre-Service field placements are central components to effective teacher education programs. Relationship forged with partner schools enhances student's beliefs about outcomes occurring during their placements. Additionally, the impact of coursework, classroom experiences, and collegiate support attributes to "feelings" of support during a field placement. Quality field placements occur when there is an alignment between the theory discussed in the classroom and experiences occurring in the field. For field experiences to be effective, each student placement needs to reflect "real world" classrooms inclusive of the common complexities of teaching in an urban environment like dual language, academic, and social/emotional disparities. Highly effective teachers are needed to have positive and effective learning occur. Cooperating classroom teachers need objectives and outcomes required for each candidate to learn and have successful learning experiences. A local university in the Western United States uses a model where field placements are aligned with curricular outcomes; thus experiences sought by professors aligns with outcomes imbedded within each course. An educational bond is developed where each schools relationship with the university is proportional to the level of involvement. As schools become more involved services towards the institution are increased. Such as certification hours for professional development received. There is no perfect placement; each method has their advantages and disadvantages when it comes to developing school partnerships. Two common threads discovered, which led to enhanced mentorship, were the proficiency level of cooperating teachers to demonstrate real world teaching methods and the associated bonding taking place between mentor teacher and student.

**Aviles, F.P.**

*University of Tennessee, Knoxville*

*Santa Ana B*

### Race-Conscious Mentoring: Building Meaningful Relationships with Doctoral Students of Color (#4)

The purpose of this paper is to build a framework for race-conscious mentoring, a conceptual model which serves to support students of color through the doctoral process. This author will look at how cross-race relationships and within-race relationships intersect with the necessity to develop a deeper understanding of identity, culture, experience, alienation, marginalization and socialization in order to engage in a mentoring relationship that supports the success of doctoral students of color. Data is collected through a critical analysis of the literature on mentoring, advising and underrepresented groups and/or students of color. The findings of this analysis support a model that offers a holistic and culturally responsible approach to the building of meaningful relationships between mentors and protégés.

**Fields, J., Laff, N.S. & Rosenthal, R.**

*Columbia College South Carolina & Augustana College*

*Fiesta A*

### Connecting the Dots: Mentoring, Development, and Vocation Exploration in Higher Education (#5)

We were guided by AACU's Bringing Theory to Practice's critical question: "What do students get out of their course participation," (Finley, 2012). The question we asked ourselves was how we could create mentoring experiences with our students to foster vocational preparation using the academic classroom as our base. Understanding student developmental models based on Erikson (1968) and further developed by Belensky, Clinchy, Goldberger, and Tatule (1986), Schreiner and Pattengale (2000), and Shaller (2002), we instituted a model for mentoring through service learning and project simulation/problem based learning to provide our students with developmentally appropriate avenues for exploring vocational choices and the work world. Our intent, best summed up by AAC&U, is to provide a comprehensive experience in which students develop a combination of knowledge, skills, values and motivations "through activities of personal and public concern that are both individually life enriching and socially beneficial to the community." (AAC&U). We will present these mentoring models as well as the developmental materials on which they are based.

**Ward, H.C. & Gabbert, A.**

*University of Texas, Brownsville & Brownsville Independent School District (BISD)*

*Fiesta B*

### Effect of Value-added School and University Partnership: Organic Mentoring (#6)

This case study, constructed with deep rooted beliefs in teacher empowerment, illustrates the effect of a university and school partnership. This university school partnership, created to provide learning opportunities for graduate students who are also special education teachers to meet their professional standards, led to the school principal's mentoring of her behavioral intervention (BI) teachers. The empowered teachers provided a professional development workshop for the general education teachers. Based on the workshop evaluation results and the teachers' reflections, this case study describes an organic model of mentor-mentee relationships. Evidence of the mentees' success includes their perceptions of attitude changes among the general education teachers, their awareness of the power of their knowledge, and their satisfaction toward their professional growth. They enjoyed collaborating with the administrator and found the results of their work rewarding. As one study participant stated, "It is rewarding. I personally saw an increase in the open lines of communication from teachers that would not communicate with BI Unit staff previously". This presentation is based on value-added leadership framework for special education practice. It suggests that adding core values, such as collegiality and teacher empowerment, can contribute to effective special education practice (Sergiovanni, 1992; Ward, 1994). In this context, a principal fosters collegiality and naturally shapes her relationship with her teachers while empowering them to do good work.

**Kahanov, L.**

*Misericordia University*

*Luminaria*

### Leadership Succession, Selection and Skill Implementation in Health Care Faculty (#7)

Context: Current literature regarding leadership in academic healthcare indicates that leaders acquire positions as default, and that faculty leader development programs occur after induction into a leadership role. Purpose: The purpose of the current study was to assess succession, selection and leadership skill implementation. Design: Web-based survey. Participants: We recruited program directors, department chairs, deans, and other administrators (n=1004) in Athletic Training, Nursing,

Occupational Therapy, Physical Therapy, and Physician Assistant Studies (n=277, response rate of 27.6%). Instrumentation: We used the "Leadership Qualities and Experiences" survey to measure leadership characteristics and evaluate trajectory. Procedures: We e-mailed program directors, chairs and deans to participate in an online questionnaire. The survey remained open for three weeks. Statistical Analysis: We conducted separate analyses of variance by gender, rank, and position. Results: We identified significant differences by gender regarding recognition (p=0.002) and drawing attention to others (p=0.008), pride (p<0.001), and perceptions on leading through autonomy (p=0.05) or authoritarian means (p=0.001). We identified significant differences by rank regarding helpfulness (p=0.006), providing optimism (p=0.014), and idea expansion (p=0.025) whereby full professors perceived themselves as stronger facilitators. We identified significant differences by position regarding hired because of longevity (p=0.001) or no one else wanted the position (p=0.001), and leadership professional development. Conclusions: Our findings suggest that typical gender roles are expressed in leadership characteristics. Further, similar maturity characteristics (suggested by rank) exist where full professors facilitate less experienced faculty. Finally, deans and upper administrators follow a succession plan; whereas program directors inherit the position without leadership development.

**Moore, K.**

*Oakland University*

*Sandia*

### Mentoring Early-Career STEM Faculty (#8)

Effective mentoring of STEM faculty at Oakland University was one of the articulated goals in our proposal to the National Science Foundation's ADVANCE PAID program. When Women in Science and Engineering at Oakland University (WISE@OU) was funded by NSF in fall of 2011, a subsequent climate survey confirmed that in the STEM areas 65% of female and 56% of male faculty 'agreed' or 'strongly agreed' that more mentoring in research was needed. The cohort of new STEM faculty in fall 2012 happened to be unusually rich with women (5 out of 8). This influx of STEM women provided us with a unique opportunity to make a lasting difference in our STEM faculty gender balance. Guided by the senior STEM faculty leadership of the WISE@OU team, intensive group and individual mentoring activities were initiated. Individual efforts included: review of practical grant-related information, peer-review of internal and external proposals, and individual consultations. Group efforts encompassed the 2011, 2012 and 2013 STEM faculty hires in an intimate luncheon series focused on: peer-to-peer mentoring, connections to critical university leaders, and informal interaction with senior STEM faculty beyond the department level. WISE@OU has received enthusiastic, positive feedback from this group. By keeping a close connection to this cohort, WISE@OU has been able to craft additional workshops on mentoring STEM faculty and students, balancing teaching and research, integrating work/life, writing effective grant proposals, and facilitating interdisciplinary research. Beyond formal events, this initiative has created a comfortable network in which these critical STEM faculty can thrive.

**Kung, K.**

*University of California, San Diego*

*Amigo*

### Faculty Mentoring of Underrepresented and First-Generation Students: Lessons Learned (#9)

While much has been written about mentoring, the emphasis is often on mentoring graduate students, who are seen as the next generation of scholars. Mentoring undergraduate students has received less attention. Issues related to unique situations that students from historically underrepresented groups (HUR students) might face have received even less focus. Many of the undergraduate students who could benefit most from experiential learning and a close relationship with a mentor are members of underrepresented groups and/or are first-generation students. Even faculty who have served as effective mentors for years may be unaware of some of the issues that might arise when mentoring students from this population. Some of the challenges that these students can face include discrimination, whether real or perceived; a lack of support or understanding from peers and/or family; and a lack of confidence in their abilities. More positively, when these students receive engaged faculty mentoring, they may well begin to consider advanced degrees. In our work with the Minority Access to Research Careers (MARC) Program, we have encountered a number of "best practices" employed by our mentors. The MARC mentors work with highly motivated HUR juniors and seniors who are interested in going to graduate school in biomedical fields. These students have benefitted from mentors who have developed skills and techniques that address the challenges faced by HUR students. My presentation will focus on previous literature exploring mentoring of HUR students, as well as on our own experiences through the MARC Program.

**Ketola, J.**

*California State University, Long Beach*

*Scholars*

### The Influence of Historical Context on Mentoring Relationships in Nursing (#10)

Background: Mentoring occurs within a context that influences the relationship of mentor and mentee. Understanding this influence requires evaluating the present context while appreciating the impact of the historical context. Objective: To explore the impact of nursing history on the development of mentoring relationships in a mentoring program for student nurses obtaining their baccalaureate degree at a large west coast university. Methods: This is a retrospective study analyzing data from 1999 to 2004 to understand the demise of a program which started with 60 experienced nurses volunteering to work with 120 nursing students. The study findings were then linked with historical events affecting the development of nursing to show the impact of historical events on a nursing mentoring program. Results: Four major findings [themes] were identified from the data and linked to historical beliefs about women and nurses that became part of the inheritance for present-day nurses. Discussion of these themes and historical threads demonstrates the effect of history on relationships in a nursing mentoring program despite the passage of generations. The cumulative effect of these threads was fragile relationships between mentors and students. Recommendations: Before accepting mentees, mentors need to research the historical underpinnings of their specialty area looking particularly at the assumptions regarding male and female roles. Mentors need to develop a program of content and process that takes into account the impact of their history on relationship. A context of meaningful support needs to be developed to sustain the program. A process of reflection is recommended to assist in making the impact of history conscious to the program developers and thereby available for modification.



Ortega-Liston, R.  
*University of Akron*  
*Spirit/Trailblazer*

3:00 - 3:45 PM

Berrett, B. & Nisbett, N.  
*California State University, Fresno*  
*Lobo A*

Latinos as Mentors: Are They Stepping Up to the Plate? (#11)

Latinos, when taken together, comprise 17% of the country's population and are the largest ethnic group in the country (U.S. Census Bureau, 2006), but they are not all alike—they come from many different European, South, Central, and North American countries. Because of Mexico's proximity to the United States, Latinos whose ancestry originates from Mexico constitute the largest portion of the Latino population in the Southwest (Hurtado, Cervantez, & Eccleston, 2010); consequently, vast social and economic implications are inevitable. Latinos add to the diversity of public and private sector organizations. Some Latino professionals speak Spanish—a language that is rapidly becoming common in business settings—and many possess the cultural competence to relate to diverse Latino subcultures. In his study of the City of Denver, Levine (2003) surveyed attitudes toward diversity in public organizations. When participants were asked why the city should have diversity initiatives, they responded that, “It makes good business sense to use the talent of all employees, to gain a maximum of effort, therefore affecting employee productivity...” (p. 280). Scant attention has been paid to the careers of Latinos working in the context of city government; therefore, this study helps fill the void articulated by earlier scholars who have studied Hispanics (Cafferty & McCreedy, 1985; Bean & Tienda, 1987; Knouse, Rosenfeld, & Culbertson, 1992; Chavez, 1991; Ortega, 2001). It is important to note that these early studies did not include questions about Mexican American mentoring experiences.

Bunkowski, L.M. & Miles, K.S.

*Texas A&M University, Central Texas*  
*Isleta*

Developing a Mentoring Network for Next-Generation Faculty (#12)

Following Beane-Katner (2014), we created a faculty mentoring network at Texas A&M University-Central Texas that meets the needs of next-generation faculty: faculty characterized by greater diversity, a greater focus on collegial relationships, and an increasing demand for institutional transparency. Our mentoring network follows the idea that mentoring works best with multiple mentee/protégé options, rather than traditional one-on-one mentorships (Mathews 2003). Thus, we propose a group-mentoring model (Otieno et al., 2010) consisting of six peer mentors and a cohort of new faculty members (both full-time and adjunct faculty). In this model, two mentors represent each of the following areas. Teaching: Making sound decisions about course/curriculum design, challenges in the classroom, working with groups, incorporating new technology, working across modalities; Scholarship/Research: Managing time and other issues related to scholarship, as well as sharing experiences with research and publication to foster an environment conducive to scholarly work; Service: Exploring the various service opportunities at the university and in the community, including opportunities for faculty to participate from a distance. Over the course of the year, mentors will collect data on the most frequently asked questions or causes for concern among the mentees/protégés. This information will be used to enhance the new faculty orientation, to improve the faculty handbook, and to inform the Fall Faculty Convocation of the following year. We will report on the organization of this new program, provide details about its formation and scope, and discuss the early results based on the activities and assessment of the Fall 2014 term.

Kugler, A. & Rosario, M.

*AS220 Youth*  
*Alumni*

AS220 Youth: Using the Arts to Engage Court-Involved Teens (#13)

AS220 Youth is an award-winning arts education program based in Providence, Rhode Island. We serve young peoples ages 14-21, with a special focus on those in the care and custody of the State. We teach on-site at the Rhode Island Training School, a juvenile detention facility, then transition teens to our Providence studio. There, in-school youth participate in our after-school program; older teens, age 17-21, can enroll in our Apprentice Program to pursue vocational training in the arts, design, and technology. We also employ 50 teens a year through our summer jobs program. Because many of our participants have trauma histories and/or involvement in the child welfare system, we use a relational model to inform our work. Staff serve as mentors to youth and - in addition to arts instruction - offer case management, recreational activities, and emotional support. When youth have a strong supportive relationship in place, they excel in our program. They develop personal portfolios that document their creative growth. [See youth.as220.org/portfolios.] They get connected to professional opportunities, including gallery exhibits, performances, and commercial photo shoots. Educational and vocational outcomes improve, and the percentage of youth that re-offend diminishes. AS220's Apprentice Program Director and a former participant will present at the conference. We will provide an overview of AS220 and a summary of data on the program. The participant will offer a first-hand description of their experience and share their creative work. Audience members will leave with an understanding of how we integrate mentoring with the arts.

Carter, C. & Cianci, K.

*Fresno Pacific University*  
*Mirage/Thunderbird*

Cultural Intelligence Elements in HSI STEM Learning Communities (#14)

Academia, especially in the liberal arts and STEM disciplines, can be a very different culture from anything else that a first generation, ethnic minority student has ever experienced. Academe is slow to accommodate change in general and the needs of under-resourced students in particular. Cultural Intelligence (CQ) predicts success with cultural adaptation. CQ's four pillars (Metacognitive, Cognitive, Motivational, and Behavioral) are used as developmental scaffolding to plan best practice programs in first year STEM experiences. Fresno Pacific University's HSI STEM-Liberal Arts learning community, which has doubled retention of Hispanic and first generation STEM students, is used as a macro case study. It is proposed that CQ-based Learning Community strategies can be generalized across student groups to improve learning outcomes, retention, and completion. A panel of 2 administrators and 2 students characterize students' academic needs and institutional interventions based on CQ's four pillars.

CONCURRENT SESSIONS

Effectiveness of a Faculty Mentoring Program: Reflections of a Pilot Project (#15)

Numerous faculty members have completed their first year of teaching at an institution of higher learning. Developing trust and having a shared experience allows faculty to successfully navigate the unwritten policies and procedures of earning tenure. The informal mentoring that occurred between three faculty from different health and human service disciplines inspired the need for this pilot project and the creation of a formalized mentoring program for their university. Best practices identified during a literature review and visits to other universities with established mentoring programs provided the framework for the pilot program. Eleven newly hired tenure track faculty across seven academic disciplines in the college of health and human services were strategically assigned tenured mentors. Over a two-semester period of time the mentors and mentees were provided resources and had regularly scheduled meetings to guide new faculty in adjusting to the university. Using a mixed methods design, data was collected throughout the year to assess program effectiveness. Focus groups, individual interviews, and survey data will be discussed from multiple perspectives that include new tenure track faculty mentees, tenured faculty mentors, and one campus administrator. Both graduate and undergraduate students were included to assist with literature review, tool development, data collection, and data analysis. This presentation will discuss the inspiration for the program, its structure, methodology, funding, and resources. Baseline mixed methods data, collected from 2009-2013 new hires not involved in a formal mentoring program, will be discussed and recommendations for implementation of a mentoring program will be shared.

Garcia-Marquez, P. & Sandoval, R.

*Central New Mexico Community College*  
*Lobo B*

CNM Connect: Financial Coaching (#16)

From the perspective that people are naturally creative, resourceful and whole, Central New Mexico Community College's Achievement Coaches partner with students to identify strengths, anticipate and overcome barriers, navigate systems and utilize resources in order to discern and achieve their goals. CNM believes that there are no wrong doors through which students can access college. With CNM Connect Coaching comprehensive support, students don't experience silos or multiple referrals between departments at the college. CNM has been a national leader in training financial and career coaches across the country for over five years. The College Challenge Access Grant has supported CNM in bringing the Coach Approach to about 200 professionals in high schools, community colleges and universities across New Mexico with an innovative curriculum designed to encourage holistic support for students. In this interactive session, participants will be introduced to a COACH model and a philosophy of how we work with students. Discussion will center on how coaching can be integrated into Students Services in an effort to improve student engagement, retention and graduation rates.

Lobban-Viravong, H. & Schneider, M.

*Grinnell College*  
*Santa Ana A*

Comparing Models of Faculty Mentoring: Internal and External, Term and Tenure-Track (#17)

What makes for a successful faculty mentoring program? Based on well-accepted research on mentoring of new faculty, Grinnell College has established a program that connects new faculty to a network of mentors and support resources, with an individually assigned guide called an “accountability partner.” Our faculty have also utilized external independent mentoring programs. Despite offering very similar support and services, faculty members respond more positively to external support programs. We describe the characteristics of our internal program, including the published research that led to its construction. In addition to mentoring tenure-track faculty, we provide parallel services to term faculty. We similarly describe two different external programs that have enrolled some of our faculty in their program. Finally, we describe a grass-roots support group for early career faculty. These different models provide for us an opportunity to compare their effectiveness with faculty. Based on faculty surveys and interviews, we attempt to address questions facing college administrators wanting to provide the best possible support to new faculty as economically as possible, such as: Do mentors actually follow mentoring advice, or do they “know better?” Is there greater credibility attached to outside (off-campus) advice than to local (on-campus) support? Does the cost factor make faculty pay more attention? Are new faculty more interested in support from near peers, or senior colleagues? Are there differences between what term faculty gain from the mentoring relationship versus what their tenure-track colleagues gain from the experience?

Kociolek, E., Myslik, J. & McClendon, V.

*California State University Maritime Academy*  
*Santa Ana B*

A Unique Voyage to Leadership: Developing Mentoring Programs at a Maritime Academy (#18)

The impact of participation in successful mentoring programs for college students facing boundaries to success has been well-documented in recent years as increasing civic engagement, retention, and soft skill and leadership development (Gallini & Moely, 2003; Wurr & Hamilton, 2012). However, in a small public university academy setting with under 1,200 undergraduates and a higher educational climate of limited resources, creating, implementing, and evaluating new programs can be daunting. Two programs have been developed through the academy's student support center within the past two years to encourage the success of students, particularly those from underrepresented backgrounds, utilizing the developmental model of causal relationships suggested by Karcher, Kuperminc, Portwood, Sipe, and Taylor (2006) as a basis for program design. The Community Ambassadors Club matches incoming freshmen in need of support with local individual and family “sponsors” who help students effectively transition to college life, while the Leading Lights Mentoring Continuum provides industry-based mentorship for students while also connecting them with youth in area high schools to serve as academic mentors themselves. This panel presentation will address the theoretical foundations for these programs, their successes and struggles to date, and means of cultivating successful mentoring relationships when resources for support are scarce. It will also discuss how these programs seek to improve the “town and gown” relationship between the university and the local community and address the academy's unique mission of cultivating the next generation of leaders within the maritime industry, which has traditionally been among the least diverse in the nation.



**Hansra, R.**  
*DePaul University*  
*Fiesta A*

**Cultivating Positive Teacher Identities: Using PVEST to Mentor Deeply Reflective Practitioners (#19)**

This paper focuses on an innovative, theoretically grounded approach to mentoring student-teachers at a Midwest, Catholic University. The program is grounded in Bronfenbrenner’s (1979) Ecological Systems Theory and Spencer’s (1995) Phenomenological Variant of Ecological Systems Theory (PVEST). These theoretical frames are approaches to the study of human development, focusing on the interconnectedness of various systems present in an individual’s environment. PVEST takes the study of human development a step further, offering a resilience model for understanding individuals within particular life-stages. It acknowledges vulnerability among all human beings, and is a tool for understanding individuals engaging in events that shape their identities. These theoretical frameworks are important in helping student-teachers to understand their own process of development within their own ecology, and have an awareness and understanding for the students’ ecology whom they teach, ultimately shaping curricular, instructional, and pedagogical decisions. The need to support student-teachers as well as the first and second year teachers is eminent as this is a complex, ever-changing, and fast-paced life stage, shaping teacher identities. The data showed that student-teachers greatly benefited from the mentoring provided through the PVEST lens, and demonstrated transformational thinking by reflecting on their moment-to-moment experiences in the classroom through the PVEST model. Participants reported positive emerging teacher identities as a result of this innovative mentoring. Last year, the presenters shared a research proposal for this approach to mentoring. This year, presenters will report the findings and implications for using this approach and expanding the program to other mentoring programs and populations.

**Landry-Meyer, L., Herman, S., McDonnell, K. & Miller, A.W.**  
*Bowling Green State University*  
*Fiesta B*

**Developmental Relationships & Civic-Minded Graduates: Listening Post (#20)**

The service learning course, Listening Post, cultivates developmental relationships with peers, undergraduate teaching assistants (UTAs), and co-instructors in two cohorts each semester: newbie and alumni. The use of alumni (students who have successfully completed the course) is educationally beneficial (Smith, 2008), enhances developmental relationships, and promotes course sustainability as alumni sustain the service of listening while the new cohort is trained. Developmental relationships enhance student success to become civic minded graduates (CMG). A civic-minded graduate is considered someone who has completed a course of study and has the capacity and desire to work with others to achieve the common good (Bringle & Steinberg, 2010). The intersection of three dimensions: student identity, educational experiences, and civic experiences contribute to the development of a CMG (Steinberg & Norris, 2011) and are embedded in the Listening Post. A student’s inclination toward community rather than self is key in this model and is nurtured through developmental peer relationships. We will present how intentional self-reflection combined with the learning and practice of non-judgmental listening in a supportive community environment is beneficial to the common good of a campus community. A combination of in and out-of-class peer mentoring is most effective in supporting student learning (Smith, 2008) and serves the dual purpose of developing relationships. There is an intentional connection between self, course concepts and community that supports service and learning through civic engagement (Cress, 2012). UTAs, alumni, and faculty will present their community experience based on peer teaching and other strategies (e.g., talking circles).

**Beasley, M.E.**  
*The Why You Initiative [YU?]*  
*Luminaria*

**The Longitudinal Centralized Support System (LcSS) Model: Examining Mentoring Effectiveness (#21)**

In recent years, mentoring techniques have progressively evolved from its’ original premise and have emerged as an increasingly effective approach for guiding youth and young professionals from disadvantaged and/or underrepresented backgrounds. Despite the tremendous growth of mentoring programs in the United States, this multifaceted intervention methodology lacks rigorous examination of its effectiveness. A myriad of literature on mentoring from various disciplines emphasizes the importance of constructing mentoring programs using a theoretical underpinning. Therefore, given the paucity of theoretical frameworks and models that drive many mentoring program, empirical research is warranted to access the impact of a theoretical framework on assisting mentoring programs in specifying key variables for measuring effectiveness. This paper aims to present a conceptual model, developed and employed by a mentoring organization, which assesses mentoring effectiveness to maximize outcomes. This conceptual model, the Longitudinal Centralized Support System (LcSS) Model, is a concatenation of the Systems Engineering Initiative for Patient Safety (SEIPS) model, and the William Glasser’s Quality World concept. The LcSS model is comprised of technological, futuristic, and traditional mechanisms that seek to maximize the protégés’ outcome through longevity. Preliminary results yield promising insights into the LcSS model’s ability to measure the mentoring organization’s effect and outcomes on its’ protégés.

**Poluka, L.**  
*University of Phoenix*  
*Sandia*

**Coaching within the Telecommunications Industry (#22)**

The purpose of this quantitative method research study was to determine the difference in performance productivity between those installation and maintenance technicians who received coaching and those who did not within the telecommunications industry. The research study evaluated the installation and maintenance technicians’ performance prior to and upon completion of individual coaching sessions conducted during ride-along exercises. This study’s sample consisted of a total population of 154 installation and maintenance technicians within the Pennsylvania/Delaware region. The study included a control group of 77 technicians who did not receive the individual coaching sessions. Another group of 77 technicians received five separate coaching sessions and their productivity was analyzed at 30-, 60-, and 90-day intervals. The primary reason for the study was to focus on the overall level of performance and improvement among installation and maintenance technicians who took part in five separate coaching sessions during an average 8-hour business day. Within these two groups, the records from every fourth technician on a list of individuals were used. As a way to control for potential preexisting differences between the groups, a repeated measures ANCOVA design was suitable to control for the technicians age, years of experience, and years of formal education. The results of the study support the fact that there is a difference in productivity upon completion of five separate coaching sessions. The study’s findings reject the null hypothesis and support the alternative hypothesis because there were differences in the two groups of technicians within the research study.

**Lee, J.S. & Sachs, D.**  
*University of Indianapolis*  
*Amigo*

**Beyond Surviving to Thriving: University-Provided Mentoring for Novice STEM Teachers (#23)**

This article describes the Woodrow Wilson Teaching Fellowship Mentoring Program (WWMP) for novice STEM teachers at a Midwestern University. Teachers who participate in WWMP completed a yearlong intensive teacher preparation clinical residency program and subsequently were enrolled in the WWMP. The goal of WWMP, a three-year university provided mentoring program, is to retain high-quality STEM teachers through post-teacher preparation mentoring support. University-provided post-teacher preparation mentoring programs are not common and present their own unique set of challenges and opportunities. The authors describe the supports that the mentoring program employs to foster teacher efficacy and the challenges and implications of operating a university-provided mentoring program.

**Clayburn, P. & Maglott, B.**  
*Ashland University*  
*Scholars*

**Peer Mentoring in a Baccalaureate Nursing Program: Social Support, Friendship, and Stress (#24)**

Peer mentoring programs in baccalaureate nursing programs have potential to make a significant impact on students as they graduate and enter their professional careers. The purpose of this interventional, longitudinal study was to increase social support, decrease stress, increase persistence, and increase retention through a peer-to-peer mentoring program for students in a baccalaureate-nursing program. Freshmen nursing students were matched with upperclassmen, training was provided to mentors, and faculty volunteered to facilitate smaller groups of mentor/protégé pairs at the beginning of the academic year. In addition to encouraging mentors to be involved with their protégé monthly, four group events were held throughout the academic year. Three National Institute of Health (NIH) Toolbox (nihtoolbox.org, 2013) tools were administered at the beginning and the end of the academic year to determine perceived emotional support, friendship, and perceived stress level among both mentors and protégés. The data analysis plan will include statistical t-tests to investigate significant changes in emotional support, friendship, and perceived stress scores following a year of peer mentoring interventions. The research will include a comparison of the measured variables by each captured demographic variable. Confounding variables will be identified that potentially impacted results. Persistence rates will be compared between students who participated in the program and those who did not participate. This study was supported in part, with funds from Grant #D11HP22187-01-00, I CARE: Increasing Baccalaureate Nursing Enrollment, Nurse Education, Practice, Quality and Retention, (NEPQR) awarded to Ashland University.

**Simmons, J.C.**  
*University of Missouri, Columbia*  
*Spirit/Trailblazer*

**Simmons-Grant Mentoring Model for African American Women at PWUs (#25)**

This model was designed as the result of a study on the experience narratives of two African American women —a doctoral student and a tenure-track professor (Grant-Simmons, 2008). Their personal narratives revealed the common and contrasting elements of their mentoring experiences and exposed the effects of socio-cultural factors they encountered at predominantly White universities (PWU). We offer this model for African American females and minorities at PWUs, and include recommendations for administrators who seek to attract, retain, graduate and promote African Americans and other minorities at PWUs. The model fills the gap needed for the success of African American women in PWU’s and outlines specific mentoring factors thought to be influential in attracting, retaining, graduating, and promoting African American female doctoral students and African American female tenure-track professors at PWUs. We designed the model with considerations of the vast underrepresentation of African American female minority professors at PWUs, the graduation rates of African American doctoral students in these institutions (Chronicle of Higher Education Almanac Issue 2010-2008), and the low percentages of African American faculty promotions at PWUs (Allen, Epps, Guillory, Suh, & Bonous-Hammarth, 2000; Tillman, 2001). Several researchers suggest mentoring as an effective strategy to counteract this problem for African American female doctoral students (Grant-Simmons, 2008; Redmond, 1990; Reid & Wilson, 1993; Wheeler, 1992) and African American female professors (Simmons, 2007, 2010; Smith, 1999, 2000; Tillman, 2001; Simmons, 2007). The model is inclusive of strategies for both doctoral and faculty success.

**Metzger, A.M., Sieber, S. & Petit, A.**  
*Idaho State University*  
*Isleta*

**Mentoring as a Way to Change a Culture of Academic Bullying and Mobbing in the Humanities (#26)**

At first glance, mentoring and academic bullying might not seem to be related topics. Our paper argues that these topics are, in fact, closely connected and that mentoring provides a powerful weapon against the academic bullying that is far too prevalent in American higher education. Our paper will first define academic bullying and the related phenomenon of academic mobbing. Next, we will provide a brief overview of our own and others’ experiences of academic bullying and mobbing. Finally, our paper will offer a mentoring framework through which individuals and programs can counter academic bullying and mobbing while the potential victims and perpetrators are still in graduate school and being socialized as future professionals in the Humanities.

**Krause, S. & Lovern, J.J.**  
*Northcentral University*  
*Alumni*

**Graduate Students Need Tutoring Too: Promoting Autonomous Learning (#27)**

The purpose of graduate school is to transform students into scholars. Completing assignments and writing a thesis or dissertation are means to that transformation. Recognizing today’s employers seek a highly credentialed workforce, many workers are returning to school to obtain post-graduate degrees. However, some students entering graduate school are not prepared for the rigor of graduate studies and for the transforming process of becoming scholars. Our institution has a graduate student body of over 8500 students, most of whom are working professionals. These students come to us with a broad range of knowledge and skills for succeeding in graduate



school. To support those needing skill development, we have created a tutoring center for graduate students which we call the Academic Success Center (ASC). Many students think of a tutoring session as a vehicle for generating a better work product, but the purpose of the ASC is much more global. In our tutoring sessions, which we call academic coaching, we use the work products as a springboard for helping the future scholar become an autonomous self-directed learner. Using current research, we define a self-directed learner as someone who is (a) self-managing, (b) self-monitoring, (c) self-modifying, and (d) self-motivating. We call them the 4Ms of self-directed learning. In this presentation, we will explain the reflective practices used by the Center toward the goal of improving student retention, success in courses, and graduation rates as well the transformation of our students into scholars.

**Del Rosario, M. & Corso, J.**  
*City University of New York & LaGuardia Community College*  
*Mirage/Thunderbird*

**Developmental Network: Through ePortfolios and Peer-Mentoring (#28)**  
This presentation explores how the transformative and holistic educational models of ePortfolios and peer-mentoring are used hand-in-hand to provide LaGuardia students a means to construct and make meaning of their own learning. Influenced by Aristotle’s paradigm of “archons,” peer-mentoring at LaGuardia is realized through the ePortfolio studio hours, taught by student teachers, called ePortfolio consultants, assisted by Student Technology Mentors (STMs). The studio hour is an integral backbone of the ePortfolio Initiative at LaGuardia, for it is here where the actual design and development of ePortfolios is done. The process behind the development of ePortfolios and the resulting products themselves are a case study of how students can make meaning of their own learning. The learning dynamic that happens within the digital landscape of an ePortfolio provides a strong argument for how peer-mentoring and ePortfolio make transformative learning possible. ePortfolio consultants and STMs are at the heart of the developmental network of mentors students go to not only for ePortfolio learning, but equally for support, advice or even at times, friendship. Having ‘been there, done that,’ places them at the center of the peer-relationship constellation students, especially new ones, look for to help them navigate around the unfamiliar terrain of a new campus. In their capacities as supplemental instructors and peer mentors, ePortfolio consultants and STMs act as academic liaisons between faculty and students, making the connection between the so-called lecture and ePortfolio laboratory component of certain courses visible and whole.

CONCURRENT SESSIONS 4:00 - 4:45 PM

**Hamel, P.C.**  
*Northeastern University*  
*Lobo A*

**The Mentoring Three-Peat: Team Mentoring from Classroom to Urban Public Health (#29)**  
Northeastern University (NU) in Boston, MA, long-known leader in cooperative education, career/workforce development, and health equity/advocacy, and Mass in Motion New Bedford (MiM), an urban public health initiative dedicated to promoting healthy choices for people of all ages who live, work and visit the city were initially linked through the MiM Project Coordinator (who initially developed the local foundation/partnership for this project while teaching as an adjunct NU Professor). While educating and mentoring undergraduate Health Science students, professional relationships developed from within the classroom to a community internship that eventually led to additional training, funding and staffing within the workplace. This case study will demonstrate how several individual, yet parallel mentoring efforts from within academic and underserved community settings expanded into effective “team mentoring” with a focus on mutual mentoring, collaboration, planning, implementation and evaluation of strategic action plans toward public health goals. These efforts included development of partnerships with municipal government, community development, health organizations, schools, child care and youth organizations to promote healthy eating and physical activity initiatives in the city. The presentation will describe a framework for creating dynamic developmental relationships as a Team Mentoring model and also demonstrate how the Coordinator/Professor actively mentored her own future replacement from within the ranks (who then became a mentor to the former student/now graduate and employee) with ongoing team coaching both onsite and remotely. Team Mentoring led to academic/community-based collaboration, professional development, career exploration, introductions/networking opportunities and ongoing support for both mentors and mentees at all levels.

**Richardson, W.**  
*National Louis University*  
*Lobo B*

**Mentoring in Academia: Enhancing Professional Development through Fostering Relationships (#30)**  
Understanding the need to develop relationships through mentoring provides insight into the essentials required to produce successful students. Not every student enters higher education possessed with the knowledge of what it takes to be victorious. This is even more apparent with minority students. Mentoring becomes an effectual way for minority students specifically African American females to acquire greater parity within the realm of academia and the corporate world. The establishment of mentoring gives way to the enhancement of not just the individual being mentored but our society as a whole. Mentors affirm the fostering of the mentor/mentee relationship, intentionally creating a healthy atmosphere of growth and development. The investment yields positive returns in the mentees personal and professional life, thus impacting the greater good of our society. Metros and Yang (2006) contend, “Mentoring as we know it today is loosely modeled on the historical craftsman/apprentice relationship, where in the past young people learned a trade by shadowing the master artisan.” Considerable efforts utilize mentoring as a key strategy for success in strengthening others. Yet there are few if any mentoring opportunities in higher education for those seeking to improve their abilities to navigate academic and other professional settings. The need for mentoring becomes apparent as women continue to navigate higher education and leadership positions. The intent of this paper is to create an awareness and dialogue of the importance of faculty student mentoring towards minority students specifically African American women and to learn to overcome the barriers that impede this population.

**Linde, N.M.**  
*Minnesota State University, Mankato Foundation*  
*Santa Ana A*

**Mentor and Me: Learning from Both Sides of the Fundraising Table (#31)**  
Nine years ago, as an undergraduate student I met a young assistant director of alumni relations who would become my mentor and help me grow personally and professionally in the world of academic fundraising. She was the product of a great mentor herself and the strategies she learned from her mentor about donor development and alumni relations became the basis of her teachings. Today: the mentorship tree has reached four generations as I have taken her teachings and applied them to my own fundraising associates. “Mentor and Me” is a presentation that explains how professional development and true mentorships are about more than navigating the scope of one job. It is about how mentorship grows when that relationship is separated by time and distance. Teachings that are rooted in the fundamental belief of helping somebody develop their skills transcend any one job or location. These lessons can be learned across different business sectors, in different locations, and at different administrative levels. This is a story about how the relationship between a full-time employee and a student worker created millions of dollars of philanthropic help for a number of higher education institutions through teachings that went beyond the art of the ask.

**Robinson, J.A.**  
*Baylor University*  
*Santa Ana B*

**The Role of Student Affairs’ Mentorship in Shaping College Students’ Personal Vision of the Good Life (#32)**  
The purpose of this study was to examine ways in which good mentorship relationships with student life professionals aid in the sense-making processes that shape students’ development of a larger life narrative. The literature review highlighted the research emphasis on mentorship relationships created between faculty and students and demonstrated the lack of literature available on mentorship relationships outside of the classroom context. This study found that mentors used specific practices such as providing wisdom, alternate perspectives, and good questions to guide their mentees’ sense-making processes. This relationship caused mentees to reframe their current circumstances, and from this on-going reflective practice, a more cohesive narrative took shape in the life of the mentee. Multiple means of data collection were used to inform and enrich this study, including open-ended surveys and interviews. This data was analyzed using the grounded theory method (Corbin & Strauss, 1990). In wanting to raise codes from the participants’ responses, this study used “in vivo” coding, and functioned primarily from an open coding system. In presenting the findings, this study maintained the uniqueness of each mentorship narrative while sustaining consistent themes across all the narratives. Thus, throughout the open coding process, this study generated themes that examined: (1) qualities of good mentors, (2) the process of forming the mentorship relationship, and (3) the effects of that relationship on the mentees’ development. This study concluded by offering specific suggestions when engaging in mentorship relationships outside the classroom context.

**Stevens, K.L. & Carbary, K.**  
*Columbia Basin College*  
*Fiesta A*

**New Faculty Mentoring at a Community College (#33)**  
This paper is a description of the creation, implementation and evaluation of a new faculty mentoring program at Columbia Basin College, a community college in eastern Washington state. A mentor program coordinator was identified from among the faculty, and an advisory committee was formed which consisted of two faculty members (one of whom is the faculty senate chair), the dean for institutional effectiveness, and the President of the college (ex-officio). Mentors applied to serve, which included a statement of interest and letters of support, were required to be tenured faculty members with demonstrated excellence in teaching and service to the college, and could not serve on the tenure committee of their mentees. Selected mentors were offered a \$750 stipend for their service during the academic year. Mentees were surveyed and interviewed by the mentor program coordinator, then paired with a mentor by the mentor program coordinator with the support of the mentoring program advisory committee. Mentors and mentees met informally and regularly over the course of the academic year, and also participated in quarterly common read seminars based on the book “The Skillful Teacher” by Stephen Brookfield. Survey and interview data indicate that both mentors and mentees are very satisfied with the program. The strongest predictors of satisfaction with the program were frequency of interaction between mentor and mentee, and breadth of topics discussed. Future directions for improvements to the program are discussed.

**Lu, M. & Ward, H.C.**  
*University of Texas, Brownsville*  
*Fiesta B*

**Strategies Used for Assessment Planning for A-PRIME-TIME Mentoring Initiatives (#34)**  
The purpose of the paper is to illustrate strategies used for assessment and evaluation plans for A-PRIME-TIME mentoring initiatives and programs created by A-PRIME-TIME programmatic faculty at a southern state university in the US. Twenty-five of these highly selected pre-med students each year enter the Bachelor of Science in Biomedical Science degree program designed with various mentoring initiatives. They include: boot camp, weekly professional development workshop, and clinical/field experience ... etc. The paper also describes the process of developing assessment planning for A-PRIME-TIME mentoring initiatives. The 6 strategies implemented were: (1) Brainstorming. We brainstormed for feasible and appropriate measurements. We examined existing institutional datasets, psychological inventories, and newly developed measures. (2) Constructing multifaceted assessments. We constructed multifaceted assessments, which included several questionnaires and pre-and post-tests for mentoring initiatives. (3) Verification of measurement reliabilities and validities. For validities, we went through the following 3 phases: (a) First, we obtained the content validity by forming a panel of experts to examine each items. (b) Second, we, in a small-scale pilot study, invited participants (n=5) to ‘test-run’ all the questionnaires. We obtained the face validity and an approximation of time used by users. And, (c) We ran statistics (CFA) and calculated the construct validity. For reliabilities, we calculated (a) Cronbach’s alpha and (b) inter-rater reliabilities. (4) Data collection and pilot testing. (5) Modification. And (6) Sharing. Our assessment planning included: Pre- and post assessments, demographic survey, instruments for dispositional change, attitude, motivation, mentoring skills, mentor-mentee relationships, and clinical and field experience and indicators of college success.



**Silver, G.**  
*College of Southern Nevada*  
*Luminaria*

**Developing Talent: Mentoring Women in The Post-Secondary Education Environment (#35)**  
Female faculty at the collegiate level continue to be challenged by unfair student evaluations (Theall & Franklin, 2002; Schuman, 2014) and stereotypical gender assumptions (Burgess, & M van Ryn, 2012; Moody, 2012; Stockdale & Nadler, 2013) about their transferrable competencies and suitability for advancement. Both of these obstacles have been documented in the literature and a wide span of experiential reflections show some significant areas of opportunity. In addition to challenged, and often vastly inaccurate, perceptions of women from a cultural competency perspective (National Education Association, 2014; Sue & Sue, 2008, Vaughn, 2003; Nunez, 2000) women continue to be plagued by gender-based biases related to communication and approach (Gilligan, 1993; Tannen, 1990; Brown, 2014). These often incorrect beliefs and assumptions may minimize perception of the female candidate’s critical thinking and experiential strengths, when in competition against male colleagues for promotion.

**Colaianne, T.**  
*Virginia Technical Institute*  
*Sandia*

**Generalism Reborn: STEM and the Core Curriculum (#36)**  
My university, Virginia Tech, is a Research 1 Institution with traditional strengths in all the fields that fall within traditionally defined STEM areas of study. Until very recently these discrete fields have tended to remain disciplinarily confined. With the creation of a new minor in Science Writing, centered in the Department of English, we are pleased to say that the disciplinary boundaries are beginning to come down, with the aim of educating undergraduate students in more broadly configured fields of general knowledge. They are being taught to conduct research and to write about the results of their work to broader general audiences, rather than for subject-matter specialists alone. Our greatest challenges reside in the diversity of our constituencies: On the one hand, professors in the STEM fields who train future professionals well-versed in particular subjects, and on the other, those whose interests are more expansive, faculty who seek to broaden individual students’ experiences across “liberal studies” programs. We have recently reconceived our core curriculum in a thoroughgoing way. Instead of classifying subjects using traditional headings, such as “humanities” or “social science,” we foreground the research methodologies and ways of thinking within linked subject matter areas—for example, hybrids of humanities and social sciences. The students’ work is largely based in writing about these linked areas for a broad readership. My talk will focus on the promise and perils of this reinvention, and the role of mentors in bringing these changes about.

**Miller, E.L.**  
*Blue Marble Space Institute of Science*  
*Amigo*

**STEM Mentoring through Social Media with SAGANet.org (#37)**  
School districts continue to seek new ways to engage their STEM students and ignite their passion for the sciences. SAGANet.org works with schools and partners mentors from around the world to teach and inspire students using online technology. Current programs include two novel mentoring partnerships, pairing scientist-mentors with deeply at-risk youth at the Pittsburg Community School in Pittsburg CA and also with families from the Kyrene del Cielo Elementary School in Chandler AZ. These represent two very different models for scientist mentoring through the virtual media platform provided by SAGANet.org. For the former, scientists mentor the students of the Pittsburg School as part of the formal in-class curriculum. For the latter, scientists work with elementary school students and their families to develop a science project as part of an informal school program that is outside of the standard curriculum. Here, we discuss the challenges and successes of engaging these two distinct audiences through virtual media and prospects for expanding the reach of scientist mentors with future efforts. We also discuss the impact that of the peer-support network of fellow scientists engaging in STEM education and outreach, provided through the social media platform of SAGANet.org, on mentors’ confidence and self-efficacy with communicating science to the public.

**Welch, J.**  
*Indiana University School of Medicine*  
*Scholars*

**A Centralized Faculty Mentoring Portal to Support Local Mentoring Efforts (#38)**  
Mentoring in academic medicine is critical to faculty vitality. An institution’s approach to mentoring depends upon numerous factors. At our institution, the size, heterogeneity of faculty, and decentralized structure influenced our approach to enhance faculty mentoring. We developed a novel, centralized mentoring website offering comprehensive resources to support local mentoring efforts. *Purpose:* The objectives of this session are to describe the development, implementation and evaluation of the Faculty Mentoring Portal. *Methods:* The Office of Faculty Affairs and Professional Development supported and directed the project while collaborating with multiple institutional stakeholders. The development cycle was an iterative process of synthesizing faculty needs and best practices. The implementation and evaluation phases incorporated a web designer and a communications expert who conducted usability testing with faculty. *Results:* The mentoring portal includes resources and toolkits with parallel topics for the mentee and mentor addressing: Qualities for Success, Roles & Responsibilities, Goal Setting, Meetings, and Evaluation/Feedback. The results of the usability testing with 11 volunteer faculty were overall positive and offered specific feedback to enhance the site. *Conclusions:* Through collaboration and institutional support, we created a centralized mentoring portal to support local mentoring practices. The usability testing provided positive reinforcement and critical feedback to guide future development. Incorporation of the toolkits into mentoring practices has the potential to improve faculty vitality.

**Hatfield, J.R.**  
*Kansas State University*  
*Mirage/Thunderbird*

**The Crucible of Brokenness: The Undesired Element That Molds Great Leaders (#39)**  
In today’s leadership culture brokenness is not a quality leaders desire or pursue. The most significant qualities touted of being a leader do not include brokenness. In many minds, brokenness corresponds with weakness or failure, but not strength. Paradoxically, brokenness may be the most powerful leadership quality. Brokenness can create the most profound transformational change in the life of a leader and may produce unconventional character, non-judgmental attitude, a healthier self-image, and wisdom in leaders. Mentors have a profound and unique position when this happens in the life of a leader but often times are ill-equipped in knowing how to mentor broken people.

**Allen, M. & Wallace, D.**  
*University of Akron*  
*Isleta*

**Tacit Knowledge: The Trickle Down of the Mentor/Protégé Relationship (#40)**  
Mentoring is key to most places of employment, it has formal and informal processes that are adopted and adapted by most organizations and institutions. The university setting is no exception. Mentoring models promote student education, growth, and employability making them viable community contributors and professionals. This study seeks to uncover the impacts of the mentor/protégé relationships affects present mentor/protégé relationships that professors develop with current graduate students. This study proposes three hypotheses: (1) professors who were engaged in a positive, long-term mentor/protégé relationships (as protégés) during their professional formative years are more likely to be sought after by students to aid in student’s professional development. (2) Professors who were engaged in a positive, long-term mentor/protégé relationships (as mentors) are more likely to stay in contact with their protégés after the mentor/protégé relationship has ended, and (3) Current professors’ protégés mirror some of the demographics of their mentors, with the exception of age.

**Fortney, S. & Masterson, L.**  
*Indiana University-Purdue University Indianapolis*  
*Alumni*

**Building Mentoring Relationships between First-Year and Upper Class Scholars (#41)**  
The Honors Peer Mentor Program, administrated through the IUPUI Honors College, provides first-year undergraduate students entering the Honors College an opportunity to develop a mentoring relationship with an upper-class student. Students are matched based on college major and interests, allowing them to form beneficial relationships to transition into college life. Mentors guide first-year students through their freshman year by providing them with a supportive relationship. Through the relationship, the first-year is exposed to many different resources related to their major, their school, and the campus overall. The focus of the Honors Peer Mentor Program is to build relationships between new and upper-class students. The program provides students with a unique relationship upon entering the campus by assisting them to locate a peer in hopes of improving social and cognitive development (Lockspeiser, O’Sullivan, Tehrani, & Muller, 2008). The program also provides them with a source of information about the campus and programs (Newton & Ender, 2010). Over the past three years the program has successfully built relationships and networks between first-year students and upper-class students, changing the way that the Honors College students interact.

**Soules, A.<sup>1</sup>, Formo, D.<sup>2</sup>, Chen, R.<sup>2</sup> & White, N.<sup>1</sup>**  
*California State University, East Bay<sup>1</sup> & California State University, San Marcos<sup>2</sup>*  
*Mirage/Thunderbird*

**Faculty-to-Faculty Mentoring through Writing Communities (#42)**  
The session will advance participants’ expertise in providing faculty in all disciplines with professional mentoring in the area of academic publishing. Students are not the only university constituents who require mentoring--faculty does, too. As the bar rises for faculty research and publication, tenure-track faculty with heavy teaching loads struggle to meet their responsibilities in this increasingly demanding area. To provide faculty with support, encouragement, and the opportunity to develop interdisciplinary mentoring relationships, California State University, East Bay and California State University, San Marcos both formed faculty learning communities to facilitate the progress of faculty writing for publication, based on Wendy Belcher’s book, Writing Your Journal Article in 12 Weeks. Within this structure, the group completed readings, engaged in focused discussions, provided intellectual and social support, developed relationships, and shared writing time to enable participants to complete and submit publishable manuscripts. The facilitator of each group and members of the communities will discuss the advantages, progress, challenges, and limitations of their respective experiences, and provide recommendations for others interested in pursuing faculty writing communities.

WEDNESDAY, OCTOBER 22<sup>ND</sup>

CONCURRENT SESSIONS

8:00 - 8:45 AM

**Ward, H.C. & Lu, M.**  
*University of Texas, Brownsville*  
*Lobo A*

**Mentoring Beginning Teachers through Role-Playing Activities (#43)**  
This presentation focuses on the mentoring of beginning special education teachers in developing effective communication and self-confidence through university course role-play activities. Teaching students with disabilities requires that special education teachers have a set of skills that allows them to deal with on-the job challenges in a diverse and flexible manner (Rodriguez, Blatz, &Elbaum, 2014). While experienced teachers can plan, communicate, and interact effectively, beginning teachers often find themselves ill prepared for such tasks. More importantly, they lack confidence, or a sense of self-efficacy, in their abilities to teach and communicate



effectively as new professionals. To alleviate the communication and self-confidence difficulties the beginning teachers face, teacher education programs and school districts need to go beyond providing a mentor to assist the beginning teacher. In fact, many studies insinuated the unfruitful effort of supplying beginning special education teachers with mentors who often are poor matches to the needs of the beginning teacher (Rosenberg, deBettencourt, Leko, & Long, 2009). Universities can support beginning teachers by teaching content, such as classroom management and collaboration as a form of mentoring and support for beginning teachers’ success and retention. However, how can universities teach quick thinking skills? How can universities teach collaboration skills? Hudson (2012) advocated role-play through real school scenarios as a way to prepare them for the challenges. This study reports the use of role-play activities as mentoring support to pre-service teachers. These role-play activities embed motivational communication techniques, such as humor and giving feedback. They serve to provide a context for learning real life communication skills. Post role-play reflections reveal pre-service teachers’ increased sense of self-efficacy and positive outlook toward teaching.

**Blaess, D.A. & Hollywood, K.G.**  
*Concordia University Chicago Lobo B*

**Strengths Based E-Mentoring Strategies in Graduate Leadership Education (#44)**

Due to technological advances, generational and cultural diversity in the work force, and globalization, workplaces are rapidly changing. Increasingly, in order for leaders to effectively engage followers and sustain performance, they must establish and welcome interactive organizational cultures of innovation and creativity based on communication, flexibility, and trust. Increasingly, organizational leaders must invite, identify, and capitalize on individual and collective strengths to maximize performance and minimize the collective stress of the organization. Increasingly, effective organizational leaders must not only reward their employees monetarily, but also invest in their core spiritual, mental, emotional, and physical needs. As workplaces change, so must the facilitation of learning and mentoring of doctoral students engaged in organizational leadership studies and research. Perhaps as never before, it is incumbent upon leadership educators not only to provide a comprehensive and challenging academic program, but also exemplify the 21st century leadership skills that they espouse. E-mentoring theoretical and practical considerations as well as strategies employed with doctoral leadership students at Concordia University Chicago are shared in an attempt to further develop advanced degree experiences that promote students’ leadership knowledge, competencies, and personal development. The role of the dissertation chair is explored as a means of mentoring students as leaders who are grounded in their personal strengths, eager to operationalize strengths-based asset models, and who are aware of the importance of establishing cultures that maximize performance and minimize stress across all organizational levels.

**Ballinger, S. & Madume, G.**  
*Lee University*  
*Santa Ana A*

**Mentoring Relationships: Understanding the Seasons of a Career and Mapping for Success through Effective Mentorship (#45)**

The value of mentorship in fostering development and success is undeniable. Given this fact, it is unequivocal that not all mentoring relationships and networks are effective. Therefore, efforts must be made to consider, and engage efficient practices that create mutually challenging and beneficial mentoring relationships. To achieve this - especially in the workplace – an in-depth understanding of a mentor’s context in reference to career seasons should be established. This understanding and critical reflection can empower a mentor to align themselves to best serve their mentees and is applicable across professions and disciplines. Mentors, who adequately understand their career seasons and how to navigate these seasons can therefore educate, orient and lead their mentees toward higher levels of development and success. As is also seen in servant leadership, one of the values of effective mentorship and mentoring networks is to contribute to the development of future leaders, mentors, and productive citizens of an increasingly globalized world. A mentor simply cannot move toward this goal without acknowledging the context of the mentor’s career seasons and development stages, and modeling the productive use of this knowledge for their mentees. This philosophy could be simply summarized in Wheeler (2012) principle; “keep one eye on the present and one eye on the future” (p.102).

**Young Walker, C. & Bryant, K.**  
*Gwinnett County Public Schools*  
*Santa Ana B*

**Quality-Plus Mentoring Strategies for Mapping, Monitoring and Measuring Leader Development (#46)**

Leadership Matters! In its first year of eligibility after winning The Broad Prize in 2010, Gwinnett County Public Schools (GCPS) was named a finalist for the 2014 Broad Prize for Urban Education. This national recognition is the result of our district’s strong commitment to effectively supporting its169,000 students and 20,000 employees. At the heart of this commitment to excellence in education is the ongoing development of school leaders. Research shows that the school principal is second only to the classroom teacher in school-based factors that impact student achievement. To be effective, a principal must have knowledge, skills, and talent that cannot be acquired in college courses alone, and cannot be mastered without opportunities to learn from outstanding leaders in the profession. Through our comprehensive Leader Mentor Program, novice principals develop effective instructional leadership skills that positively impact student achievement. This presentation will investigate effective mentoring strategies that accelerate the development of novice GCPS leaders and can be replicated in other school districts: Differentiated professional development; Targeted coaching aligned to leader standards; Online tool for capturing mentor coaching conversations; and Program evaluation to determine mentor impact. Through a hands-on approach, participants will analyze a variety of mentoring tools that support the successful development of school leaders, including the GCPS Leader Dashboard, monthly Just-In-Time Training sessions, Mentor Meeting Records, Principal Impact Survey and more! In addition, participants will engage in “conversations from the field” with a current GCPS Leader Mentor and a successful, former principal that received two years of effective mentoring support.

**O, M.P.J., Sherwood, J. & Yingling, V.**  
*California State University, East Bay*  
*Fiesta A*

**Partnering Undergraduate Research and Service-Learning Programs at a Teaching University (#47)**

Undergraduate research and service learning experiences are high impact practices shown to foster student success (e.g., Kuh, 2008; National Survey of Student Engagement; NSSE, 2013). But at teaching universities, faculty are challenged to balance high impact practice with heavy teaching loads (e.g., 3-3-3 in quartered schools, such as California State University, East Bay; CSUEB) in an environment lacking funding, resources, and infrastructure to provide authentic, on-campus undergraduate research experiences and discipline-specific, service-learning opportunities. Beginning in the Fall 2013, faculty in the Department of Kinesiology at CSUEB collaborated

to implement two high impact student programs for course credit: the Kinesiology Research Group (KRG) and the Get Fit! Stay Fit! (GFSF) program. The KRG is a faculty-student group designed to encourage and support student-generated research projects to publication. The GFSF program is a wellness program in which Kinesiology students gain professional, discipline-specific experiences. Faculty and students in these programs work together in a partnership to consolidate and maximize human and structural resources. Within this partnership, faculty-faculty, faculty-student, and student-student mentoring groups, or mentoring circles, work to support program projects while enhancing and diversifying mentoring opportunities. In the first year, the success of this unique, multifaceted research and service-learning approach to engage students is demonstrated by the active participation of approximately 100 Kinesiology students (~15% of the Major). In addition, five research projects have emerged, three of which are led by KRG student members.

**Turner, T. & Kiser, W.**  
*Jacksonville State University*  
*Fiesta B*

**Networking: Powerful Mentoring Relationships for School Improvement (#48)**

Since 2006, newly-designed instructional leadership programs, mandated by the state department of education, have been placed in a number of state institutions of higher education. As an inherent part of the re-designed programs, powerful and helpful mentoring and networking relationships have developed at various levels among students, faculty, and professionals in the service area. The results of these networks include formal and informal learning opportunities, increased leadership effectiveness, and forums for idea stimulation, ultimately leading to overall school improvement and professional satisfaction. In many traditional educational settings, professional educators as well as students engage in various forms of informal and formal networks. Examples of informal networks would include such things as spontaneous and impromptu gatherings of students in hallways and other locations before and after class, interacting and discussing exams, and completing assignments. Discussion among educational leaders in a faculty lounge, at the lunchroom table, or in other informal venues, provides opportunity for informal networking and the resultant mentoring that emerges from these networks. Formal networks are also facilitated through organized study groups for students, collaborative assignments, and establishment of cohort groups.. Departmental meetings, general teachers’ meetings, and collaborative research and presentation efforts are all examples of more formal networking relationships among professionals. It is the goal of the instructional leadership faculty at Jacksonville State University to support and encourage, even mandate, the establishment of formal networks among aspiring and practicing professionals that promotes school improvement.

**Keiser, N. & Kincaid, M.**  
*North Central College*  
*Luminaria*

**Veteran Professors as Newbie Mentors: Self-Study in Fostering Developmental Relationships (#49)**

For thirty years, two colleagues have worked together – first as teachers in an elementary school and for the past two decades as professors, preparing undergraduates college students to become teachers. These two colleagues are highly skilled and effective in teaching undergraduates the content needed for teacher certification, yet they realized they lacked skills to promote developmental relationships and strategies to mentor college students outside of the college classroom in actual work environments. Since the elementary school classroom is the future workplace for their undergraduate students, it seemed most logical to the college professors that mentoring take place in that setting. Their opportunity to develop mentoring skills arose when five undergraduate teacher candidates needed guidance during a summer internship/research experience in a high needs elementary school. The sophomore and junior level teacher candidates had limited previous experiences in school settings, having prepared and taught only two to four lessons on their own before this experience. The undergraduates also wanted to take part in action research during this experience to examine the impact of their teaching upon the learning of the elementary school children – yet they lacked previous experience in conducting research. This study examines the strategies the two professors used to mentor the college students during the summer internship/research experience and during the months following when the students analyzed data and wrote up their research findings. Accustomed to more of a “top-down”, whole class approach, the mentors developed skills to foster mentee-generated goals through one-on-one meetings.

**Canales, J. & Chahín, J.**  
*Texas A&M University, Corpus Christi & Texas State University, San Marcos*  
*Sandia*

**The Cultivation and Socialization of Graduate Students in the Food and Agricultural Sciences (#50)**

The presenters will share the philosophical foundation for a United States Department of Agriculture-National Institute of Food and Agriculture funded project to increase the pipeline of Latinos in the food and agricultural sciences. In addition to providing the results and lessons learned over a three year period, the session topics will focus on the processes for: Expanding the database of potential candidates for doctoral programs, internships, and employment opportunities in the USDA and other related governmental agencies; Identifying the mentors; Addressing the cultural identity sub-text; Creating the opportunities for sustaining the mentoring and networking relationships; and Engendering the sense of stewardship for the public good.

**Toomey, A. & Toomey, A.**  
*Mustard Seed Community Learning Environment*  
*Amigo*

**Preliminary Reflections on Establishing a Cognitive Apprenticeship Program for STM Enrichment (#51)**

Graduate students pioneered a non-traditional education facility that enriched educational endeavors of local public, private, and homeschool populations. Cognitive apprenticeship and mentorship were key pedagogies to guide learners to Science, Technology, and Math (STM) conceptualization. Students were paired with mentor educators based upon cognitive knowledge rather than age or grade. The program model set beta tests for upper elementary, middle, and high school ranks on a five year progress. At the halfway mark, the testing team reported lessons learned and changes made in the initial STM apprenticeship model. The first year beta tested middle school students utilizing a hybrid learning environment with one-on-one instruction from science mentors to apprentice learners, found students exhibited engrained expectations of traditional educational pedagogical practices making it difficult to grasp the apprenticeship model. A second year beta tested early education students in a similar hybrid environment with parent/guardian interacting with the mentor online and presenting at-home activities prior to face-to-face lessons. This beta test found parents had significant experience differentials in regards to the online components and thus proved less effective pedagogically. A change in pedagogy in early



education lessons led to a master mentor hands-on minds-on approach. Pedagogy targeted science exposure and introduction to science words and ways, thus creating scaffolds for future apprenticeship in science learning. Cognitive apprenticeship through science mentoring was most effective with onset during early education with support and effort being placed concurrently on parent and community education.

**Freeman, J.**  
*Auburn University Montgomery Scholars*

**Imbedding an Academic Support Program to Promote Student Success in a Medical-Surgical Nursing Course (#52)**  
Academic support programs reinforce classroom learning, identify learning styles, identify gaps in knowledge, review strategies for note-taking, text-book reading, and improve test-taking, study, and organization skills. The primary purpose for imbedding academic support into a medical-surgical course was to identify the at-risk student as early as possible, as well as the provision of individualized support for the at-risk student. One on one coaching and mentoring promotes student success. The steps to developing an imbedded academic support program within a medical-surgical course will be discussed. Other disciplines that experience high levels of attrition can benefit from the development of academic support programs led by an expert in the discipline. Mentoring is an important component during the transformation of the nursing student from entry into the program through graduation, as well as from novice nurse to graduate nurse. More academic disciplines could benefit from the use of imbedded academic support and mentoring. Key words: academic success, coaching, mentoring.

**Espinoza, C.**  
*Concordia University Irvine Spirit/Trailblazer*

**Mentoring Millennials: Understanding Challenges They Face At Work and How You Can Help Them (#53)**  
A monumental changing of the guard is currently taking place in organizations due to demographic metabolism. One of the largest birth cohorts in history (Baby Boomer) is beginning to retire, and a new generation (Millennial, a.k.a. Gen Y), greater in size than the Baby Boomer cohort, is making a debut. Employees with 40 to 50 years of professional experience are trading their time cards for bingo cards. At the turn of the century, Boston College’s Social Welfare Research Institute released a report entitled Millionaires and the Millennium: New Estimates of the Forthcoming Wealth Transfer and the Prospects for a Golden Age of Philanthropy (Havens & Schervish, 1999) that suggested the greatest transfer of wealth in the history of the world would take place between the early 2000s and 2052. The study inspired me to think about the transfer of knowledge between generations; specifically between the Baby Boomers and Millennials. The largest monetary investment organizations make is not in technology, buildings or processes—it’s in payroll. Organizations have purchased a treasure of knowledge that lies buried in the experience of their employees. Most of it is tacit knowledge, and tacit knowledge can only be transferred through relationship. Coaching and mentoring skills have never been more important. Millennials are the first generation that has not needed an authority figure to access information, and therefore, they do not have a felt need to build relationships with authority. I will share specific areas in which Millennials need help and strategies for helping them.

**Macías-González, V.M. & Beaujot, A.**  
*University of Wisconsin, La Crosse Isleta*

**Lessons From An Arts & Humanities Minority Sophomore Mentoring Program, 2009-14 (#54)**  
Over 2007-2009, faculty in College of Liberal Studies (CLS) at UW-La Crosse (UW-L), together with staff from the Division of Student Life designed the Eagle Mentoring Program (EMP) to combat the sophomore slump and to improve minority retention. Initially based on a series of workshops, and presently classroom-based in a one-credit course, EMP provides small stipends of \$1,000 to historically-under-represented second-year students in the arts, humanities, and social sciences. The program develops underserved populations’ familiarity with the graduate and professional school application process, introduces students to the Undergraduate Research and Creativity Program, and creates a pipeline for high-achieving (3.00 to 4.00 GPA) underserved students into high-impact learning experiences with the goal of better developing a good graduate-school applicant profile. Students are also assigned a faculty mentor in the Department of their major and they meet regularly and explore additional discipline-based opportunities to enhance their academic profile, as well as to discuss any issues that arise. Our presentation reviews the results of a five-year longitudinal study of the first five cohorts.

**Perea, D. & Couch, J.**  
*University of New Mexico Alumni*

**A Management and Trades Mentoring Program at UNM Physical Plant Department (#55)**  
In today’s world of higher education, facility departments are challenged with maintaining sophisticated facilities that require a highly skilled work force. In its five year strategic plan, the University of New Mexico Physical Plant Department strives to create and sustain a highly motivated, conscientious and technically competent work force. One of the plan’s Mid-Term Initiatives is to develop a mentoring program in order to promote and enhance careers in the Physical Plant Department. By supporting a culture of coaching and counseling, the mentoring program provides opportunities for staff to improve and accelerate managerial and trades competencies. Seasoned managers, supervisors and master trade technicians are able to share knowledge, experience and career guidance. The program must coincide with the strategic plan and have the ability to clearly identify expectations, goals and objectives. Succession planning, or selecting and grooming the next generation of leadership, is critical to a company’s long-term success. Some of the goals include creating a process of self-assessment as well as establishing trusting relationships with accountability of the mentor/mentee. Other objectives include improving employee retention through the use of the mentor/mentee relationship, and enhancing employee contributions through increased knowledge of the UNM culture, and networking opportunities. Reflecting on our Trades Apprenticeship program, individual success stories include an in-depth view of the facilities organization’s daily operation, experienced knowledge transfer, and the ability to develop a supporting relationship for both the mentor and mentee.

**Gordon, A.**  
*University of New Mexico, Taos Mirage/Thunderbird*

**Mentorship Between Peer Tutors and Students in a Learning by Teaching Model (#56)**  
At UNM—Taos, a two year community college open enrollment institution, the Center for Academic Success and Achievement (CASA) provides free tutoring services to our students. Most of the students at UNM-Taos, roughly 80%, place into developmental level course work and thus support services are essential to their success. We believe that coaching and mentoring leads to persistence and retention both for our students and our peer tutors within this learning by teaching model. Our coaches and tutors are able to give students strategies and tools that they can utilize in their student life because they are learning by teaching. Our coaching model supports student engagement and responsibility for both peer tutors and students as evidenced by peer tutors who initially meet with students within CASA which then affords them peer to peer interaction. There is a positive impact on persistence and retention that comes from the engagement of this relationship.

**Pearson, E.**  
*Lasell College SUB Theater*

**STEPS for a Brighter Future (#57)**  
The “Science, Technology, Engineering, Precollege Studies” (STEPS) program was developed in 1988 by Dr. Esther Pearson. The STEPS program has served thousands of youth over the past two decades to provide academic support and mentoring to minorities and women students. The STEPS program focuses on demonstrating a connected learning approach to STEM academics. Students are mentored through the STEM pipeline of course choices, extra-curricular activities, and exposure to STEM practitioners. Students learn to overcome the challenges that prevent successful matriculation into STEM fields. Minority and women students in elementary through college in the Boston and greater Boston areas learn how to navigate from a desire for a STEM career to achieving one.

CONCURRENT SESSIONS 9:00 - 9:45 AM

**Mitchell, R.N., Qubbaj, A.R. & Garcia, C.C.**  
*University of Texas, Pan American Lobo A*

**Promoting Effective Mentoring for First-year Faculty (#58)**  
For over seven years, the First-Year Faculty mentoring program at the University of Texas-Pan American has paired incoming faculty with senior mentors and provided development activities throughout the academic year. However, participant feedback suggested that the program was not as effective as it could be, as mentees expressed concerns about the matching process, the lack of attention and/or support from their mentors, and the limited scope of that support. To address these concerns and enhance the mentoring experience, we revised the program’s focus on mentee/mentor expectations; these changes encourage mentees to view themselves as active participants in the mentoring relationship rather than passive recipients of mentorship. The revised program began with a workshop titled “Getting the Mentoring you Need,” where participants were encouraged to identify a range of mentors, each addressing a different aspect of academic life, and to develop a mentoring plan. A joint session for mentors and mentees was also added; this “speed mentoring” session gave the mentors and mentees additional time together, as well as the opportunity to meet colleagues from outside their department, thus encouraging the development of multiple mentoring relationships. These changes led to positive feedback and higher satisfaction rates from mentors and mentees alike and a record number of nominations for the New Faculty Mentor Excellence award. To further promote an institutional culture of active mentoring, we plan to augment this “individual” mentoring award with an additional “team” award to recognize an academic department that demonstrates exceptional mentoring and support of incoming faculty.

**Majumdar, S.**  
*Georgia Southern University Lobo B*

**The Impact of Shaping Future (#59)**  
This paper is an overview of a research study regarding graphic design students both in graduate and undergraduate level. A significant successful result has been observed by introducing an adaptive and flexible mentoring program based on each individual student’s need, while carefully listening to the challenges they face during their academic years. This careful study and systematic observation help decipher what did and did not work. The new mentoring method has increased graphic design students’ success rate; dramatically improving it from previous years. It is immensely important to understand and appreciate the diverse background and different levels of understanding for individual students. This nature of observations helps the mentor to prepare the curriculum and explain assignments from various angles, allowing for a more target-oriented approach. Adaptive mentoring is an excellent way to support diversity and construct a dialog that builds confidence while exposing students to other points of views. A good mentor needs to be committed to help students find success and gratification in their work. Any committed teachers understand that perseverance is as important factor in mentoring in classroom teaching. This kind of commitment needs to flow naturally from a deep-rooted belief that teachers are capable of making a significant and positive impact on the life of the students.

**Redfield, C.**  
*Seattle Pacific University Santa Ana A*

**Intentional Intergenerational Interaction to Enhance Student Education and Aging Wellbeing (#60)**  
The Older Adult Partnership Program (OAPP) has its foremost goal in helping nursing students break down their perceptions about older adults. Pre-designed assignments help students meet nine competencies needed in the care of the elderly regardless of healthcare settings. Undergraduate nursing students are assigned in pairs to make four visits with a community older adult over three quarters. Program evaluations showed that the expected benefits of stereotype shift and professional



skill acquisition (such as communication, assessment, goal-setting, and conducting gerontology issue-specific discussions) were evident in students. The unexpected benefits were shifts in interaction goals (wanting to be friends, carrying discussions beyond assignments, caring for the other person) and positive feelings (being valued, increased self-confidence, competence in health goal setting and attainment) in both students and older adults. The elements of the developmental relationships observed are as follows: the reciprocity of giving and receiving during interactions; the emotional tone change from assignment-based to social-based interactions; and the progressively complex discussions surrounding health and illness. These unexpected benefits have propelled us to measure the interpersonal goals and domains of wellbeing in both students and older adults (currently underway). In addition, nursing students’ attitude towards older adults is also being evaluated. Results of study not only have implications for college education but also health and wellbeing in older adults.

**Boone, E.**  
*Benedictine University*  
*Santa Ana B*

**A Study of the Business Adjunct Faculty Peer-Mentoring Program (#61)**

This study explores the business adjunct faculty peer-mentoring program at a private Midwestern university and its contributions to the quality of adjunct faculty instruction. The research utilizes case study as an umbrella design to investigate what constitutes high quality instruction by business adjunct faculty and how the program can serve as a model of peer-mentoring for other higher education institutions. This study was designed to examine the experiences of business adjunct faculty peer-mentors. Semi-structured, qualitative, individual and focus group interviews comprised the primary data for analysis, supplemented by institutional documents and years of observations. Peer-mentoring can be one of the best teaching practices designed for adjunct faculty, who transition from business to academic careers. According to Millis (1994), “The most significant facet to this form of professional development is the sense of community and cooperation built by colleagues helping colleagues.” The findings of this study contribute to the research literature aimed at ensuring the quality of teaching in higher education classrooms. The results of this study inform recruitment strategies and strengthen the overall creditability of the adjunct faculty workforce.

**Martin, R.**  
*University of Texas, El Paso*  
*Fiesta A*

**Using Peer Evaluation to Increase Mentorship in Online Courses (#62)**

One of the challenges for mentoring relationships is finding someone who is willing to mentor the mentee, and knowing that person is worthy to be a mentor. While word of mouth can sometimes be helpful, it does not always elicit the best mentorship relationships. UTEP is in the process of trying to mitigate this problem through offering course peer evaluation for online sections through Academic Technologies (AT) and the Center for Excellence in Teaching and Learning (CETAL). Professors will be able to request a peer evaluation from known successful online educators, thus entering a mentoring relationship with worthy mentors. This session will describe the pilot program that will begin this summer, the initial results of the pilot, and how the pilot has shaped the roll-out of using peer evaluation to make mentoring pairs of seasoned and newer faculty. At the end of the session, participants will understand: the process for developing rubrics for peer evaluation, the steps to implementing a similar structure, and pitfalls to avoid in creating a similar program.

**Smith, M.D. & Watson, R.**  
*Missouri State University*  
*Fiesta B*

**Mentoring New Faculty Members: Who, What, When and Why (#63)**

Mentoring is considered one of the salient factors in academic and career success. There is almost no institution or environment in which mentoring is not discussed as a critical tool for personal, professional, and career development. Mentoring programs for untenured faculty are a growing occurrence on university campuses across the country. Over the past fifteen years as a tenured professor, I have watched faculty members come and go with very little assistance given to new faculty as they entered the college culture. Olmstead (1993) suggests that the myriad of opportunities and responsibilities that burst upon a new faculty member can be both exhilarating and overwhelming. Almost overnight, a new faculty member is faced with new courses to teach, implicit departmental taboos and traditions, and demands for one’s time coming from all sides (Olmstead, 1993). The presenters, a tenured professor of 15 plus years and a new non-tenured professor will collect artifacts, conduct interviews and actively engage the audience in discussing the positive psychosocial support as well as the instrumental assistance needed for effectively mentoring non-tenured faculty in their first year of employment. The following questions will guide our presentation: (1) who is being mentored, (2) what style/practice of mentoring is occurring and (3) why mentoring programs are important in the retention and success of new faculty. Information will be shared with participants with additional feedback to be considered for research purposes as to how other universities can begin to share data over time with mentoring for new faculty.

**Jamison, R.**  
*University of North Florida*  
*Luminaria*

**Mentoring as a Diurnal Leadership Strategy (#64)**

The necessity of mentorship appears to be an intuitively obvious concept, and theories regarding professional development inspire a deeper look at how to more effectively participate in the mentoring process. To some individuals, mentoring is tacitly understood as commonplace for development to occur; others may require more explicit direction to incorporate mentorship into their maturation process, however. This paper considers the use of diurnal leadership practices as a conduit for creating an effective supervisory mentoring model. A critical review of literature reveals the functionality of adopting diurnal leadership strategies in enhancing mentees’ development and outcomes both instrumentally (career-related) and psychosocially because of frequent interactive dynamics between mentor and mentee (Baranik, Roling, & Eby, 2010; Brown, Zablah, & Bellenger, 2008; Ensher & Murphy, 1997; Major et al., 2007). Adopting these components facilitates five critical elements of the mentor-mentee relationship, namely: (1) supervisors have more job knowledge, (2) supervisors are better able to transfer skills and coach mentees on the job, (3) supervisory psychosocial mentoring sharpens mentees’ identity, (4) supervisory feedback increases protégés’ self-efficacy and performance, and (5) collegial supervisory-protégé mentoring relationships allow subordinates to see their mentors as role models, friends, and counselors, simultaneously. As a vehicle to support the supervisory mentoring model within diurnal leadership practices, an actionable and operational network map is recommended. This developmental network

map application accounts for network tie-strength, range, size, and social capital associated with mentoring relationship constellations while affording identification, development, and maintenance of mentor and protégé relationships within a controlled virtual environment.

**Bodden, K.**  
*Purdue University*  
*Sandia*

**Exploring Diversified Mentoring Relationships in STEM Fields (#65)**

Minorities and women continue to be underrepresented in STEM fields. In graduate education, factors such as discrimination, stereotypes, tokenism, and a lack of role models can all plague students and contribute to uncompleted degrees. One of the tools being used to combat these barriers is effective mentoring. Graduate students and their advisors generally have close working relationships and advisors serve a tremendously important role in the development of the graduate student, so an effective mentoring relationship is vital. The purpose of this study was to explore and describe graduate student STEM majors’ perceptions of mentoring provided by their academic advisors in diversified and homogenous mentoring relationships. Using a mixed-methods approach, graduate students in STEM fields at a large Midwestern University were surveyed regarding the mentoring relationship they have with their advisors. The variables of psychosocial mentoring functions, instrumental mentoring functions, and mentoring relationship quality were measured, with an emphasis on factors of diversity such as gender and race. Graduate students felt they received at least some mentoring support from their advisors, but not at the depth they needed or wanted. Female advisors provided significantly more psychosocial mentoring functions than did male advisors, regardless of the race or gender of their student. Participants did not report high levels of quality, indicating that the students in this study may not have been engaged in especially effective mentoring relationships.

**Anbar, M.E.B.**  
*Kyrene School District*  
*Amigo*

**The Impact of STEM-Mentoring Ecosystems on Elementary Students, School Community, and Families (#66)**

Recent Science, Technology, Engineering and Mathematics (STEM) education literature has focused on the creation of “STEM ecosystems”, or collaborations among two or more STEM education agents (such as home, school, enrichment programs, museums, and professional scientists.) designed to create synergy among students’ various STEM experiences. One such ecosystem is emerging at Kyrene del Cielo Elementary School, in Chandler, Arizona, where a group of parents dedicated to providing kids with informal, extra-curricular scientific experiences, created “The Discovery Room” (DR). Their goal was to provide students an opportunity for science and engineering play during their lunchtime recess, as a complement to classroom instruction. Parent volunteers in the DR act as amateur science mentors for students as they freely navigate among the room’s available activities. The DR also collaborated with the virtual astrobiology network, SAGANet, to connect families with professional scientist-mentors via the internet. To date, thirteen Cielo families have worked with SAGANet mentors to design and conduct experiments at home that were later presented in the DR. Pre-service teachers from the iTeachAZ program at ASU’s Mary Lou Fulton Teacher’s College also served as science mentors by creating and guiding small-group activities in the DR as part of their coursework. The collaboration among the DR, SAGANet, and iTeachAZ produced a nascent STEM-Mentoring ecosystem, which we believe enhances Cielo’s students’ STEM experiences. Here we discuss some anecdotal evidence of the impact our mentoring collaborations have had on Cielo’s students, their families, and our school.

**Grossman, S.**  
*Fairfield University*  
*Scholars*

**Promoting An Effective Mentoring Culture for Nurse Faculty (#67)**

Background –Evidence suggests that mentoring improves career success (Chitty & Black, 2011), fosters mentees to mentor others (Mijares, Baxley & Bond, 2013), and requires collaboration among mentors, mentees, and work organizations (Jakubik, 2008). Effective work settings promote concurrent relationships, professional growth, (Zachary, 2009) and bonding (Higgins, Chandler & Kram, 2007). Purpose – The stages of dyadic mentoring (Kram, 1983), Katzenbach’s Paths to Empowerment (2003), and Sirota’s Motivation Theory (2013) assisted in developing a mentoring paradigm to facilitate positive nursing faculty outcomes and produce a mentoring culture. Methods – A mixed methods approach was used for data collection from 64 faculty from three Schools of Nursing. The Mentor Characteristics, Work Setting, and Mentoring Culture Assessment (MCA) (α=0.85) was completed prior and post programs. The tool comprises three parts including perceptions of a “good” mentor, mentoring skills, and characteristics of what facilitates a mentoring culture at a work setting. A focus group or evaluation session was also held at academic year’s end or upon completion of the day-long workshop. Results- The MCA revealed statistically significant differences between and within groups (F = p < 0.001) pre and post instituting mentoring. Analysis of the focus and evaluation groups revealed a need for inter-professional mentors, ongoing structured mentoring, and transparent faculty communication. Conclusions –By developing multiple collaborative networks and offering a supportive work environment, mentoring cultures evolved that empowered faculty and enhanced faculty outcomes, including increased individual and group publications/ presentations).

**Osa, J. & Oliver, A.**  
*American University of Ras Al Khaimah & Virginia State University*  
*Spirit/Trailblazer*

**The Impact of the Social Comparison Theory on Developmental Mentoring Relationships (#68)**

Thoits (1986, 1995) suggested that support is most effective if provided by a similar other -- that is, a person who has successfully faced a similar situation and can use this experience to enhance the success of the recipient. The basis for the effectiveness of similar other relationships originates from social comparison theory, which claims that people in crisis prefer to associate with others who have faced a similar crisis so that they can compare and learn effective coping abilities (Thoits, Hohmann, Harvey, & Fletcher, 2000). This theory is useful in promoting developmental mentoring relationships found on university campuses as mentors and mentees interact. The junior faculty who is the mentee must successfully meet the teaching, research, and service requirements of the institution to gain promotion and tenure. The senior faculty now the mentor has successfully faced the same demand and can now provide good counsel and empathic understanding to help the mentee effectively complete the promotion and tenure process (Hernandez, Hayes, Balcazar, & Keys, 2001; Sherman et al., 2004). This proposed session will share how the social comparison theory can impact: (1) the mentor-mentee attraction; (2) mentoring support that builds on the notion of the similar other; and (3) the effectiveness of the



mentoring relationship. During the session, participants will have the opportunity to share their relevant experiences and comments. Participants will leave the session with handouts and a good knowledge and insight into how the social comparison theory can enhance the developmental mentoring relationship.

**Brandt, S.**  
*New York City College of Technology of CUNY*  
*Isleta*

**Examination of Developmental Relationships within the Structure of Teaching Collaborative Teamwork (#69)**  
This paper presents a method of observing and collecting data pertaining to developmental mentorships within student team projects, with the primary data collection method being a series of six anonymous surveys given throughout the semester. The teaching strategy used in these classes aims to provide an environment where developmental relationships are desirable; by examining how each team communicates, makes decisions and completes the projects, the Professor can monitor how effectively the team worked together and mentored each other throughout the process. Instructional scaffolding; a method of teaching that presents the content in a series of steps similar to climbing rungs’ on a ladder; guides the students first through directed and then self-directed learning, and participating students begin with in-class group exercises that culminate in outside team projects. Each team had the opportunity to troubleshoot inherent challenges in the projects as part of the course curriculum and learn to work cohesively in teams. At the end of the semester, data is collected to ascertain if the process is working or adaptations need to make in future presentations of the content. This paper presents examples and outcomes of the student production teams. This research project has been approved by the New York City College of Technology (CUNY) Human Research Protections Program. May 11, 2013. (IRB equivalent)

**Pearson, M.A.**  
*California Baptist University*  
*Alumni*

**Mentoring Online to Facilitate Internships (#70)**  
The connection between mentoring and internships is a very interesting one. In 2012 when a transfer to California Baptist University Online and Professional Studies was approved, I created a program for online mentoring. The doctoral dissertation completed in 2010 indicated that students learned by experiencing a team dynamic and this dynamic exists in an internship that includes a mentoring relationship. It was interesting to note one of the findings from the research showed that millennial students valued personal communication through mentoring relationships to support the learning and work activities. Additionally, students valued continuing this personal communication through social media, texting and online work groups facilitated by learning management systems or online networking platforms. Mentoring relationships began in person and were also maintained through social media relationships. The connection between internships and mentoring was crucial and according to participants, internships were more successful when coupled with online mentoring. An internship project done in conjunction with the Riverside Downtown Partnership involved placing 25 students in paid and unpaid internships, which included and intricate support system in the form of online mentoring relationships. This program was so successful that the mayor of Riverside, Ca. recognized the program at a city council meeting and the program will not only continue but is expected to grow during the second year. The research explored through the dissertation and while facilitating the CBU Online and Professional Studies and Riverside Downtown Partnerships internship program provided data to confirm the importance of mentoring to successful internships

**Kroll, J.**  
*Fielding Graduate University*  
*Mirage/Thunderbird*

**Factors That Facilitate Effective Group Mentoring (#71)**  
Group mentoring is a developmental experience built upon an intentional focus on social justice, the distribution of power, and the flattening of hierarchy. Group mentoring capitalizes on the beneficial experience of traditional one-to-one mentorship, with the added benefit of inclusivity, shared leadership, and an attitude that views every participant as valued and valuable. Group mentoring is intentionally inclusive. As a measure of justice, those who have traditionally been exempt from participating in mentoring experiences are purposefully included. This approach to mentorship is power-distributed. Every member of the group is an active and engaged decision-maker. And this model dislocates hierarchy. All participants are seen as valued and valuable contributors serving in both mentor and mentee capacities. Since the late 1990’s, group mentoring practice and scholarship has been on the rise. Notwithstanding, much of the focus has been on the rationale for group mentorship and the outcomes of group mentoring experiences. There is a gap in the research. Little emphasis has been placed on the ways in which group mentoring might be organized or facilitated for effective mentorship. This paper and presentation seek to address this gap. Based upon the research from an empirical qualitative narrative inquiry dissertation, factors that facilitate effective group mentoring will be revealed. Participants in the study include one dozen executive-level women from nonprofit, finance, health, and education sectors in an American Midwest city.

**Ramirez, L.**  
*California State University, East Bay*  
*SUB Theater*

**GANAS STEP: Gaining Access N Academic Success Sophomore Transition Enrichment Program (#72)**  
GANAS STEP: Gaining Access N Academic Success Sophomore Transition Enrichment Program is a comprehensive program that will support Latinos and low-income students in the first two years of college at California State University, East Bay (CSUEB). GANAS STEP has four goals (1) Implement a cohort-based student retention and degree attainment initiative; (2) Implement a new developmental math course sequence that supports early and accelerated mastery of the knowledge required for academic success, especially in science, technology engineering and mathematics (STEM); (3) Implement a Student Information System to ensure the success and provision of support to GANAS STEP and ultimately other students deemed to be in need of added support and an intrusive counseling/case management approach; (4) Increase interest and confidence, as well as academic readiness, among diverse students in their capacity to choose a science, technology, engineering and/or mathematics (STEM) college and career pathway. These goals will be achieved by establishing cohorts of students who will be enrolled in classes that have been specifically designed to meet their needs and are culturally relevant. In addition, these students will be paired with peer mentors and professionals from the community that will serve as role models. GANAS STEP vision and plan has been the result of caring staff and faculty members at CSUEB.

CONCURRENT SESSIONS

10:00 - 10:45 AM

**Hatfield, J.R.**  
*Kansas State University*  
*Lobo A*

**Equipped Mentors Can Have A Profound Impact in the Life of Gay Men (#73)**  
Every culture needs strong mentors. The gay culture is no exception. Every culture has a process of socialization, where values, norms, and behaviors are embraced, lived out, and replicated. The elders and mentors are the caretakers of this socialization. Mentoring young men into manhood is currently confusing because of societies socialization shift in what constitutes gender roles. Sadly, when it involves a young gay young man it is even more complex and absent. Straight fathers are in disequilibrium with their non-gay sons because of current socialization shifts on what is male but to navigate this journey with a gay son they are at a complete loss and sadly many fathers of gay sons have rejected or abandoned these sons. Very few mentors come forward to guide gay youth. Gay adolescents and young men need mentoring, fathering, and connecting role models during this critical developmental stage for self-esteem, stability, and manhood. This is paramount because of homophobia in the culture. As Kooden & Flowers (2000) states, “Homophobia haunts gay men throughout their lives and reinforces a desire to reject themselves,” (p. 203). This phenomenon of rejection and self-hatred has devastating consequences, in which mentoring could address.

**Ademi, X., Parlow, M.J. & Rogan-Mehta, A.**  
*Marquette University*  
*Lobo B*

**Mentoring throughout Law School (#74)**  
As much of the academic and professional literature demonstrates, mentoring can be an incredibly effective resource and formative experience for students earning degrees at various stages of higher education (and in particular, in law school). This is especially true of the millennial generation currently enrolled in law school—both because of the unique characteristics of this cohort and because of the challenging employment landscape of the legal profession. Accordingly, law schools are wise to craft mentorship programs that help bridge the student experience through significant transitions that law students face: adapting from an undergraduate education to law school; discerning one’s legal career path during law school; and building bridges to the legal profession to ensure a successful job search. In light of the theories, best practices, and scholarship focused on the area of student development and mentoring, this panel will discuss the deliberate approach that Marquette University Law School takes in developing and implementing mentorship programs to further its students’ development as legal professionals. In particular, the panel will delve into three particular mentorship programs: a student-to-student mentorship program for incoming 1L students; an administrator/faculty-to-student mentorship program for students as they progress in their legal education and focus on a particular career path; and an attorney-to-student mentorship program that helps build bridges for students into the legal profession. This panel will discuss the successes and challenges of these programs and how they seek to complement the students’ classroom and co-curricular education and opportunities.

**Yates, D.**  
*California State University, East Bay*  
*Santa Ana A*

**Mentoring in the Age of Technology (#75)**  
This presentation will focus on mentoring the generation X and Y students that are tethered to technology (natives) by the “baby boomer” generation (immigrants to technology) and a glimpse into how technology impacts the mentoring relationship in an academic environment using a mentoring typology. At the 2011, the “Mentoring Typology” was introduced at the Mentoring Institute Conference, in 2012 it was “Revised and Revisited” and 2013 addressed the “Implementation of the Mentoring Typology” as a result of working with an ED.D candidate. Working with the ED.D candidate over the last two years, and a presentation at the 2013 conference on “natives” and “immigrants” to technology, precipitated two things: 1) an online survey was developed and given to online, general education, upper division students enrolled in a Wellness course regarding their computer usage for both academics and social networking and 2) and questions as to how best to work with generation X and Y students who are “natives” to technology by the technology “immigrants”. The presentation will be interactive where the results of the online computer usage will be shared, how to work with the generation X and Y students and, how it will impact the mentoring of the generation Z population.

**Shenkman, M.H.**  
*Arch of Leadership*  
*Santa Ana B*

**Aspiration: The Subject Matter of Mentoring (#76)**  
I propose that mentors, as professional practitioners, concentrate their attention on the phenomenon of aspiration as their primary subject matter. By orienting their work to this distinctive life orientation, mentors would distinguish their practices in the context of other professional supporting services and would also be better able to organize and present their processes and principles to people who would choose mentoring as a profession and to others who would seek to understand it better. I outline how a “field” of mentoring practice addresses aspirations as constituting what can be properly considered as the subject matter of a distinctive discipline. I will summarize and build on research, especially in contemporary continental philosophy, that has begun to outline dynamics of learning and development that can fall under the rubric of “aspiration” and can be applied to delineating this subject matter. These concepts and my own research suggest that aspiration can be approached as psychic resource, and that mentoring contributes to the development of this resource by constituting a definable, researchable, and responsible developmental practice.

**Williams, S.S. & Shan, L.**

*University of New Mexico & Carlsbad Municipal Schools*

*Fiesta A*

**Sustaining Cross-Sector Networks: Case Studies of Networking in Rural & Urban Contexts (#77)**

Networking is messy work. It requires a level of trust and risk-taking among members. To sustain network impacts, participants must learn new ways of working together across silos, status, and stereotype. With a common agenda and a shared measurement system, networks can achieve their aims and move from awareness to high-impact work. Research and theory support the concept of networking, where members pool their assets, anticipate potential pitfalls, and work together to realize their goals. This paper explores stories of two networking initiatives. The protagonists in the stories are struggling urban and rural youth who face significant barriers to their educational attainment. The setting is New Mexico, where cross-sector networks work together to break down barriers for youth and create strong linkages of support across multiple sectors including public and higher education, private business, civic organizations, and philanthropic sectors. The story concludes with lessons learned about what members can do together to develop and sustain cross-sector networks and maximize desired outcomes. A narrative inquiry approach is taken to examine the work of (1) a high school graduation initiative in a small town in southeast New Mexico, and (2) a cradle-to-career education partnership in an urban community in central New Mexico. The two initiatives share many elements in common. Their differences reveal the strengths and challenges of networking in different contexts. The design elements were identified from reviews of formal documents and insights from members on managing people, time, and resources, reporting on performance measures, and evaluating impact and sustainability.

**Kohlenberg, R.**

*University of North Carolina, Greensboro*

*Fiesta B*

**Mentoring Advanced Career Faculty: Improving Creativity, Productivity, and Effectiveness (#78)**

Within academic institutions across the US, faculty members recruited into higher education 20 to 40 years ago continue to hold advanced rank positions with tenure. Not only has the number of advanced career faculty college/university faculties grown proportionally larger, but also the economic uncertainties of the last 10 years have discouraged faculty retirement. Whereas a substantial number of advanced career faculty continue to excel in teaching, research, and service, others have been designated as “not meeting expectation” in post-tenure reviews. In this decade, every faculty position requires someone who is creative, productive, and effective in her/his endeavors. In 2010 a project was undertaken to develop a program whereby senior level faculty members who have not been successful in post-tenure reviews could participate in an improvement plan. Typical plans and models were examined and found to be prescriptive, punitive, and largely unsuccessful. Erickson (2009) proposed that informal mentoring is more successful than a prescriptive, imposing process. The purpose of this project was to interact with advanced career faculty to encourage effective teaching, promote creative research, and establish engagement in professional service through a casual, non-invasive mentoring process. Points of focus collected by Huang and Lynch (1995) from the ancient Shu Ching (Book of History based upon Tao) became the basis for informal discussions about teaching, research, and service. The virtues of the heart and soul guided discussions and planning; every session was guided by a different point of focus. Examples from case studies reinforce the success and challenges of this program.

**Landry-Meyer, L. & Miller, A.W.**

*Bowling Green State University*

*Luminaria*

**Developing Engaged Undergraduate Teaching Assistants (#79)**

This co-presentation with students will describe the efficacy of utilizing undergraduate teaching assistants (UTAs) in the context of active learning courses, specifically course flipping and general education. While UTAs are not new (Mendenhall & Burr, 1983), there is a renewed interest as a close academic relationship with faculty (Fingerson & Culley, 2001) is a component of high-impact practice (Chickering & Gamson, 1987; Stephenson, et. al, 2013). UTAs represent a mutually beneficial relationship in the classroom (Webber et. al, 2013). UTAs gain an enriched academic experience, students gain an additional resource, and instructors gain assistance with classroom management and facilitating course content. UTAs have become key players on an instructional team, especially with the lack of a graduate program, increase in class sizes, and a high impact, active learning philosophy (Weidert et. al, 2012; Wright et. al, 2011). The presentation goal is to explain how a UTA credit-bearing course is organized to support high impact practice of the UTA, students, and faculty. An overview of the UTA course will be presented followed by UTAs describing the enrichment they experience, mentoring activities found most beneficial, and challenges faced. Faculty will share the dual challenge of teaching/mentoring UTAs and students simultaneously and the personal/professional benefits of developing engaged students.

**Arpaci, P.**

*Iowa State University*

*Sandia*

**Importance of Mentor-Protégé Relationship in Creating Significant Learning Experiences (#80)**

In the world of higher education, advances in computer technology, rapidly growing enrollments, changing student demographics, and continued cost containment requirements are converging as the technology advances (Easton, 2003). Rapidly changing technology as well as the shifts in demographics and needs of the students in higher education impel a reassessment of the pedagogy itself (Brendt & Bugbee, 1993; Palloff & Pratt, 1999). Higher education institutions that offer courses online face the unique challenge of having faculty teach courses from distance instead of being housed in traditional format. Many faculty members have never taught online and may wonder what competencies are required to distinguish this role from teaching in a traditional classroom (Smith, Ferguson, & Caris, 2002). In 2003, Dee Fink introduced a new approach to college course design that he believed would help faculty create learning experiences that would result in significant changes in students’ lives (Fink, 2013). The foundation of Fink’s approach to designing college courses is the development of goals based on a taxonomy. Fink’s taxonomy goes beyond the rote knowledge, or even application of skills, toward the development of reflective students who are responsible for their own learning (Levine et al., 2008). The purpose of this paper is to showcase the importance of mentorship relationship between a doctoral student and two faculty members at a midwestern land and space grant university in designing significant learning environment for an asynchronous online course by implementing Fink’s taxonomy of significant learning.

**López Leiva, C.A. & Yoder, A.L.**

*University of New Mexico*

*Amigo*

**The Experiences of UNM Latin@ and Hispanic Students in STEM (#81)**

The University of New Mexico is a Hispanic Serving Institution, and yet it continues to produce an achievement gap between ethnicities in STEM Programs that is on par with the rest of the United States. Aiming to gain a better understanding of this dynamic, this qualitative inquiry examines the experiences of 21 UNM Hispanic STEM students. The participants form three categories: Graduates, Switchers—who graduated in another field after participating in STEM, and Dropouts. Semi-structured interviews addressing experiences before and during UNM attendance, as well as written questionnaires provide data which researchers analyzed using NVivo software and coding systems. Pre-UNM findings reveal that parent experiences with university, the development of early academic identities, high school preparation, and transitional support affect student outcomes at UNM. Findings related to the UNM experience provide further insights into the presence and the kind of mentors and support systems that were key to STEM success for our participants at UNM. They also highlight the obstacles faced by all three groups of participants. This study contextualizes participant experiences within the many elements that constitute the pursuit of a STEM degree such as the classroom and department experiences, relationships with professors, financial stability, and work status.

**Sexton, T.**

*Jewish Home Lifecare*

*Scholars*

**Fostering Relationships: At Risk High School Youth and Columbia University Nursing Students (#82)**

This presentation describes a mentoring partnership between an afterschool initiative for at-risk teens and Columbia University’s School of Nursing (CUSON). The Geriatric Career Development (GCD) Program, designed for high school students interested in pursuing healthcare careers, is in its 8th year and serves 200 students annually. Set in a long term care (LTC) facility, the 3-year curriculum beginning in 10th grade provides students with the opportunity for healthcare certification, improved knowledge of healthcare careers, and guidance toward high school graduation and college enrollment. CUSON boasts accelerated BS/MS and doctoral programs. Like GCD, CUSON is committed to recruiting a more diverse student population from the community. CUSON students are placed in community rotations to gain exposure to local healthcare needs. In the GCD rotation, CUSON students serve as mentors and develop personal relationships with GCD students, provide clinical training, share undergraduate college experiences, and discuss their personal journeys into nursing. CUSON hosts group mentoring events providing GCD students opportunities to train on state of the art equipment with current CUSON students from a variety of nursing specializations including anesthesia, and midwifery. Both CUSON and GCD are invested in diversifying the field and supporting cultural competencies in LTC providers.

**Eckert, B. & Henning, M.**

*Wells Fargo*

*Spirit/Trailblazer*

**Effective Mentorship Approaches for Workplace Development and Engagement (#83)**

One’s professional career is a journey that offers interactions with many people along the way. Some of these interactions blossom into mutually beneficial relationships, serving as a catalyst for career growth. Our relationship is an example of this. Working together at Wells Fargo for nearly seven years, we have formed and maintained an informal mentor relationship—using various models such as reverse mentorship and sponsorship—that has evolved along with our careers. We represent two different generations using mentorship to hone our skills and develop a partnership based on shared values, growth, and results. Wells Fargo actively seeks to develop and retain its high potential team members. The purpose of our research was to define effective mentorship approaches that support career development and engagement for participants in the Wells Fargo Next Generation Leaders (NGL) program. A review of existing literature on generational characteristics and various mentorship approaches (e.g. sponsorship, mentorship, reverse mentorship, speed mentoring) in the workplace guided the development of research methods. These methods included a survey and focus group of the NGL participants and interviews with NGL program administrators. Participant preferences, outcomes, and experiences were explored and analyzed to identify the most desired and effective mentorship approaches. Research revealed that mentorships are a valuable tool for leadership development and workplace engagement. A multifaceted approach, based on individual needs, using identified best practices will produce the most effective mentorships for future leaders. Furthermore, our research guided the development of a six-step approach to creating and supporting effective mentor relationships.

**Conn, C.**

*Stephen F. Austin State University*

*Isleta*

**Peer Mentoring for Freshmen and Transfer Students: Strengthening First Year Success (#84)**

In 2013-2014, Stephen F. Austin State University’s School of Theatre introduced a Peer Mentoring Program where selected junior and senior students mentored the incoming freshmen and transfers students. The program set forth application requirements for mentors, training for the mentors, scheduled meetings for mentors and mentees (known as “understudies” in this theatrically based program), and assessment tools to help determine the long-term effect of the program on the success and retention of students in their first year. The program is expected to aid the incoming students in maneuvering through the many demands of the first year in a very busy production-heavy school of theatre. Assessment tools are now being employed to assemble the first set of data to begin an annual comparison of success and retention of our freshmen and transfer students. The program has also added value to our recruitment process. Many incoming students show enthusiasm for our mentoring program, and our current students are developing as leaders by serving as mentors for others. The paper will include analysis of the success of the program using comparisons of grades in production lab courses, the number of new students academically ineligible to participate in productions in spring semesters, the number of new students retained from fall to spring semesters, and personal observations of participating new students regarding their first year experiences. A full reflection of the first year of the program will be completed and planned adaptations for the following year will be described.



**Kumar, M.**  
*Mindtree, Ltd.*  
*Alumni*

**Insights to Building Successful Mentoring Relationships at Work (#85)**

This abstract focuses on a few, personally experienced best practices for successful developmental mentoring relationships. Having been a Mentoring Program Head for an Information-Technology organization based in India, I know Mentoring requires time, effort, self –motivation, and the penchant for developmental learning from both the mentee and the mentor. Mentoring relationships are transient, gradual and require much more than just time to convert them to be successful personal experiences. For holistic development of the Mentoring relationship, focus, commitment and time to make learning happen for the mentee is the crux. In any developmental relationship, and more so in Mentoring, experiential, self -reflective learning is the key. The mentor has to create opportunities for the mentee to gain insights through impactful conversations that are periodic and consistent. The aspect of andragogy, if considered by the mentor plays a major role in mentee learning and builds a deep developmental relationship over time.

**Rhoades, G. & Bohr, D.J.**  
*Appalachian State University*  
*Mirage/Thunderbird*

**Mentoring Faculty through Writing Across the Curriculum (#86)**

In response to General Education reform at Appalachian State University and the creating of a vertical writing curriculum, the Writing Across the Curriculum (WAC) Program created a mentoring model for faculty in Composition, the disciplines (Writing in the Disciplines or WID), and partner community college faculty in North Carolina. Projects include support for Composition faculty creating a new WAC course, for WID faculty creating writing-intensive required courses in their disciplines, and for community college faculty converting traditional writing courses to WAC courses. WAC also mentors through workshops to all faculty on writing pedagogy and through offering opportunities for conversation between programs. WAC also mentors WAC consultants in providing university-wide support for writing instruction and for outreach projects.

**Moffett, D.**  
*University of the Incarnate Word*  
*SUB Theater*

**Affect-Centered Transformational Leadership: A New Model (#87)**

The authors were professor and student, in a doctoral leadership course, during fall semester of 2013-2014. Across the term the professor mentored the mentee, guiding him to the creation of the next, needed model for leadership. The new model, known as The Affect-Centered Transformational Leadership Model, came about as the result. Becoming an affect-centered transformational leader requires substantial knowledge of human development theories, internalization of the theories, deep reflection, personal sacrifice, willingness to change, ability to articulate action plans, and follow-through. Becoming affect-driven followers require the same, with ongoing leader guidance. Intensive training and requirements of use are essential to the success of the endeavor. Cultures are created in organizations and transactional leadership is the prevailing model. The authors assert the affect-centered transformational leadership model will provide better results for organizations. It is less hierarchical and more oriented to enhance others’ self-worth. It favors creativity and innovation, taking the whole person into account. It reaches personal attitudes, beliefs and values. Organizational success can be enhanced by the leader’s knowledge, and application, of human development theories. Affective appeal reaches a person’s heart of hearts. The affective levels of spirituality and emotion enhance self-worth and efficacy. Leaders who communicate to these affective levels elicit transcendental experiences for followers. Individuals desire autonomy, and an affect-centered leadership style can provide such. The shift to affect-centered leadership can result in a happier, more productive, workplace. Enhanced developmental relationships come about, as a result of these communications.

STATE OF NM WELCOME/KEYNOTE SESSION 11:00 - 11:45 AM

**State Rep. Antonio “Moe” Maestas, Welcome Remarks**  
*State Representative, New Mexico Legislature*  
*Ballroom C*

**Dr. Bob Garvey**  
*York St. John Business School*  
*Ballroom C*

**The Dynamics of Coaching & Mentoring Relationships in the Workplace**

Mentoring and coaching are employed increasingly in the workplace for a variety of purposes. As human beings, we are brilliant at relationships and very poor at them as well. Human relationships are both dynamic and complex, and mentoring and coaching relationships are no less complex than other types of relationships. This keynote presentation explores some of the key elements of the dynamics of mentoring and coaching relationships, and considers the consequences for operationalizing schemes in the workplace. The keynote will first explore the historical discourses of coaching and mentoring and then develop this knowledge to consider the relationship dynamics; For example, the importance of trust and rapport building, confidentiality, expectations, triviality, intimacy and the power dynamics. The presentation will then consider how these elements may be woven into the design of schemes in order to maximize the potential and minimize the difficulties.

PLENARY SESSION 1:00 - 1:45 PM

**Dr. Ann Rolfe**  
*Mentoring Works*  
*Ballroom C*

**Mentoring (Alone) Is Not The Answer: Take A Strategic Approach and Achieve Much More!**

We look to mentoring to achieve workplace outcomes but are these goals realistic? Too often mentoring is seen as a panacea - it’s assumed mentoring will remedy all ills and resolve the discrepancy between the current situation and the desired one. However, most goal achievement requires a suite of integrated actions. Mentoring alone is not the answer! There is no doubt that mentoring produces significant results. However, we must be clear why mentoring is the strategy of choice and what it can and cannot do. Other factors may need to be addressed if the goal is to be achieved. Based on two decades of experience, this session will explore the place of mentoring in achieving the strategic objectives of organizations while meeting the development needs of individuals. It will provide a process for: Determining realistic outcomes for workplace mentoring; Identifying the barriers and enablers to goal achievement and; Focusing on the development needs that mentoring can address. You can achieve so much more with mentoring when you take a strategic approach and this session will show you how. In addition, using the tools provided will enable you to evaluate your program in ways that support your business case for mentoring and show the return on investment.

CONCURRENT SESSIONS 2:00 - 2:45 PM

**Southwick, H.S.**  
*Central Intelligence Agency (Retired)*  
*Lobo A*

**Spy Mentor: Reflections on Mentoring and Coaching in the Central Intelligence Agency (#88)**

During the final seven years of a 24-year career for the Central Intelligence Agency (CIA), the author focused on how mentoring and coaching contributed to success as an Operations Officer (OO) and manager. Utilizing 10 reasons for mentoring, as identified on a poster encouraging mentoring within the CIA, the author will discuss practical experiences with mentoring and coaching from CIA managers, leaders, and colleagues. She will also identify mentoring strengths and best practices which can be applied across government, academia, and business. The author will highlight the most impactful experiences with the most influential “Mentor Men” and “Mentor Women” managers, leaders, and colleagues. The author will discuss the unique, positive roles played by mentors and gender differences observed from the male and female mentors for a female OO and Manager. The author will note mentoring initiatives experienced at the CIA and the benefits these provided to professional development and career success. She will also discuss her experience mentoring as she rose through the ranks to manage and mentor differing groups of intelligence officers. *Presenter Credentials:* Retired from the CIA in March 2012 after 24 years of service. CIA Core Collector Certification and CIA University Level I Instructor Certification. Juris Doctor, Masters of Business Administration, and Honors Bachelor of Arts from the University of Utah.

**Gomez, J.P.**  
*Our Lady of the Lake University*  
*Lobo B*

**Directive Mentoring about Graduate School Plans with Underrepresented Psychology Students (#89)**

Mentor support, contact with professors, and high expectations are key contributors to college student success, so Our Lady of the Lake University’s Psychology Department provides directive mentoring to acculturate our mostly first-generation ethnic minority undergraduates to the new world of academia and advanced scholarly pursuits. National statistics continue to show that few Hispanic undergraduate students choose to pursue graduate studies. Possible reasons for this finding are because attending college alone is a big step for many families and deviating from family traditions to blaze a new path can hold formidable challenges. Professors’ directive mentoring of students inculcates the idea that a second degree after Bachelors graduation is normal for psychology students. Our assumption is that career planning in the first 1-2 college years encourages the identity shift needed for undergraduate students to envision their future professional selves and start thinking strategically about their professional lives. Mentoring is a central component of the graduate-school-preparatory curriculum model in our department. Initial outcomes assessment demonstrates that we are improving student knowledge and self-preparation, demystifying the GRE entrance exam experience, and successfully guiding the process of selecting and applying to graduate schools. Graduating seniors reported high self-rated readiness to apply to (M = 80%) and to succeed in (M = 87%) graduate school (scale “0% not ready” to “100% ready”). On average 81% of students completing our Preparing for Graduate School course identified that they would be the first person in their family to pursue a graduate degree, a fact of special significance to our university mission.

**Crutsinger, C., Wilson, D., Wilson, A., Prybutok, V. & Golden, T.**  
*University of North Texas*  
*Santa Ana A*

**Faculty Mentor Networks: Strategies for Increasing Scholarly Output (#90)**

Balancing faculty workloads is a challenging aspect of bringing scholarly work to publication. Teaching and service demands compete with and potentially curb research productivity. Yet, studies show that as little as 45 minutes to one hour of daily writing can result in a prolific output of articles, chapters, books and proposals over the career of an academic. In fact, one of the most critical research habits a professor or graduate student can develop is a daily writing schedule. A collaborative effort between the University of North Texas’ most distinguished research professors and the Office for Faculty Success resulted in several mentoring networks aimed at increasing research productivity across the faculty ranks. A series of workshops provided the programmatic framework to launch the networks. Designed specifically for junior faculty, an interdisciplinary writing group met on campus in a dedicated space throughout the semester. This allowed faculty members to escape from the constant demands of their departmental offices. Faculty members uploaded their writing accomplishments to a designated cloud site to facilitate group accountability. A second network comprised of associate professors exchanged publication and promotion strategies (e.g., negotiating co-authorship, editorial obligations, quality vs. quantity) during bi-monthly lunches and through a Blackboard site. Mentoring networks, such as these, provide tangible benefits for multiple individuals simultaneously while creating a ‘space’ on campus to voice intellectual concerns and facilitate collegial conversations. The success of this initiative was achieved through the collaborative support system comprised of senior administrators, distinguished researchers, and colleagues.

**Erickson-Ludwig, A. & Kelly, R.***Drexel University**Santa Ana B***The Paul Peck Program: A Multi-Year Student Engagement Program Case Study (#91)**

The Paul Peck Scholars Program is an application-based program where students apply after they have been accepted to the University but prior to the start of their classes. Once students complete the first year of the program, they have the option to continue the program through their second, third, and fourth years. Only students in their second, third, and fourth years are named Paul Peck Scholars. Paul Peck Scholars participate in a specialized critical thinking program designed for an elite group of students that provides them with a competitive edge in the global economy. Students learn that the essence of mentorship, leadership and innovation lies in the ability to communicate effectively, apply critical thinking and reasoned problem solving to any situation to produce tangible and measurable results. This is achieved through six special courses integrated into the engineering curriculum, as well as seminars and specialized co-op opportunities that are directed at developing the next generation of technological leaders. While emphasis is placed upon transition and development of first-year students, it is important to continue these programs into the second year and beyond. By implementing a tiered peer education structure, institutions can promote students from mentees to engaged leaders in their campus community. This is done through sharing our structure of a four-year program, emphasizing tools for extending first-year experience programs, as well as discussing how to engage students in concepts like leadership, communication, civic engagement and collaboration across multiple disciplines.

**Borowicz, S.***Benedictine University**Fiesta A***A Model for Mentoring and Professional Development that Promotes Quality Improvement (#92)**

The purpose of this preliminary study is to propose a model for mentoring and professional development that promotes quality improvement for adjunct faculty. Colleges and universities demonstrate a growing reliance on adjunct faculty. Although the subject matter expertise of adjunct faculty is relatively easy to confirm, the level of proficiency of teaching skills tends to be more difficult to validate. Benedictine University's Graduate Business Administration Program in conjunction with faculty in the College of Education, have developed and implemented a teaching certification to ensure that adjunct faculty have a strong pedagogical/andragogical foundation on which to build their teaching skills. This certificate offers adjunct faculty an effective method to enhance and demonstrate their teaching skills and provides administration an artifact that can be assessed and used to demonstrate the programs commitment and effectiveness in faculty development.

**Mattison, J.***University of Mary Hardin-Baylor**Fiesta B***Study Results and Recommendations on Developmental Experiences and Immigrant Educator Needs (#93)**

The presenter will share the results and recommendations of an applied research study in which 111 immigrant professional educators reported their successes and difficulties during their first few years working in U.S. schools. The survey and responses pertain to the educational setting but also can be relevant to other fields that hire employees from abroad. The research focused on the needs of the immigrant professionals and the provision or absence of mentors and/or other developmental experiences. Culture, language, work place competence, and interpersonal relations form the bulk of the issues confronting international educators. Quantitative and thematic analyses of the survey responses revealed a significant relationship between having a mentor and understanding U.S. educational norms, gaining acceptance by other educators, and performing core job responsibilities. Mentoring, training, and other developmental experiences can be fashioned to alleviate the immigrant workers' concerns. Recommendations stemming from the research include mentor qualifications and skills, subject matter for mentor-mentees conversations, training topics, and issues concerning language and culture.

**Lentz, C. & Barra-Johnson, E.***Walden University & Kaplan University Graduate School**Luminaria***Increasing Retention and Graduation Rates in Face-to-Face & Virtual Graduate Programs via Mentoring (#94)**

Mentoring is a mutually beneficial relationship between two individuals, with no power assertion. Mentors facilitate the learning curve for students, while both simultaneously continue to learn and grow. Mentoring faculty teach, encourage, and motivate students to remain humble lifetime learners, as students embark on their rite of passage. Students follow in the already traveled and proven successful path of their mentor, who also serves as a professional role model. Unconditional acceptance, trust, and using one's network efficiently are values and skills promoted by mentors, not only in their relationships with students, but also within their circle of colleagues. Sometimes, members of a mentor's network mutually mentor one another, accelerating the success of their mentees. The goal of this presentation is to demonstrate, through scholarly theory and research, the increase in student retention and graduation rates of post-secondary educational institutions through effective mentoring relationships. The authors reflect on the types of mentoring relationships, which are most efficient in graduate programs, as learners proceed through the phases of being co-dependent, interdependent, and finally, independent. Also discussed are the specific traits and attributes successful mentors possess, that aid them in the mentoring process. Lentz and Barra-Johnson explored the optimal timing of introducing mentors to students, as well as current research findings addressing attrition and graduation rates connected with mentoring programs. Authors also discussed differences between mentoring in a face-to-face academic environment compared to virtual programs. Emphasized is the need for future research regarding the role of mentoring programs in post-secondary education.

**Magenta, M.***Arizona State University**Sandia***Momentum: Women/Art/Technology: A Mentoring Project (#95)**

The Momentum: Women/Art/Technology project celebrates the achievements of women in the field of art and technology. Emerging professionals participate side by side with established professionals in order to inspire and promote a new generation of women to engage in all aspects of the field. Mentoring is a key aspect

of the program. Through collaborations, workshops, seminars, exhibitions and website networking, the established artists form multiple liaisons with both graduate and undergraduate students. The Momentum Project includes artists, authors, art historians, curators, educators, and technologists. Mentors transcend the university environment to incorporate independent professionals from the corporate world, museums, non-profit organizations and the creative community at large. A key outcome of the program involves inspiring art students to embrace technology as a potential element for creative expression, and providing the tools (information and skills) to get started. Another outcome of the program provides the opportunity for the mentor and student to collaborate and present their artwork and research in diverse formats and situations. Through intergenerational experience with technology, the mentors and the students gain significant growth and development in their practice. More than that, the Momentum program is important because it paves the way for women in the arts to become innovators and leaders in their field.

**Lee, K. & Young, J.***Cornell University**Amigo***Fostering Career Linkages for Students with Disabilities through Mentoring (#96)**

College graduates with disabilities are employed at a much lower rate than their non-disabled peers. Mentoring, networking and workplace experiences can significantly increase access to finding and keeping a good job. The Career Link Mentoring Program, a collaborative project between the Employment and Disability Institute at the School of Industrial and Labor Relations of Cornell University and the US Business Leadership Network, provided six-month mentoring opportunities to 50 college students and recent graduates with disabilities to engage with business professionals in their field of study or career interest. Specific preference was given to STEM majors and veterans, reflecting the demands for employees with these skills and backgrounds while also supporting the transition of former military members into civilian careers. Key program objectives are: 1) to provide mentees support around career exploration, workplace culture, job search strategies, and experience in specific issues such as disability disclosure and accommodation requests and 2) to provide volunteer opportunities to employers while increasing their awareness of challenges faced by individuals with disabilities. Our 2013 evaluation results indicated the following key outcomes; 90% of mentees reported increased confidence in ability to meet career goals; 78% of mentors were more likely to promote the hiring and recruitment of individuals with disabilities in their organizations. The evaluation also highlighted important issues including the need for geographic proximity of mentoring pairs, enhanced networking opportunities, and additional support for both mentors and mentees around disclosure. We will share our evaluation approaches and the lessons learned in this innovative mentoring program.

**Bauer, B., Hauschulz, J. & Mallory, M.***Mayo Clinic**Scholars***Mentoring Massage and Acupuncture Professionals for Success in Academic Medicine (#97)**

The rapid expansion of integrative medicine practices at Mayo Clinic in the past decade led to the hiring of several Licensed Acupuncturists and Massage Therapists. These professionals were unaccustomed to working in an academic medical center, so an active mentoring program was implemented to help ensure a smooth transition into the practice. Mentoring activities included active engagement in existing educational opportunities (e.g. Grand Rounds, Divisional programs) as well as creation of Integrative Medicine-specific opportunities (e.g. Case presentations, Integrative Medicine Grand Rounds, etc.) Participation in existing research activities was encouraged and time and financial support were made available on a competitive basis. Finally, lack of academic rank was increasingly recognized as a barrier to full assimilation into the academic environment. This led to a formal effort to educate all of the providers regarding academic promotion, the role of the CV, and the qualifications for each level of promotion. Each individual then performed a self-assessment and identified what additional credentials were needed for achieving academic rank. A one-on-one mentoring program was created whereby each provider had an opportunity to review their current progress with a program leader who had achieved Associate Professor or Professor status. Targeted activities were jointly designed to address deficiencies in the academic record. Within one year of implementation of the formal mentoring program, all CMT's and LAc's achieved academic rank. This successful mentoring approach can be a model for other academic centers which are integrating novel professional providers into an academic environment.

**Rand, S. & Wolkittel, J.***University of St. Catherine & University of Minnesota**Spirit/Trailblazer***Leveraging Developmental Networks to Facilitate Women's Career Advancement (#98)**

The effectiveness of women's networks, as a strategy to increase the number of women in leadership, is not well understood. These networks have the potential to develop human capital that is often overlooked by organizations. However, before this potential can be optimally realized, practitioners need a better understanding of how these networks influence actual career advancement in organizations. An online survey was administered to assess the effect(s) of various aspects of women's developmental networks on advancement. A model consisting of four variables was identified that accounted for nearly 50% of the variance in career advancement. Those variables were; sponsorship, exposure to managers in other divisions, desire to advance, and participation in strategic projects. Interpretation of these findings and implications for practice are discussed.

**Van Hoesen, B.***University of Nevada, Reno**Isleta***Mentoring Junior Faculty Across Disciplines in the Arts: Dialogical and Peer Group Mentoring (#99)**

Recent research on mentoring across disciplines has examined the benefits of "interdisciplinary mentoring in science" (Olivaró, 2013). While studies in this realm illustrate promising potential for assessing the needs of faculty in a variety of scientific fields, little research to date has applied this model to the arts. Within the liberal arts, many universities in the United States host schools or divisions of visual and performing arts, which often include art education, art history, fine arts, music performance, musicology, theatre, and dance. As with the sciences, the arts are becoming increasingly interdisciplinary, prompting faculty to move beyond the methodologies and practices of their respective fields. In this exciting environment, however, there are few established studies or tested models on how to mentor junior faculty across different disciplines in the arts. If faculty based in the arts play an integral role in translating the value of arts education and research in the age of STEM curriculum, it is even more important that arts faculty have a better understanding of the unique disciplinary needs and standards that persist despite this interdisciplinary environment.



Informed by recent assessments of a wide range of mentoring frameworks (Dominguez & Hagar, 2013) and supported by evidence-based research, this paper considers the pros and cons of dialogical and peer group mentoring for junior faculty across fields including art history, music, dance, and theatre, in order to consider effective models for mentoring in the arts.

**Greenberg, B.**  
*Elizabethtown College*  
*Alumni*

**From Advisor to Mentor to Coach: Developing a Coaching Program in an Undergrad Business Curriculum (#100)**  
This paper and presentation describe the development and implementation of a coaching program in an undergraduate business curriculum. The goal of this program is threefold. First, it is designed to move the faculty-student relationship out of the realm of advisor and mentor to one where the faculty member partners with the student, assisting with a student-defined agenda. Second, it attempts to facilitate a richer, more successful college experience for students, resulting in improved attitudinal and academic measures. Third, it seeks to provide students with a set of tools that could prove beneficial in their careers and personal life, while also enabling them to take on a coaching role, either in an official or unofficial capacity. The program itself consists of three parts. The first, assessment, includes the use of various tools, including Myers-Briggs Step II and EQ-i (an emotional intelligence measure). The second, coaching, encompasses both individual (one-on-one) and group (multiple students with one faculty member) coaching sessions. The third, coaching training, introduces students to some of the concepts and techniques of coaching, culminating with peer coaching. Background and implementation of the program, techniques utilized, and preliminary results (including a comparison between those participating versus those not) will be discussed.

**Batiste, H. & Maldonado, C.**  
*University of Nevada, Las Vegas*  
*Mirage/Thunderbird*

**Uncovering the Mentoring Needs of Contingent Faculty (#101)**  
Contingent faculty, also known as non-tenure track faculty, account for two-thirds of all faculty members in higher education (Kezar & Sam, 2011; Mazurek, 2012). Often due to the desire of colleges and universities to save money, the number of contingent faculty increases (Baldwin & Wawrzynski, 2011; Ehrenberg & Zhang, 2005; Jacoby, 2006; Mazurek, 2011). Contingent faculty have been associated with several negative outcomes such as lower college graduation rates (Ehrenberg & Zhang, 2005; Jacoby, 2006), lower rates of transfers out of community colleges into universities (Eagan & Jaeger, 2009), and less effective teaching methods (Baldwin & Wawrzynski, 2011). The literature points to a lack of orientation, development, and training of new contingent faculty members (Gappa & Leslie, 1993; Mazurek, 2012). The practice of mentoring new faculty is widely used in academia to orient and support the development of new tenure-track faculty (Boice, 1992). Faculty mentoring programs focus primarily on research, publication, teaching, and support on the road to tenure. Contingent faculty members have different employment arrangements than their tenure-track counterparts (Gappa & Leslie, 1993). This research-based presentation is the conceptual foundation for a dissertation study that will focus on mentoring needs of contingent faculty and how colleges and universities might include this prominent group in future developmental activities.

CONCURRENT SESSIONS

3:00 - 3:45 PM

**Howell, A. & Hillery, J.**  
*Columbia College Chicago & University of New Mexico*  
*Lobo A*

**Undergraduate Mentorship Assignment: Significance of Developmental Relationships for Female Students (#102)**  
Find a mentor! Although she was not the first to say it, Sheryl Sandberg (2013) said it best to a generation of women who may need it the most. The practicality of mentorship goes beyond pep talks and promotions. Kay and Shipman (2014) posit that women create their own self-doubt through lack of self-confidence and self-efficacy. Brooks (2014) argues that rather than being centered on our self-concept, which will intuitively introduce doubt, being task-oriented in our professions provides more focus on external and achievable goals. Regardless of which philosophy is followed, young professional women can especially benefit from developmental relationships. Scholarship demonstrates that mentors aid in women being promoted, receiving pay raises, and overcoming cultural influences, all of which can impede women's professional growth as compared to their male counterparts. In an undergraduate capstone course, 12 female students were assigned a mentorship project requiring to them to seek out a mentor in their field of interest. Some mentor meetings occurred face-to-face while others were done strictly online. Both avenues for these developmental relationships proved successful. Students reported the mentor increased their self-confidence in several areas, including their ability to find and work with a mentor and to do the tasks required in their fields. An additional benefit of the project was that 3 students were offered internships or full-time positions through their mentor. Students stated that without the mentorship project they would not have been able to realize their full potential.

**Duffy, M.L. & Brady, M.P.**  
*Florida Atlantic University*  
*Lobo B*

**Unintended Consequences of a Higher Education Mentoring Program (#103)**  
Project Mentor-Lead is a doctoral preparation grant funded by the USED: Office of Special Education Programs. The Project funds doctoral education while providing leadership development and experiences in mentoring special education teachers in low performing schools in diverse, urban school districts. The Project builds mentoring skills at two levels. First, faculty within the Department of Exceptional Student Education work with the doctoral students to mentor and socialize them to the organization and traditions of higher education. Then, these doctoral students, in turn, work with K-12 teachers in mentor relationships to help them develop more effective teaching skills. Project Mentor-Lead is one part of a thriving doctoral program at FAU. There are other students working on doctoral programs who are not part of the grant. The interesting but unintended outcome of the Project is the “spill-over” that the mentoring activities have had on doctoral students outside of the Project. While “Inside Students” have specialized mentoring activities, and have demonstrated initiative in mentoring tasks, many of the “Outside Students” have taken on these very same leadership tasks alongside their peers in the doctoral program. In this presentation we will describe the mentor activities, and compare the cases of students

both in and outside of the federally funded Project to examine how external factors such as funding and recognition can create positive but unintended consequences in a mentoring program for doctoral students.

**Warren, N.**  
*University of Southern California*  
*Santa Ana A*

**When Theory Meets Practice: Peer Mentoring through Problem-Based Learning in a Competitive Space (#104)**  
This paper examines developmental relationships in peer mentoring in an undergraduate student organization that prepares business majors for international case competitions. As problem-based learning opportunities, international case competitions challenge students to apply theories learned in the classroom to the real world. International competitions culminate with student teams presenting their recommendations to a panel of judges that include principals of the case company, academics, corporate sponsors, and alumni of the host university. Undergraduate business majors participate in the student organization on two levels. First, any students may attend weekly training sessions as participant observers. Second, students may audition to join the organization and if selected, become active participants on either a practice or a competing team. All students receive formal or informal peer mentoring based on their level of participation. Given the process of knowledge acquisition through course offerings, active participation is encouraged for students who are sophomores, juniors, and seniors. Alumni who have participated in the student organization return to mentor undergraduate students throughout the semester, thereby extending the network of peer mentors to a variety of workplaces. This qualitative study is rooted in theories of social learning (Bandura, 2001), culture, and communication. Because social interaction is integral to learning, both sociocultural (Vygotsky, 1986) and situated learning (Lave & Wenger, 1991) theory are also foundational to the study. From a social learning perspective, the study theorized that students could learn from observing and modeling the behavior of others; hence, the opportunities for developmental relationships that ultimately extend to the workplace.

**Gibson, L.A.**  
*Hawaii Pacific University*  
*Santa Ana B*

**Why are There So Many Horror Stories? Power and Ethics in Academic Developmental Relationships (#105)**  
During my time as a doctoral student, I often heard my fellow graduate students swapping ‘battle stories’ about experiences with faculty advisors. These stories often included tales of unrealistic expectations, aggressive behavior, the ‘phantom advisor,’ or even bullying. As a junior faculty member at a different university, I found that my new colleagues had similar horror stories from their alma maters. I was surprised to find that so many individuals in higher education had negative experiences with advisors who were supposed to help mold students into productive and effective faculty members. These stories and experiences lead to the three main points of this research: Why are there so many developmental relationship horror stories in academia? What makes these relationships between faculty and students within academia unique? How can we break the cycle of abuse by improving faculty/graduate student developmental relationships for both parties? This research will focus on distinguishing why this phenomenon seems to be prevalent in an environment specifically designed for protégés to learn and develop from a mentor’s guidance, encouragement, and constructive criticism. Specifically, two areas of literature will be examined. First, social power will be examined to gain understanding of power differential within this dyadic protégé/mentor relationship as a potential antecedent for a negative mentoring experience. Second, published literature on ethics will be investigated to determine how ethics can impact the mentoring relationship. Finally, we seek best practices for improving faculty/graduate student developmental relationships.

**Weber, M.J. & Capron, R.A.**  
*Pepperdine University & University of Phoenix*  
*Fiesta A*

**Women Mentoring Support for Career, Psychosocial and Familial Functions (#106)**  
Research has focused on two primary areas of mentoring: Career advancement and psychosocial functions. The first is in support of mentees progress through their career. The second area is in support of the interpersonal aspects of the relationships within the organization and includes one’s sense of competence, identity and effectiveness in their role. For women (and men), there is a third area of mentoring: Familial/work integration. This includes issues of navigating family and work. Previous studies indicate that the type of mentoring may make an important difference in the outcomes for the mentee. Previous research has primarily focused on two areas: outcomes for mentees or protégés and the other area focuses mainly on the type of mentoring functions. A meta-analysis of the literature was conducted by (Allen, 2004) to examine career outcomes and their relationship to mentoring. Findings indicate that career and psychosocial mentoring were similar for job and career satisfaction. Psychosocial support is the same for those similar for those predominate in leadership roles (gender and race), but differs for women and persons of color. Although mentoring as an area of study is still relatively young within the literature and even less has been written about women and needs for mentoring in support of work-life balance. Researchers will discuss the findings of a study of women leaders investigating the role mentors play helping mentees navigate work and family-life. The results provide insights for work life balance which might influence outcomes including organizational commitment and turnover intention.

**Jacobson, A. & Campoverde, B.**  
*University of North Dakota*  
*Fiesta B*

**Mentoring and Retaining Special Education Teachers in Rural Areas (#107)**  
Recruitment and retention of special education teachers can be especially difficult in rural states. Yet, a search of induction programs, specifically for special educators, revealed few programs addressing this population of teachers (Donne & Lin, 2013; Smith, 2007). In addition, very little is known about mentoring policies or practices in special education (Gehrke & McCoy, 2007). To address such issues, the University of North Dakota (UND) has implemented the Special Education Resident Teacher Program (SERTP) for the past 17 years. Research indicates strong induction and mentoring programs are effective strategies for reducing attrition in special educators (Griffin, Winn, Otis-Wilborn, & Kilgore, 2003; Smith, 2007; Smith & Ingersoll, 2004; Washburn, Wasburn-Moses & Davis, 2010). The SERTP utilizes resident mentors, certified veteran special education teachers, from the school district/special education unit to mentor resident teachers (RTs). These mentors offer RTs consultation, demonstration teaching, feedback, and support. In addition to the resident mentors, University mentors, Special Education faculty at UND, provide further mentoring, advisement, and supervision. In the 17 years since its inception, the SERTP model has been successful in preparing special education teachers for

rural settings and beyond. 68% of program graduates have remained teaching special education in the state of North Dakota, while 95% of graduates have remained teaching in the field of special education.

**Cole, B.**  
*United States Air Force Nuclear Weapons Center*  
*Luminaria*

**Where Do SMART Goals Fit in a Mentoring Program? (#108)**

Many successful mentoring programs are built with industry and government best practices and include similar activities and programmatic considerations. But what is the “heart” of a successful mentoring program and what are the elements that support it? The proposed model features SMART goals supported by five elements: Protégé buy-in, Mentor-Protégé relationship, Training, Management Support, and Program Structure. Of these five elements, how does each contribute to the accomplishment of SMART Goals for the protégé? Mentor-Protégé relationship and Training will be further explored using various evaluation methods, and both subjective and objective program data. Conclusions will also include the effectiveness of methods used to facilitate establishing and achieving the protégé goals. The Mentor-Protégé relationship begins with a pairing activity. The first step was to consider personality, compatibility, interests and other factors that would affect a mentoring relationship. Speed Mentoring, so named because of similarity in form to speed dating, facilitated relationship pairs. Speed Mentoring allowed pairs to ascertain professional objectives, synergies and communication styles. Pairs were then determined by mutual consent. Training typically involves lectures. But, while lecture has been shown to be moderately effective in conveying information, a hands-on training approach is shown to be superior in application. So how do you conduct hands-on training in this type of situation? Have SMART Goals tailored for each protégé as the “end product” of the training!

**Timmons, M.**  
*University of Georgia Marine Extension*  
*Sandia*

**Mentoring and Evaluating Interns, Teachers, and Graduate Students (#109)**

Dr. Timmons has been mentoring undergraduates, teachers, science education graduate students, and volunteers for over 25 years. Dr. Timmons currently mentors four GA Sea Grant Marine Education Interns each year funded by NOAA (National Oceanic and Atmospheric Administration) and has published strategies on mentoring (Timmons, M. & A. Frick, 2004). These mentoring experiences have included education and specifically STEM (Science Technology Engineering & Math). In addition, she and her colleagues have developed a Woman in Marine Science (WIMS) summer camp experience for girls ages 12 to 16. Mentoring requires personal skills that range from knowing the different skill levels of each mentee, to using different techniques to make the mentoring experience a successful one for both mentor and mentee. Dr. Timmons’ job is to evaluate each mentees’ weaknesses and skills to create a suitable mentoring experience. Analysis of the mentee includes statistical analysis (pre/post testing, rubric rating), and personal interviews and meetings. Each mentor/mentee situation not only depends on the group dynamics, but individual goals and assumptions. Working through these takes diligence for both parties and works by making and setting individual and group goals. Because of each mentees’ different expectations and strengths this working relationship is continually updated.

**Forrester, J.H., Som, S. & Miller, E.L.**  
*University of Wyoming & Social Action for a Grassroots Astrobiology Network (SAGANet)*  
*Amigo*

**The Impact of a Virtual Mentoring Program on At-Risk High School Students (#110)**

S.A.G.A.N. is a social network whose mission is to engage and promote grassroots science outreach activities by providing a lively communication platform where interested individuals, (journalists, teachers, students, and scientists alike) can organize events, exchange ideas, ask questions, find mentors, and/or share new findings. This paper describes the impact of our ongoing, virtual mentoring program with a group of non-traditional, at risk high school students in Pittsburg, CA. Specifically, the variables science self-efficacy, interest in science, and science communication skills were documented using pre/post surveys. We discuss our findings in a context of not only the impact of our mentoring program on the students, but also the impact of the program on our mentors and mentoring program.

**Kolman, D.**  
*Eastern Michigan University*  
*Scholars*

**Student Nurse Association Peer Support Services (SNAPSS) Pilot Program: Lessons Learned (#111)**

Background: In response to student requests, the Eastern Michigan University’s (EMU) Student Nurses Association (SNA) developed a peer-mentoring program. EMU has a rigorous nursing curriculum and preliminary research found a decrease in student performance following first semester courses. The purpose of this paper is to report the identified strengths and weaknesses of the Student Nurse Association Peer Support Services (SNAPSS) pilot program and propose an improvement plan. Methods: The SNA developed the mission and goals for the SNAPSS program and defined Mentor and Mentee roles. Academically successful (B grade or better) upper level nursing students and first semester students were solicited to participate in the pilot program. Mentors were expected to attend training, meet with their Mentee twice monthly, and provide guidance to Mentees. Mentees were encouraged to join the SNA and were provided information about university resources. Results: A total of 13 Mentors provided peer-support to 20 Mentees. Most Mentors were level three students (11), two were seniors. Survey data revealed that Mentees felt Mentors provided a safety net and Mentors reported an overall sense of satisfaction. The role expectations of Mentors, however, varied widely. Some students discounted the program citing insufficient resources. Discussion: Peer-mentoring programs are known to reduce anxiety, increase confidence, and provide support. SNAPSS is a novel program developed and implemented by students for this purpose. Evaluation of the program’s effectiveness is ongoing. However, insights gained from this pilot will strengthen the program and increase benefits for both Mentors and Mentees in academia and the workplace.

**Brown, E.**  
*Alabama State University*  
*Spirit/Trailblazer*

**Mentoring to Create Successful Professional Business Leaders (#112)**

Organizations may present abundant claims regarding how mentoring can improve individual performance, promotion opportunities, and job industry value. However, few produce relevant documentation, models, or templates that could demonstrate such claims. Nevertheless, those that decide to produce these models still may not provide viable guidelines that could assist other organizations in developing their own internal mentoring structure. One example of an excellent mentoring program is Mentoring Across a Lifetime, a program implemented by the 100 Black Men of America, Inc. This program involves an introduction and four modules. These modules entail three basic principles that are easily adaptable to fit varying organizational needs. First, mentoring must continually challenge and engage the mentee. Second, it must proffer relevant, valuable experience throughout the process and beyond. Third, it must aim to build lifelong relationships. Without the aforementioned components, the development of a mentoring program may be futile. Ideally, fostering productive, future business leaders will begin in the mentee’s childhood years and continue across a lifetime. The mentoring process must result in the mentee developing a strong character base and being able to successfully compete academically and professionally. This proposal examines organizational methods used to train and develop young men and women to be successful, professional, and ethical business leaders. It stresses the key components of character development and provides a basic model for structuring a viable mentoring program that meets the needs of the business world, mentee and the protégé.

**Paine, C.<sup>1</sup>, Sullivan, P.<sup>2</sup> & Seitz, J.<sup>2</sup>**  
*University of New Mexico<sup>1</sup> & University of Virginia<sup>2</sup>*  
*Isleta*

**Developmental Networks for Novice College Writing Teachers (#113)**

One of the most difficult instructional assignments in higher education involves teaching writing to first-year students, yet this job is primarily assigned to entry-level graduate students who have recently been undergraduates themselves. These graduate students—generally called “teaching assistants” even though they teach their own courses just like regular faculty members—often receive mentoring, formally or informally, from more experienced graduate student peers. But what calls for further discussion are the ways in which the best college writing programs provide not just individual mentors but a full-fledged developmental network that offers a strong system of support for new teaching assistants, all of whom confront significant challenges as teachers of first-year writing. This panel will explore a range of methods for establishing effective developmental networks in writing programs at three universities. The first speaker will discuss how a required seminar in pedagogy plays a central role in launching a network of relationships that is crucial to the cultivation of a professional identity in which teaching is an essential dimension. The second speaker will share strategies for valuing the organic unofficial networks that spring up serendipitously or contingently among new teachers of writing, while also exploring the productive aspects of inorganic networks—that is, those networks constructed and orchestrated by an administrator. Finally, the third speaker will consider ways in which graduate student mentors need mentoring themselves—and how a developmental network can assist their own development as well as those they mentor.

**Gorman, C.A. & Kelly, S.K.**  
*Florida Gulf Coast University*  
*Alumni*

**Honors Mentoring: Expanding Honors Education beyond Academic Affairs (#114)**

Traditionally honors programs are focused on academic excellence and scholarship. However, a program with such high achieving students provides additional potential for experiential learning and growth. Furthermore, honors programs deliver environments in which academically competitive students must network and collaborate to increase success. Thus, with honors programs manifesting a learning curve, the students must adjust and adapt to build upon the honors program norms, while creating standards of their own. For this reason, the Florida Gulf Coast University Honors Program deemed it necessary to create an Honors Mentor Program, designed specifically for augmenting the success of first-year students transitioning from high school to university life. This paper outlines how the introduction of a mentoring program helped the FGCU Honors Program to successfully scale to its current size and broaden its social and academic impact overall.

**LaBrie, M. & Podsiadly, K.**  
*College at Brockport, State University of New York*  
*Mirage/Thunderbird*

**Inclusively HIP: Implementation and Assessment of a Mentoring Program for Under-Represented Students (#115)**

This presentation/paper provides a roadmap for implementation, first steps in assessment, and closing the loop analysis of a mentoring program for under-represented freshmen students at a comprehensive public college. Based on research that demonstrates students who engage in high-impact practices (HIPs) have greater academic achievement and higher retention rates, this mentoring program is aimed to encourage under-represented students of color to participate in HIPs. The program, aptly named LAUNCH, catered in the first year to incoming freshman. In subsequent years guided by initial assessment, LAUNCH will provide a set of bridging activities for sophomore students and adopt a developmental and sustainable model by utilizing past participants as peer mentors. This mentoring program is inclusive not only with respect to student participants, but also with respect to the personnel and institutional divisions employed in planning and implementation. A successful team combining faculty, academic affairs and student affairs were able to creatively draw on a broad range of resources from all divisions of the college and among alumni. This approach, coupled with a small “start-up” grant enabled the program to be carried out with modest financial resources. In addition to sharing successful strategies and potential pitfalls to implementing a similar mentoring program, this paper/presentation will provide quantitative and qualitative data on the program outcomes to date. Finally we include ideas for “next steps” and reflections on program modifications to ensure greater participation - especially among male students – in future years.



CONCURRENT SESSIONS

4:00 - 4:45 PM

**De Long, L.I.**

*University of La Verne*

*Lobo A*

**Mentoring: A Development Approach (#116)**

This conference paper will examine the mentoring program approaches undertaken by a four-year, non-profit, liberal arts college among graduate and doctoral students. This paper will highlight several mentoring models from the literature and the process for mentoring. Mentoring provides vital leadership links to engagement and succession planning. As a development tool, mentoring strengthens graduate student development during their graduate studies. This paper will address topics from the literature on defining the role of mentor and mentee; strengthening mentoring relationships; and describing a mentoring strategic plan to meet the needs of the mentor and mentee. With the advent of advanced digital technology, this paper will describe how significant e-mentoring will become as technology is leveraged to create a global community. Additionally, the paper will explore how to organize this relationship, sustain it, and determine if it is best to foster a formal or informal mentoring process. The acronym “G-R-O-W-T-H” stands for guide, respect, opportunity, work, transfer and honesty. The Mentor-NET is a networked approach demonstrated by the work of a four-year, non-profit, liberal arts university mentoring program.

**Reed, L.**

*Ashford University*

*Lobo B*

**Think Tanks & Other Strategies for Building Developmental Networks in Higher Education (#117)**

This presentation explores the use of a collegial Think Tank and other venues as means of establishing and sustaining a virtual learning community and developmental networks among faculty at a large online university. First, Bandura’s (1977) theory of social learning, Kolb’s (1984) experiential learning theory, and Bonwell and Eison’s (1991) active learning are considered as the theoretical foundation on which mentoring and relationships develop and thrive. Next, mentoring and relationship building are surveyed with emphasis on association with creativity and innovation in high tech organizations. Methods for evaluation of such processes in a large, diverse, university environment are considered. The presentation concludes with a brief analysis of methodological limitations and discussion of directions for future research.

**Gothard, K.**

*Eastern Florida State College*

*Santa Ana A*

**Faculty Mentoring in Higher Education: How Does the Institution Benefit? (#118)**

The New Faculty Mentoring Program at Eastern Florida State College was qualitatively evaluated using Daniel Stufflebeam’s (2007) CIPP Model as the framework. The findings of the Process dimension of the evaluation framework, which was discussed during a related conference session, are presented in this paper. Seven targeted evaluation questions were considered. Data was collected from all stakeholder groups using internally developed online questionnaires. Extant data was collected from focus groups, meeting minutes, internal white papers, Human Resources, and emails between the program director and various stakeholders. Several recommendations for improvement arose from this evaluation, including: (a) the development of a formalized evaluation process for the program director, (b) the development of a project management plan to minimize any disruption to the mentoring program when program administration responsibilities are transferred between personnel, and (c) performance of an updated literature review to identify new components to consider for inclusion in the program.

**King, P.**

*New York City College of Technology*

*Santa Ana B*

**Mentoring in Architecture: It Starts in the Classroom (#119)**

Mentoring should not be separate from the day to day activities of the classroom. In an Architecture program with an urban student population of over 800 and less than 20 full time faculty, how much of an impact can mentoring be? In Architecture, the teaching of design relies on the intimate method of the desk critique where a professor works one-on-one to review student drafts and to guide the development of ideas in parallel with increasing critical thinking skills. Critical to this method is a rapport between student and teacher. As students move on to the next semester, the mentoring process begins with a new instructor and the previous relationships can be severed. To extend mentoring I have relied on three resources at the institution; First Year Learning Communities to create a stronger bond with my students, OpenLab - to continue to provide resources to my students after they have moved on from my courses and Emerging Scholars to work outside of our classroom in a direct mentoring relationship. The presentation will take a critical look at the effectiveness of these mentoring activities and will include examples of each method including student work.

**Louis, D.A.**

*Texas Tech University*

*Fiesta A*

**Cross-Cultural Faculty-Peer Mentoring Programs: Bridging Cultural Gaps at Black Colleges (#120)**

The experiences of White faculty members at four historically Black Colleges and Universities (HBCUs) and their lack of adjustment to their minority status are utilized as the impetus for HBCUs to develop faculty-peer mentoring programs. The study examines the long history of HBCUs in the United States and the equally as long presence of Whites at these very important institutions. Unlike minorities, whose experiences have been researched more extensively, White individuals in minority stations have not been extensively explored. This issue becomes increasingly important as America becomes closer to minority-majority population (Frey, 2012). Thus the creation of Black-White cross-cultural faculty-peer mentoring programs is one approach to bridging cultural gaps on these campuses. The study utilized a phenomenological approach, and narratives from twenty-seven White faculty members. This analysis yielded a greater understanding of the struggles of White faculty

members at HBCUs. Counter-storytelling as a form of critical race methodology (Solórzano & Yosso, 2002) was the core for the methodological approach. In a relevant yet unorthodox fashion, the researcher implemented Critical Race Theory as the framework for the study; specifically because the White faculty members, as participants, were in a subdominant position with respect to power and influence at their respective Black college. The development of Black-White cross-cultural faculty-peer mentoring at HBCUs may hold the key for increasing White faculty adjustment. However, the mentoring process must hinge on the transference of cultural knowledge, cross-cultural translation and acquisition of social capital.

**Polito, J.**

*Spring Woods Enterprises, Inc.*

*Fiesta B*

**Evolving Urban Mentoring Models: Marginalized Populations Redefining the Learning Community (#121)**

The wisdom of eleven senior citizen mentors of adolescents is captured in Keys to Masterful Mentoring. Findings from a phenomenological investigation revealed the mentors’ lifeworld and the mentor-mentee relationship. Ten keys emerging from the research describe mentors’ actions, attitudes and strategies emphasizing the role of human engagement and understanding in teaching at-risk inner city youth. When formulated to meet the unique characteristics of an urban school environment and culture such wisdom shapes the emerging mentoring model into one that potentially redefines the learning community, affords meaningful civic engagement for elders while fostering teens’ evolution into adulthood safely, creatively and in intelligently human ways. Apprenticeship learning, fundamental to adolescent education (Carnegie Council on Adolescents, 1989; Jackson & Davis, 2000) has given way to today’s more competitive learning environments (Diakiw, 2012) with dubious results. Are education programs adequately addressing the formative youths’ educational needs? Graduation data indicators suggest a need for something more (Vogell, Perry, Judd, & Bell, 2012). A surge of volunteerism attempts to fill the gaps of what schools cannot address in their middle level education programs. Education reforms render both, young adolescents and senior citizens marginalized from society’s meaningful membership though it need not be so. Uniting these two marginalized populations in mentorship learning programs can reverse the trend, positively affect academic achievement for youth and fulfill a deep need for the relevant re-creation of senior citizen experts’ role in civic engagement in society in this their Third Age. Seniors and teens’ together learning can revitalize urban communities.

**Sluder, J.**

*University of Texas, Dallas*

*Luminaria*

**Crossing the Great Divide: Creating Mentoring Opportunities for College Students (#122)**

As a professor of Business Communication, I definitely understand the value of mentoring. As an advisor of Enactus, a student organization focused on effectively using entrepreneurial action to empower people to improve their livelihoods through hours and hours of service, I have had the opportunity to create mentoring relationships for these highly achieving college students. Over the past three years our sponsorship with Accenture, a management consulting, technology services and outsourcing company, has evolved into a developmental network. In coordination with my contact at Accenture, I am able to take my students off campus and into the workplace, the real world. Consequently, the students are able to see the classroom discussed theory of mentoring put into play as they network and workshop their way from their continental breakfast at 8:00 AM through their business lunch at 1:00 PM. Needless to say, attendance at this event is never a problem and the transformation in these students that takes place is rewarding for both the mentorees as well as the mentors

**Cole, M.W.**

*United States Army Research Laboratory*

*Sandia*

**Turning the STEM Tide: An Approach for Mentoring Young Women on How to Thrive in STEM Careers (#123)**

The Committee on Women in Science, Engineering and Medicine’s (CWSEM’s) mission is to advocate and promote actions to increase the participation of women in Science, Technology, Engineering, and Mathematics (STEM) disciplines. According to CWSEM, even if a large number of women emerge from college and enter STEM professions, data shows that women do not advance professionally at the same rate as men. Reasons for this are attributed to that fact that many women in the academic, industry and government STEM sectors end up in low-tier and/or part-time/shared, positions in order to accommodate family and family-related social demands. To mitigate this trend it is critical to initiate mentoring and role model-networking relationships for young women interested in STEM careers early-on. Thus, we have developed the Young Women in Science and Engineering (YWISE) annual workshop which is offered to high school girls interested in pursuing STEM careers. The mentoring program provides these girls unprecedented access to successful women in STEM disciplines with a venue consisting of guest speakers, namely women in STEM fields who have achieved success and “THRIVED” in their professions. The workshop is designed to facilitate candid interactive discussions on trends, professional and personal life balance, obstacles and opportunities for women in STEM fields. This presentation will discuss YWISE and its mission to connect these future female scientist and engineers with successful women in STEM fields in order to inspire them to not only pursue STEM but to mentor them at an early age on how to “THRIVE” in STEM careers.

**Baltz, D. & Butler, A.**

*Oakland University & Birmingham Public Schools*

*Amigo*

**STEM Research and Design: A Mentoring “Data Experience” (#124)**

Oakland University INC Business Accelerator and the School of Engineering teamed up with Birmingham Public Schools to develop a unique mentor/student STEM course called: STEM Research and Design. The STEM R&D course, the authors created, focuses on science, technology, engineering and mathematics. The pillar of such a unique experience, centers on a developmental partnership of professional mentors, providing “data experiences” for high school students. The STEM Research and Design course provides a unique academic conduit for students to develop a STEM related project while embedding authentic data collections and analysis with a number of professional mentors from local businesses and Universities from Southeastern Michigan. Students are introduced to the fundamental steps in scientific research methods, engineering design, and combining quantitative/qualitative methods of data analysis. Oakland University INC Business Accelerator and the School

of Engineering hosted the first meeting of STEM R&D early 2014, during which high school juniors and seniors were assigned mentors from local businesses and Oakland University. These faculty, staff and business professionals serve as mentors to help guide them through a STEM data experience. This UNM Mentoring Conference proposal reviews the dynamics of assigning professional mentors with high school students, how to establish student/mentorship protocols and encourage developmental relationships, and analyzes the critical, pedagogical elements of blended learning that are essential for the discovery-based research and externship experience.

**Bold, J., Linderbaum, J. & Britain, M.**  
*Mayo Clinic  
Scholars*

**Mentorship and the Integrated Healthcare Team (#125)**  
Shaping the future of American health care requires the utilization of health care teams including nurse practitioners (NP) and physician assistants (PA) as more Americans gain access to health care services. The 2010 Institute of Medicine (IOM) report associated ‘mentoring’ to a strengthened nursing workforce, improved quality of care and enhanced patient outcomes. The creation of competent, integrated medical teams are vital to the future of successful healthcare delivery systems, patient expectations, and the delivery of timely, high quality, cost-effective care. In one Midwest academic medical center, staff turnover among NP/PAs was noted problematic in primary care areas. A multidisciplinary team was assembled to develop a two-year orientation and professional development curriculum to address customized orientations, medical knowledge and hopefully enhanced staff retention. A mentoring program became the foundation of the curriculum, assigning a new NP/PA with experienced staff mentors. The goal of the long term mentorship was to address individualized medical knowledge and skills, as well as personal and professional technical and communication strategies. In addition to the mentorship relationships, electronic clinical tools such as AskMayoExpert (AME) were utilized as a resource to address individual knowledge gaps. AME is a point-of-care decision tool, designed for busy clinicians in a best-practice platform. This tool includes over 8000 key facts, red-flag signs and symptoms, testing/ treatment, management and referral recommendations on over 1200 conditions. The mentoring program has resulted in increased staff retention and improved integration of NP/PAs into team models in primary care.

**Moore, N.J.**  
*Appalachian State University  
Spirit/Trailblazer*

**Diverse Cultural Communication Practices: Mentoring/Coaching in a Diverse Society (#126)**  
Developmental relationships are dependent on good communication skills, and good mentors and coaches would do well to understand the necessary skills for fostering good communication relationships as well as building good mentoring relationships. Intercultural communication skills in the diverse society in which we live are important to building these relationships. In the coaching arena, understanding how persons who come from different cultures communicate and function is crucial. This paper is designed to identify some theories of intercultural communication that apply to the mentoring relationship, including cultural value theories that affect communication between people of differing cultures. If strong mentoring relationships are to be built, mentors and mentees would benefit from learning communication skills inherent within communication styles that are dependent on cultural teachings. In addition to the material within the paper, several hands-on activities will be shared so that people understand how to discover cultural differences, how to effectively communicate based on those differences, and thus how to mentor and coach people of foreign cultures more effectively.

**Hudel Smith, P.**  
*Univeristy of Texas, Arlington  
Isleta*

**A Working Model for Internships or It’s A Lot Like Speed Dating (#127)**  
The internship program in the Visual Communications department at the University of Texas at Arlington has doubled in size over the last 4 years. A philosophical framework and an analysis of the methods used to facilitate the program will be presented. Topics covered will include the role of social media, constructivist learning theory and experiential teaching methods, approaches to networking, the importance of our student organization, the value of retaining relationships with the alumni, concluding with the results of interviews with our workplace mentors.

**Smith, E. & Meloun, J.**  
*Barry University  
Alumni*

**Using Mentoring Programs to Enhance Employee Development (#128)**  
In any field, having a professional mentor can help individuals develop and advance their careers. A strong mentoring relationship is built on collaboration and the commitment to the professional development of one or both of its participants. In the typical mentoring relationship, one participant has more experience, skill, and knowledge than the other. However, strong mentoring relationships offer opportunities for both participants to grow. A two way mentoring collaboration has many benefits for the person doing the mentoring and the person being mentored. Benefits for the mentor include: renewing their enthusiasm for assuming the role of an expert; obtaining a greater understanding of the barriers experienced at lower levels of the organization; enhancing skills in coaching and listening; developing and practicing a more personal style of leadership; demonstrating expertise and sharing knowledge; and passing along the most important parts of the organization’s culture. Benefits to the person being mentored include: learning organizational culture; having someone to help them avoid the traps associated with office politics; being given networking opportunities both in and out of the organization; and preparing to assume an organizational leadership position. Mentoring is a process of transferring organizational culture and values from one generation to the next. When used properly, mentoring can be a useful process to develop the careers of employees; while at the same time assuring organization continuity.

**One Feather, S.**  
*Los Alamos National Laboratory  
Mirage/Thunderbird*

**Adaptability and Innovation: The Keys to Maintaining a Successful Mentoring Program (#129)**  
Developing a successful mentoring program requires the ability to adapt to changing situations which can impact a program. Los Alamos National Laboratory established a formal Institutional mentoring program in 2011 which focused on the professional development of protégés. For the first two years of the program, high potential protégés were either nominated by their management or self-nominated. However, the population of high potential protégés eventually shrank due primarily to a slowdown of hiring due to budget constraints. This dynamic created a negative experience for the program’s managers and institutional mentors as they had developed high expectations of protégés in the program. The key to continued success was to re-evaluate the program and change course. In 2014, a protégé pre-assessment tool was developed to be completed by protégés selected for the program. At the end of the program year, protégés will be given a post-assessment to evaluate how they have developed. In addition, to further engage protégés in their professional development, five project teams were created to work on an Institutional issue. This allows protégés the opportunity to develop their skill sets in a team environment in addition to their mentor meetings. The project teams have an institutional sponsor and are self-driven (i.e. they determine roles and responsibilities, deliverables, etc.). Through the re-vamping of the program and its’ tools, the program has been able to change and grow while still maintaining high expectations of protégés to be active in their learning and mentoring experience in order to be successful.

THURSDAY, OCTOBER 23RD

CONCURRENT SESSIONS

8:00 - 8:45 AM

**O’Malley, D. & O’Malley, B.**  
*Bridgewater State University & Hood College  
Lobo A*

**Contemplative Practices: Mentoring Students in Service-Learning and Leadership Roles (#130)**  
This experiential and interactive session will consider how contemplative practices and pedagogies can be used with students in a variety of situations. Case studies involving service-learning and leadership roles will be used to consider how contemplative practices in a mentoring or coaching relationship can enhance the curricular and co-curricular experiences of students. Participants are encouraged to bring their experiences, questions and concerns unique to their context. Contemplative pedagogies and practices are ancient and modern resources which can enhance teaching and learning (Shapiro, Brown & Astin, 2008; Zajonc, 2005). Examples include journaling, art, movement, mindfulness, guided imagery, meditation and other reflective exercises. These methods allow those in mentoring relationships to collaborate in achieving deeper awareness, constructive thinking and positive action. One goal of these practices is to engage life with minds that are quiet, open, curious and prepared to develop personal connections through a sustainable reflective process. Contemplative practices can be helpful for students in terms of their mental health and learning (Kurash & Schaul, 2006). They have been found to enhance critical thinking, imagination, self-awareness, and empathy for persons with differing and diverse cultural and life experiences (Hart, 2004). They are useful in developing skills considered assets for helping professionals (Shapiro, Brown & Biegel, 2007). Contemplative pedagogies and practices honor the diverse identities of students involved with colleges and universities. These practices can be integrated with the variety of roles students may have on campus and in their community including: artist, activist, athlete, citizen, family member, scholar, veteran and volunteer.

**Gabor, C. & Borges, W.**  
*University of San Francisco  
Lobo B*

**Mentoring at the Point of Utterance: A Model for Peer-to-Peer Mentoring (#131)**  
This panel will present the “external writing retreat” as a best practice in academic peer-to-peer mentoring: Writing Studies faculty serve as writing coaches to Nursing faculty who are working on academic articles for publication. In addition to outlining how the external writing retreat works at a practical level, the panelists will discuss this model in light of British theorist James Britton’s work. Specifically, the panel will explain Britton’s notion of “shaping at the point of utterance,” or disrupting the standard notion of a silent writing retreat by bringing in spoken “rough drafting.” For many Nursing professors, who are also highly skilled clinicians, speaking is a more familiar mode of communication. This practice helps to shift from a master-apprentice mentoring model to a reciprocal peer-to-peer model, which is much more appropriate for colleagues from different areas of expertise. Ultimately, this model is portable to other colleges and universities. In addition to exploring Britton’s work, the panelists also situate their ideas in leadership theory as it relates to mentoring. For example, Lee Bolman and Joan Gallos identify a fundamental quality of leadership (or mentoring): “the art of reframing,” which they define as “a deliberate process of shifting perspectives to see the same situation in multiple ways and through different lenses.” The panelists will argue that Nursing faculty do not tend to ask each other the same questions as “outsiders” from the Humanities, thus creating a mentoring model that brings out multiple ways of framing scholarship and different lenses for healthcare knowledge.

**Sovereign, A. & Nestingen, S.**  
*Saint Mary’s University of Minnesota  
Santa Ana A*

**Building a Bridge to the Real World: A Pilot Study of Professional Mentorships (#132)**  
Faculty and students from Saint Mary’s University of Minnesota’s doctoral program in counseling psychology will present preliminary results of a qualitative pilot study exploring the first experiences of mentors and mentees in an innovative and uniquely structured mentorship component of the Psy.D core curriculum. The formal doctoral mentorship is designed to partner experienced professionals in the community with advanced students to assist the trainees in developing a specific competency in an area of focused interest. Many advanced professionals are enthusiastic about sharing their accumulated experience and knowledge, and students are eager to develop relationships and learn processes for further development. As such, the mentorship program has two primary goals: 1) to provide future psychologists an experiential learning opportunity that mirrors how one might achieve lifelong learning as a professional, and 2) to provide senior professionals outside traditional academia opportunities to develop mentoring relationships. Initial participants have sought to develop competencies in diverse areas and settings. Research, clinical



activities, academic opportunities, and specialized field experiences have been a part of the initial mentorships, and community interest in the program is strong. The pilot study utilizes individual interviews and focus groups, modified consensual qualitative research study design, and rigorous analysis to explore the experiences of the participants and investigate advantages and challenges of the mentorship program. This presentation will be of interest to those seeking to develop inventive mentoring programs in a variety of situations and settings.

**Carson, J.**  
*Tolleson Union High School District*  
*Santa Ana B*

**A Mentoring Mindset: Creating and Maintaining Organizational Sustainability through Developmental Relationships (#133)**

Organizational sustainability must be a priority of every school administrator. One conduit for sustainability comes from the creation and maintenance of mentoring and instructional coaching programs that support the classroom teacher. This paper will address the importance of public school mentoring programs by explaining how developmental relationships increase student achievement and build a culture of learning. “Coaching initiatives as a means to achieve instructional improvement are increasingly common” (Gallucci, Van Lare, Yoon and Boatright, 2010). The educational coaching model provides a communication pathway for teachers’ professional development. In a non-evaluative setting, instructional coaches observe classroom activity and provide relevant feedback during planning and reflective coaching sessions. With all parties completely invested, the process yields high results. The developmental relationship between teacher and coach provides a foundation for individualized professional development. Thus, greater student achievement results if a commitment to improving quality instruction exists. One might argue against the coach’s role by stating that the teacher could simply research solutions on-line. Nonetheless, the support provided by the developmental relationship between the coach and teacher could not be substituted by a computer-generated response. The classroom experience is an isolating one for the ill-prepared, inexperienced teacher. The maintenance of instructional coaching programs strengthens the personal connections educators have with one another, and in turn creates stronger schools that achieve more.

**Kahrs, B.**  
*University of Wisconsin, Stevens Point*  
*Fiesta A*

**Authentic Mentoring: Moving Beyond Barriers to Professional and Personal Growth (#134)**

A recently published article reported the findings of a study that examined the mentoring relationships in k-12 settings. In the search for critical aspects in the mentoring of beginning teachers the study uncovered consistent barriers to the use of mentoring in the growth and development of novice teachers. Mentoring teachers new to the profession remains the most prevalent professional development strategy and continues to hold much promise for retention and professional growth. However, the barriers of confusion and (lack of) depth seem to weaken the impact of mentoring relationships and prevent the level of professional growth required for teachers to meet the increasing demands of the profession. This presentation will review the barriers to making mentoring relationships meaningful, but more importantly provide enhancements of key recommendations from the previous article regarding the role of leadership, relationships, and culture in professional development and mentoring practices.

**Bower, D. & Olguin, S.**  
*University of New Mexico & Albuquerque Public Schools*  
*Fiesta B*

**Mentoring for Leadership Development (#135)**

In 2007, the New Mexico Legislature passed Senate Joint Memorial 3 which addressed the “quality of school leadership through recruitment, preparation, mentoring, evaluation, professional development and support for school principals and other educational leaders.” In fall 2010, representatives from the University of New Mexico (UNM) Educational Leadership program, the Albuquerque Public Schools (APS), and the NM School Leadership Institute received funding by the U.S. Department of Education School Leadership Program Grant for a principal leadership development program.Our presentation draws on program evaluations by external reviewers at the Mid-continent Research for Education and Learning (McREL) and describes the development of a systematic mentoring program that supports school leaders from aspiring principals to veteran leaders. Aspiring principals: Aspiring principals are completing course work and internship for principal licensure and work daily with a cooperating principal. They are oriented to leadership work through various projects and to the development of personal capacity and school systems. First and second year principals: These principals are mentored by an assigned veteran principal. The mentor receives in-house training by APS leaders and school mentoring visits by the director of APS Principal Support Services. Experienced principals (third year and beyond): Experienced principals receive informal mentoring and support related to “best practices” supporting instructional leadership. Some of these principals lead Professional Learning Communities which support other principals. The presentation will highlight mentoring methods and lessons learned, and will review a school district shift from informal mentoring for technical skills to mentoring for leadership development that strengthens school culture, teacher capacity, and instructional leadership.

**O’Keefe, M. & Bachynsky, N.**  
*University of Texas Medical Branch, Galveston*  
*Luminaria*

**Mentoring in the Development of an Interprofessional Multi-campus Court-based Clinical Experiences (#136)**

The State of Texas had almost 20,000 individuals designated as wards of the court. Wards lack the physical or mental capacity to provide needs for shelter, financial management and/or physical care and consequently are placed under a legal guardianship. This article discusses the development of the Court Visitor Program Model, an interprofessional academic-court partnership, through which undergraduate nursing students were trained as Court Visitors to act as ward monitors on behalf of the Texas Probate Courts. Under the supervision of faculty, nursing students conduct the ward’s annual visit, providing an objective evaluation of health status. This groundbreaking interprofessional entry into the legal system provided nursing students with clinical experiences in non-traditional venues, while serving as a springboard for other seminal clinical programs, including the Drug Court Clinical Model and the Interprofessional Pediatric Advocacy Model and. Mentoring of court staff, faculty, and students was described in the chronological development of these interprofessional collaborations, including: (1) the Interprofessional Education

Model; (2) the Mentoring Model for the trainer and trainee; (3) the Court Visitor Program (CVP) Model; (4) the University of Texas at Arlington Community Health CVP Model; (5) the Blinn College Associate Degree Nursing CVP Model; (6) the Blinn Drug Court Clinical Model; (7) the University of Texas at Austin Public Health Nursing CVP Model; and, (8) the Interprofessional Pediatric Advocacy Program.

**Fuller, E., Deshler, J. & Darrah, M.**  
*West Virginia University*  
*Sandia*

**Mentoring Women Faculty in Science, Technology, Engineering and Mathematics (STEM) Academic Departments (#137)**  
West Virginia University (WVU) is a large, public, land grant, doctoral granting research institution serving the state of West Virginia and the Appalachian region of the eastern United States. In an effort to support women faculty members in Science, Technology, Engineering and Mathematics (STEM) disciplines on campus, WVU was awarded an National Science Foundation (NSF) ADVANCE award in 2010. Through this award, various initiatives were put into place, including an external mentoring award program. The WVU ADVANCE Sponsorship Awards provide resources to female faculty in STEM departments to establish mentoring relationships with successful external faculty or industry researchers. In this paper we will give an overview of implementation, institutional support and results from the first two years of the program. We will present data from focus group interviews conducted by the WVU ADVANCE evaluators of all participants and case studies of three faculty members from the WVU Department of Mathematics who have been awarded a Sponsorship grant. We will show that the WVU ADVANCE Sponsorship Program has impacted the careers of these faculty members by providing resources to establish mentoring relationships with colleagues. We will discuss the way in which these efforts have been incorporated into broader departmental hiring efforts and used to develop a new mentoring program in the department.

**Gaskins, W.**  
*University of Cincinnati*  
*Amigo*

**Preparing Future Faculty Program that Connects to Students (#138)**

Colleges of engineering undergraduate attrition rates are reported as high as 60%. We believe that two of the key factors in high attrition are the professors’ lack of understanding students and the lack of educational training/mentoring for engineering educators. In the wake of federal legislation like No Child Left Behind, students are different now than they were in the past. Unfortunately, graduate students are learning outdated methodologies for teaching from their faculty advisors, consequently continuously negatively affecting undergraduate teaching and learning that can eventually lead to attrition. We have developed a preparing future faculty program that gives doctoral students a unique training and mentoring experience that will help them understand students and the environments from which they come. In the program, doctoral students received educational training from K-12 educators and professors to learn topics such as classroom management, standards, and pedagogy. They also spent an average of 20 hours a week in K-12 classroom environments from a variety of school districts to understand the environments undergraduates are in before continuing to college. After the training, doctoral students taught an undergraduate class. Their performance and experience was tracked and compared to graduate students that did not participate in the program. Results show that undergraduate students have a better overall experience with the trained doctoral students. We believe expanding this will not only help graduate students be better prepared for faculty positions/responsibilities but also improve undergraduate learning environments especially for groups that are traditionally underrepresented in STEM fields.

**Kelly, M.**  
*Sonoma State University*  
*Scholars*

**Mentoring Students in Best Coaching Practices to Reduce Hospital Readmissions (#139)**

In this paper faculty will share their methodology for preparing nursing students as coaches to empower people in managing their own health care after a hospitalization. High rates of preventable hospital readmissions are a significant concern in the health care arena and indicate a poor quality of care. Preventable readmissions indicate a failure to adequately prepare patients to successfully take care of their basic health needs once discharged from the hospital. The lack of patient skill development in managing their health care is partially attributed to a health care system that does not empower or promote self-care. A coaching model to build a relationship based on empowerment to increase the involvement of patients in their health care developed by Coleman has been widely studied and shown to lower hospital readmissions. In a University-Hospital partnership, Coleman’s Care Transitions coaching model was implemented by faculty to better prepare nursing students to enter the workforce. Faculty created a multitier process to prepare and mentor students to develop mastery in a coaching role with patients. There were positive outcomes identified while mentoring students to effectively coach patients in the workplace. A standardized tool (Patient Activation Assessment [PAA] was used to measure the effectiveness of coaching on patients. The PAA analysis showed an average of 22% improvement in patient’s self-care abilities and the hospital readmission rates were also decreased. Students successfully built coaching relationships with clients, better understood their impact in improving quality of care and identified areas to improve to promote better patient outcomes.

**Sand, G.**  
*Molloy College*  
*Spirit/Trailblazer*

**Mentoring by “Pracademics” Develops Business Student Self-Efficacy (#140)**

Mentoring during an international marketing internship can contribute, in the words of these parents of a college student, to transformational self-efficacy. When business students see themselves as being able to “make positive contributions to the adult world” that is self-efficacy. At some moment in their college career successful business students becomes aware of the extent or strength of their own skills and abilities to complete specific tasks – for example, in international marketing. They realize their own ability to reach their career goals. Mentoring can assist students in their self-efficacy process. Self-efficacy in business students can be evaluated on the basis of their degree of agreement/disagreement to the following statements in the General Self-Efficacy Scale: I will be able to achieve most of the goals that I have set for myself; When facing difficult tasks, I am certain that I will accomplish them; In general, I think that I can obtain outcomes that are important to me; I believe that I can succeed at most any endeavor to which I set my mind; I will be able to successfully overcome many challenges; I am confident that I can perform effectively on many different tasks; Compared to other people, I can do most tasks very well; and Even when things are tough, I can perform quite well.

**Grayson, S.**  
*University of Wisconsin, Milwaukee*  
*Isleta*

**Beyond “Natural” Mentoring: Developing and Maintaining a Mentoring Culture in the Academy (#141)**  
Between informal group conversations and one-on-one formal meetings, there are numerous variations on the essential department responsibility of mentoring tenure-track faculty. While tradition suggests that mentoring happens naturally, research indicates that “natural” mentoring only happens with about one third of tenure-track faculty, with minorities and women being the least likely to receive mentoring (Boyle & Boice, 1998) and most likely to feel they do not receive enough support and guidance. In addition, the morale of faculty of color is often undermined in ways “not experienced, and seldom understood, by their white colleagues” (Fields, 1996, p. 1). Faculty of color often feel unsafe in the academic setting (Diggs, Garrison-Wade, Estrada, and Galindo, 2009). Beginning with the premise that a department has a responsibility to foster and maintain a collegial work environment, this paper focuses on an essential part of the mentoring process—developing and maintaining a mentoring culture.

**Marquez R.**  
*University of Texas, San Antonio*  
*Alumni*

**Two Steps Forward/One Step Back: Sustaining Women-Centered Developmental Initiatives (#142)**  
This paper centers on the successes and setbacks associated with implementing a women’s professional advancement initiative in an academic environment. Conceptualized and founded in 2012 by two faculty colleagues who have a mentor/protégée relationship, the Women’s Professional Advancement and Synergy Academy (WPASA) strives to empower and inspire a cross-section of women faculty and staff working in the academy. The Academy accomplishes this by securing professional women to offer keynote addresses, panels, discussion groups, and workshops that center on developing skills valuable to career advancement. Some workshops identify and build upon skills and experience. Others create pipelines of developmental relationships through collaboration and networking initiatives. The WPASA design offers an effective model for building developmental relationships and its philosophy is that best outcomes result when (a) the cohort of participants convene multiple times over an extended period; (b) participant evaluation feedback shapes on-going program curriculum; (c) the steering committee actively researches and attends workshops to develop productive programming. The WPASA model exemplifies the successful melding of research-based best practices with participant-identified needs. In this paper, the authors reflect and expand upon the past three years of WPASA’s existence to report where this model’s implementation has generated positive, impactful and sustained outcomes and to discuss the challenges associated with establishing a program that the academic institution is embracing.

**Ramamoorti, S. & Clines, J.**  
*Kennesaw State University*  
*Mirage/Thunderbird*

**Mentoring Professionals: A Perceptual Control Theory (PCT) Perspective (#143)**  
The thesis of Perceptual Control Theory (PCT) is that animals and people do not control their behavior; rather, they vary their behavior as their means for controlling their perceptions. To the extent that you cannot improve a process unless you first understand it, it is critical that the protégé develops the capacity to formulate the most useful perceptions and representations of reality before engaging in behaviors that control those representations and perceptions. In this paper, using PCT as a foundation, we posit that mentoring provides three classic, enduring benefits for the protégé, who is an aspiring professional (cf. Bosk, 1979): (1) TECHNICAL: Learning how to make and use “veridical” representations of reality (i.e., right perception, sense making and interpretive orientation), which then, following PCT, drives everything else (this is important because one can potentially adopt a multitude of methods to understand and model reality--all suboptimal and inferior--than the “master’s discerning perspective” informed by experience); (2) JUDGEMENTAL: Making decisions under uncertainty and learning how to make the right judgment calls, ex ante, and thus exhibit a superior track record than peers (without the benefit of a mentor); and (3) NORMATIVE: Assuming the correct “ethical stance” when navigating the gray, and choosing between the “right and the less right.” In other words, living one’s life with authenticity and integrity. To the extent that “behavior is the control of perception” (Powers, 1973), the mentor teaches and guides the protégé to formulate the correct perceptions, of the issues and values that matter, in their minds. With habit, application, and experience, the one-time protégé is able to become a mentor in their own right.

**Sauer, P.**  
*College of St. Scholastica*  
*SUB Theater*

**Professional Development PLUS Mentoring EQUALS Direction For Life (#144)**  
Emboldened by the following Vision, The College of St. Scholastica, Duluth, Minnesota, initiated its Mentoring and Coaching Initiative in 2012 for students of its Master of Business Administration and Master of Arts in Management Programs: “The College of St. Scholastica will be widely regarded as an academic community grounded in the rich Benedictine heritage and sending forth thoughtful leaders, ... who are committed to serve and to transform the world.” Although graduates of the MBA and MAM Programs emerge with a broad knowledge in all areas of business, faculty members identified that coaching and mentoring would enhance their educational experience. In addition, graduates could gain skills that would assist them in attaining higher levels of achievement in their professional careers. In order for students to maximize the value of their mentoring relationships, a new course offering was designed to teach skills such as self leadership; effective goal-setting and visioning; recognition of personal values and tapping into core strengths. This Course became a pre-requisite for participation in the Mentoring Program. Armed with new goals and a powerful vision, students are paired with business executives and similar volunteers who have demonstrated leadership in their community. The results of these developmental mentoring relationships have been powerful and life-changing. Key learning points for the presentation: Six steps to create the Program; Effectiveness of the Program by sharing of case studies; Best practices to set Mentors/Mentees up for success; and Evaluation—discoveries and learnings.

**Harper, I. & Skinner, M.**  
*Texas A&M University System*  
*Lobo A*

**Performance-Based Academic Coaching Teams (PACT): Electronic Support for Principals (#145)**  
There is a high correlation between effective leadership and the academic success of a school. Given the turnover rates and the importance of retention of school administrators, the training and support given to principals is imperative. The need for ongoing mentoring of campus administrators is something many school districts neglect. This paper explores the Texas A&M University System’s Performance-based Academic Coaching Teams (PACT) website. This website is used to assist newly-hired administrators during their first years. The website focuses on the development of instructional leadership through electronic mentoring, immediate help requests, professional development modules, administrator mentor training, principal research support, message boards and chat sessions. These components focus on helping the novice administrator with daily challenges and areas they may not have developed during their pre-service preparation. The PACT website has grown over the past 5 years into a part of the educational leadership programs in the Texas A&M System universities and now is being used throughout Texas.

**Kirk, Y.**  
*University of Southern California*  
*Lobo B*

**Moving Beyond a First Year Mentoring Program: Where Do We Go From Here? (#146)**  
This paper examines the efficacy of a second-year clinical, faculty-to-faculty mentoring program at the University of Southern California in the Marshall School of Business, Center for Management Communication where anticipated growth requires a new vision for the mentoring program. Adjunct faculty participation continues to be an effective group of well-respected educators since the new mentoring program was initiated over a year ago. After a year of successful outcomes for both mentors and mentees participating in the mentoring program, a number of growth issues have come to the forefront. At this point the challenge of moving beyond first-year successes necessitates a plan that does not pigeon-hole adjuncts as needing newcomer training but instead, one that moves them towards significant inclusion in the department. The purpose of this report is to share thoughts concerning the need to move beyond a nascent mentoring program to one that taps into future goals where older faculty are retiring and remaining faculty and adjuncts can assume roles that will one day be the foundation for the department’s future. Furthermore, this discussion addresses fundamental issues concerning department relationships, envisioning new programs and exploring continued mentoring program development so both adjunct and full-time faculty can both be engaged in visionary projects. The relevant information for this paper comes from meetings and the open literature on the topic of strategic collaboration and the impact it has on coaching environments that foster academic relationships.

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

**Using Literature and Success Oriented Skills to Mentor and Engage Challenged Learners (#147)**  
This presentation will focus on techniques for using award-winning literature and success oriented skills to mentor challenged learners. The primary focus will be on Kindergarten through fifth grade. We will include tips on reading with students not to them, how to teach encouragement and positive relationship skills, and what success oriented skills look like. We will also discuss the concept of Triad Mentoring in an interactive and positive setting where all participants (mentor, parent/guardian, & child) are involved and engaged. Among the areas discussed will be how mentoring helps not only the student, but also the parent/guardian and the mentor to learn the techniques of praising and encouragement, as well as other key components of making a successful connection. This presentation is based on a proven mentoring strategy called Mentoring-Success and will demonstrate to participants how these unique concepts can be used in all types of mentoring programs.

**Boyd, K.**  
*University of Alabama*  
*Santa Ana B*

**Tide Together: A Graduate-Level Team Mentoring and Professional Development Program for Underrepresented Groups (#148)**  
Developed in 2009, the Tide Together program helps graduate students from underrepresented groups acquire the professional skills needed to be successful in Graduate School and acquire the personal and professional skills needed to succeed in their future careers. The program targets first-generation students, students of color, and women in the STEM disciplines. In its first year, Tide Together began with 22 graduate student-mentees. An in-depth analysis of this first cohort examined: graduate school entrance date, degree program, entering GPA, graduating GPA, and graduation date. The results of the analysis concluded that the first class of Tide Together mentees had an overall retention rate of over 90%. In this first cohort, only two students are no longer enrolled in their degree program or are no longer enrolled at a university. While six students are near completion on their respective degrees and fourteen students from the first cohort have graduated. We examine the curriculum and learning goals of the program, as well program outcomes. Results will be utilized to support the overall progression of the program. The Tide Together program and the outcomes are transferable to other institutions looking to create similar programs.

**Lucas, L.J.**  
*West Chester University*  
*Fiesta A*

**Establishing and Maintaining a Mentoring Culture in Higher Education (#149)**  
Mentoring is one way in higher education that new faculty can acquire the skills needed for a successful academic career. However, even more important, mentoring humanizes the workplace by building relationships. One of the most important elements of developing and retaining promising, probationary level faculty members and maintaining satisfaction of more senior faculty members is to ensure that there are opportunities to enter into formal support systems, i.e. mentoring partnerships. The



importance of embedding mentoring in the organization’s culture cannot be overemphasized. This presentation will share evaluative data from the first four years of the Faculty Mentoring Program at West Chester University. Of the mentors and mentees who filled out evaluation surveys, 100% recommend the program to colleagues and the majority felt the program should become part of the culture and expectations at the university. Common themes emerged from content analysis of qualitative data: (a) centrality of relationship; (b) mentoring for planning and prioritizing career goals; (c) acquiring new skills; and (d) time and scheduling challenges. The presenter was a mentee, former Chair of the Faculty Mentoring Program, and now currently a mentor who has been re-elected to the Mentoring Committee for another term. Experiencing the multiple roles of mentoring provided a keen insight regarding how to effectively foster a mentoring culture that is sustainable, and continually expanding. The vision is to create a culture of mentoring that recognizes we can benefit from mentoring at every career stage and that also acknowledges the reciprocity of the mentoring relationship.

**Rose, S. & Wilson, K.**  
*Florida International University*  
*Fiesta B*

**An Exploration of Best Practices in Faculty Mentoring at a Large State University (#150)**  
The Provost at Florida International University (FIU) in 2011 asked all colleges to initiate a mentor program in response to faculty ratings on the 2011 COACHE survey (Collaborative on Academic Careers in Higher Education) of Faculty Job Satisfaction. In this session, the Associate Dean of the College of Arts & Sciences (CAS) and the Chair of the Faculty Senate will describe the structure and outcomes over the first three years of the CAS Faculty Mentor Program (FMP) offered at FIU (mentor. fiu.edu). Participants included three cohorts of mentees and mentors annually (2011-12, 2012-13, and 2013-14; N= 64, 100, and 120, respectively) including those from science, technology, engineering and mathematics (STEM), as well as from the social sciences, humanities, public health, social work, and medicine. The focus of the presentation will be on: (a) identifying key issues for professors at all ranks, including promotion and tenure processes and strategies, issues of work-life balance, perceived gender biases, negotiation with supervisors, identifying and achieving career goals, and preparing faculty for sustained performance reviews; (b) describing the key features of the FMP; and (c) reporting outcomes. Results indicated a significant increase in faculty satisfaction with mentoring, especially for new faculty, based on two pre- and post-program surveys conducted in 2010 and 2013, respectively, and 2012 and 2013 surveys of new faculty assessing their experience at FIU during their first year. New research faculty who participated in the FMP also had higher levels of grant activity than non-participants. Anecdotal evidence suggested that the FMP encouraged interdisciplinary collaboration as well.

**Shankar, R.**  
*Florida Atlantic University, Boca Raton*  
*Luminaria*

**Mentor and Mentee Pipeline in Smart Phone App Development (#151)**  
Steve Jobs embraced multi-disciplinary teams to give users of Apple products (Mac, iPhone and iPad) a unique and intellectually satisfying experience. Today engineers, artists and content providers work together at companies such as Google, Amazon, and Netflix to create that seamless synergy that leads to a stand-out product or service. However, the academic institutions continue to graduate students in silos without giving them an opportunity to develop skills for such team efforts. A group of faculty members from the disciplines of computer engineering, graphic arts, urban planning, and anthropology at our Florida Atlantic University (FAU) have worked together to change this. We have mentored student teams formed from these disciplines to develop smart phone Apps. Over the past four years, we have trained 600 students and developed 60 Apps. Initially, we devised a project flow based on engineering design reuse to ensure team success by semester end. Our initial teams made up of engineering and arts students, worked well. However, as we expanded beyond these two disciplines, differences in discipline-specific cultural values and perspectives, both at faculty and student levels, caused conflicts and threatened project completion on time. We had to mentor both faculty and students to overcome this. We will document in the paper our experiences, research and best practices at these two levels: mentoring of the student teams by the faculty team for app development; and monitoring and mentoring of both the student and faculty teams to improve their team skills.

**Raffle, H. & Smith, M.**  
*Ohio University*  
*Sandia*

**Developmental Evaluation of Multi-level Mentoring Systems for Appalachian STEM Students (#152)**  
The Appalachian Cohort for Engineering (ACE) is an NSF S-STEM scholarship program that provides financial assistance, academic support, social support, and professional development to selected Appalachian students enrolled in Ohio University’s Russ College of Engineering and Technology. Through the various support services offered in the ACE Program, a network of multi-level, developmental relationships has been organized to optimize student success. These developmental relationships include: (a) faculty-student, (b) peer-peer, and (c) upperclass-underclass students. These relationships exist within the context of one-on-one and cohort mentoring. In order to create a program that is responsive to the needs of the students, the co-investigators for the ACE Program are committed to allowing the students to be active participants in program development. Innovative and dynamic mentoring programs such as ACE challenge traditional evaluation frameworks. As such, the evaluation team is utilizing Patton’s (2011) developmental approach to evaluation. This paper will describe the developmental evaluation approach and demonstrate why it is appropriate for evaluating complex dynamic systems like the ACE Program. We will also share evaluation tools that have been used to meet the information needs of the co-investigators as they make real-time programmatic decisions. Finally, we will illustrate how developmental evaluation has provided critical information for improving the support systems in place for scholars as they progress through the ACE Program.

**Craft, R.**  
*Washington State University*  
*Amigo*

**The External Mentor Program: Enhancing Professional Development of STEM Women Faculty (#153)**  
The External Mentor Program is an NSF ADVANCE-supported initiative to foster career development of STEM women faculty by supporting the development of mentoring and collaborative research relationships with off-campus science/engineering leaders. Forty women faculty were funded over a 5-year period (2009-2013): approximately 2/3 assistant professors and 1/3 associates, representing 19 departments (4 colleges). External mentors came primarily from U.S. academic institutions,

were mostly tenured full professors, and approximately half were women. Based on final reports received from approximately 90% of grantees so far, the primary activities supported by these grants were: periodic communication with mentor by phone, Skype and/or email (100% of grantees); visiting the mentor’s institution (typically including giving a research seminar; 83% of grantees); mentor visiting WSU (typically including a department research seminar; 63% of grantees); mentor-mentee co-attendance at national or international conference (50% of grantees). Professional accomplishments resulting directly or indirectly from the relationship developed with the external mentor (i.e., that would not have been possible or would have been unlikely without the advice of or collaboration with the mentor) included: conducting research (73% of grantees); presenting at a conference (43%); submitting paper(s) (22%); publishing paper(s) (8%); submitting grant proposal(s) (35%); obtaining a grant (11%); and developing new connections with other scientists/engineers in the grantee’s field (76%). Overall benefit as rated by grantees was 3.85 ± 0.07 on a scale of 1 (“a waste of my time”) to 4 (“very worthwhile”). Longer-term outcomes for a subset of grantees at one year after grant completion will be discussed.

**Belcher, H., Stone, J., Hutchison, S. & Pickner, W.**  
*Kennedy Krieger Institute*  
*Scholars*

**Promoting a Diverse Public Health Workforce through Mentoring (#154)**  
Maternal and Child Health/Research Initiatives for Student Enhancement-Undergraduate Program (MCHC/RISE-UP) is a 10-week Center for Disease Control and Prevention (CDC)-funded public health leadership program that provides mentored research, community engagement and advocacy, and clinical experiences for undergraduate students with the goal of increasing exposure to the public health field and the diversity of the public health workforce. The MCHC/RISE-UP is a national consortium of institutions including, (1) Kennedy Krieger Institute (Kennedy Krieger, lead agency) partnering with Morgan State University, a Historically Black University, (2) the University of South Dakota partnering with Tribal Serving Institutions; and (3) the University of Southern California and their partner institution, California State University Los Angeles, a Hispanic Serving Institution. To date, 84 students participated in the MCHC/RISE-UP. Orientation consisted of two days at Kennedy Krieger and three days at the CDC. Students worked on 48 unique public health projects. Public health projects included Maryland State implementation of the Affordable Care Act, sexual health education for individuals with disabilities, Sanford World Clinics’ initiative to develop pediatric clinics in the US and developing countries, and the Collaborative Research Center for American Indian Health. Thirteen students participated in national conference presentations. Closing interview data indicated that 74% of students planned to pursue graduate education in health related fields. Of the students who graduated, 24% are pursuing graduate studies in the health field and 20% are employed in the public health field. Significantly more students who participated in the MCHC/RISE-UP (39% versus 21%) planned to pursue careers exclusively in public health compared to students who did not participate in the program [Pearson chi 2 (1) = 6.8766 p-value = 0.009].

**Cassidy, M.R.**  
*Holliston Fire Department*  
*Spirit/Trailblazer*

**Developing Leaders: Keys to Effective Succession Planning (#155)**  
When surveyed, many organizations single out leadership development and succession planning as their most glaring organizational weakness. Leadership development isn’t mysterious, accidental, or something that can be postponed. Whether it’s the leadership of a business, a community group, or a non-profit organization, succession planning is a systemic process that nearly every organization can implement.

**DeWeerd, D.**  
*Marquette University*  
*Isleta*

**Students, Alumni and Faculty Trifecta: Developing a Local and Distance Mentoring Program (#156)**  
Based upon extensive feedback from alumni, students, faculty and parents, the Marquette University Alumni Association created a comprehensive 1:1 local and distance pilot mentoring program during the 2013-14 school year to engage three key university constituencies related to student career development. For students (mentees) the pilot provided desired interaction with alumni (mentors) to receive career insights; it invited alumni to share valuable professional and post-college advice and interact with students- filling a significant void- and create a deeper connection with their alma mater; and greatly strengthened academic partnerships, which can be challenging. The pilot included students and alumni from the colleges of communication, engineering, and arts and sciences (specifically biological sciences, English, philosophy and psychology. There are 30 majors in this college). Even in year one, the results were remarkable: 1. Student interest- more than 130 applicants for 33 mentee positions; 2. Mentors from 13 states; 3. Significant faculty collaboration. According to one department chair, “Professors benefited as the program helped students decide what steps to take related to career options.”; 4. 100% of participants would recommend the program to other alumni and students; 5. 95% of participants completed their established goals with their mentor/mentee; 6. 94% indicated the program exceeded or met their expectations; 7. Students secured full-time employment, internship access and a lifelong mentor. A mentee who secured a full-time position through her mentor shared, “Without this program, I would not be on the path I am today.” Following the pilot’s success, the program will continue in 2014-15.

**Carreon, I.**  
*Pacific Oaks College*  
*Alumni*

**Mentoring Students in Clinical Training: Beyond Cultural Competence (#157)**  
Colleges and university clinical programs across the nation provide students with the clinical skills to be able to sit across from depressed clients, families in crisis, and overwhelmed couples and calmly address their needs. However, one of the most important core competencies of any clinical program is mentoring students especially during their Practicum experience. Mentoring clinical students in cultural competence lays the foundation for their future work as therapists with individuals and families of diverse ethnic, racial and cultural backgrounds; LGBT, disabled, elderly, and other special populations. Through the use of its non-traditional pedagogy, culturally centered ideas, a cohort model, and an incorporation of the Spanish language in experiential training activities, Pacific Oaks College mentors and prepares students to have awareness and a sensitive curiosity to culture. Session attendees will learn the pedagogy, best practices, the importance of mentoring clinical students and the indirect, and direct effect that mentoring has on clients, the students themselves, and the mental health field.

**Johnson, P.**  
*Saint Mary's University of Minnesota*  
*Mirage/Thunderbird*

**Inspire! How One Student Mentoring Program May Enhance Retention among Disengaged Students (#158)**

Research indicates there are an increased number of students in good academic standing who leave college because they feel ambivalent toward or disconnected from the college. Research also suggests that when ambivalent students are given opportunities to actively participate in their own personal development, their sphere of influence and sense of confidence expands. This presentation explains one initiative, Inspire! Student Mentoring Program, in which disengaged sophomore students in good academic standing but at risk of dropping out are paired with community mentors who act as teachers and guides to students in a structured setting as they share their academic and professional experiences. Using this platform, students gain support, encouragement, and advice from a trusted mentor who helps them formulate comprehensive academic and career goals, improve their interpersonal skills, and enhance their capacity for leadership. Such a program improves disengaged students’ sense of belonging, feelings of security, and commitment to the college.

**Helber, J.**  
*Eastern Michigan University*  
*SUB Theater*

**Instructional Leadership and Self-Efficacy: Does Mentoring Make a Difference? (#159)**

The responsibility of principals has shifted significantly over the past few decades. During the 1960s, 1970s, and 1980s school leaders were expected to be organizers and managers of schools and serve as buffers to the organization in order to protect a weak technical core. At this time there was an increase in responsibilities placed on schools and school personnel, increased size of schools, and the increase of a more diverse population of students (Thompson, 2008). Standards-based reform, beginning in the 1980s, was in direct conflict with the institutional theory of loose-coupling. Instead of protecting a weak technical core, school leaders had to focus on instruction guided by standards and demonstrate alignment to such standards. Now, there is an increased attention on academic achievement and accountability in schools (Leithwood, Jantzi, & Steinbach, 1999). Principals are being held responsible for the quality of their teaching staff and the results of high stakes assessments. With the changing role of the principal the researcher predicts that today’s building leaders have a low sense of perceived self-efficacy in the area of instructional leadership. Perceived self-efficacy refers to the beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1925, p. 3). The researcher believes that there is a relationship between self-efficacy and instructional leadership qualities based on a principal’s mentoring experiences in this area. Both formal and informal mentoring experiences will be considered with a focus on the career and psychosocial aspects of mentoring (Kram, 1985).

CONCURRENT SESSIONS

10:00 - 10:45 AM

**Powell, C. & Bell, M.**  
*Texas Tech University*  
*Lobo A*

**Fundamentals of Building a Successful Mentoring Program (#160)**

The Lauro Cavazos & Ophelia Powell-Malone Mentoring Program (Mentor Tech) was piloted in fall of 2002 at Texas Tech University with forty-six students in an effort to increase the graduation and retention rates of students from underrepresented populations. Currently, more than 700 participants enroll in the program each year. The demography of the program’s student participants is very diverse with representation from various disciplines, ethnicities, genders, and socio-economic backgrounds. To date, more than 2,100 students have received services through the program, which pairs students with faculty, staff members, and graduate students to assist in their academic, social, and cultural adjustment to the university. Twenty-five percent of the mentors within the program are faculty members. In the last eight years, more than 800 students have matriculated from Texas Tech University & the Texas Tech University Health Sciences Center. The program’s average retention rate is 86 percent, which is higher than the university’s average. This presentation will cover the essential fundamentals of implementing a successful and sustainable mentoring program. We will share relevant information that will assist those looking to implement or strengthen mentoring programs, such as; participant recruitment, engagement and development, programming ideas, securing funding sources, program visibility and branding, best practices, and evaluations.

**Holguin, S.**  
*University of the Pacific*  
*Lobo B*

**Bridging the Gap: Mentoring Former Foster Youth for Success in College and Career Aspirations (#161)**

Foster youth are at a striking disadvantage in the pursuit of education, facing numerous challenges including disrupted home lives, residential transience, lack of parental support, health issues, behavioral challenges and inadequate resources. These challenges weaken their foundation for educational success and leave them at risk for long-term failure. This bleak beginning makes earning a college degree an anomaly at best: on average only 5% of foster youth who enter college graduate with their bachelor’s degree within six years. Attainment of a college degree and the skills learned therein equate to future employability and stability. The importance of mentors for college-going foster youth was recognized as early as 1999 when the Fostering Independence Act authorized the use of funding to “provide personal and emotional support to children aging out of foster care, through mentors and the promotion of interaction with dedicated adults.” This presentation will focus on one aspect of a qualitative study conducted with eight foster youth who are nearing college graduation: the benefits of mentors. Study participants reported that mentors, especially those assigned by a specific university program, helped them navigate the personal and emotional challenges of emerging adulthood along with the typical academic issues associated with college life. Mentorship included assisting the participants in managing finances, finding part-time work, planning travel abroad, providing housing during breaks and advising over time. This presentation covers the trials uniquely faced by foster youth and the ways mentors helped bridge the gaps left by the lack of a family support system.

**Ben, L.**  
*Essentria Financial Experience, LLC*  
*Santa Ana A*

**Six-Secret Strategies to Mentoring Women/Women of Color to Compete in Male-Dominated Workplaces (#162)**

In this 21st Century, conducting business as an employee or employer requires greater skills that focus more on the psychosocial, on the EQ/EI [emotional quotient/emotional intelligence], and on the leadership skills than on the mechanics of the technical side [viz., the mechanics in S.T.E.M. industries]. For women who specialize in an aspect of STEM, the advancement of their career is a double edge sword because of the double standards that women face in the mostly male-dominated STEM workplace and because women’s philosophy on how they strategize their career and promotions are not as effective in a ‘good-old-boy networking’ system. Research data and empirical evidence for these concerns are apparent based on the ratio of women to men in top-level management positions as viewed in business and in academe. As well, regarding Asian professional women and other professional women of color who are focused on STEM, how do they rise up the corporate ladder? The purpose of this proposal is threefold: a) to present the theoretical and empirical data on mentor-protégé relationships with women and women of color in the STEM workplace; b) to present the issues that women and women of color have as employees and how best to instill personal growth and development through focusing on the psychosocial and leadership mentorship processes; and c) share my strategies for implementing effective mentoring procedures that are based on my experiences as a practicing Asian American woman with over 30 Asian professional women protégés working mostly in STEM industries.

**Golden, J.**  
*University of Southern California*  
*Santa Ana B*

**Faculty Mentoring within a University’s Department: An Exploratory Study (#163)**

This presentation focuses on the methodology, results, and challenges of an exploratory study performed during the 2013-2014 academic year within “Department A” of “University X”. Designations “Department A” and “University X” are used to disguise the University’s identity. Working with the given definitions of mentor, protégé, and the processes of formal, supported, and informal mentoring, the intent of this survey was to gather enough data to examine the existence of faculty mentoring faculty within Department A’s academic units. The study was intended to: explore whether mentoring exists in Department A; establish if there is a difference between administration and faculty in their perceived opinions of the presence of mentoring; if mentoring exists, explore what type of mentoring exists (formal; supported, informal; or a combination); and investigate the perceived value of faculty mentoring within this Department. The selected population for this survey included all Department A’s full time administrators, and full time tenured and non-tenured faculty. The survey was administered via PsychData, permitting participants the option of completing it anonymously. Participants could also volunteer to participate in a 50-60 minute optional face-to-face interview that was scheduled both for clarification purposes and for the collection of additional information.

**Gut, D.M., Beam, P.C., Trube, M.B. & VanDerveer, B.J.**  
*Ohio University*  
*Fiesta A*

**Peer Mentoring in Higher Education: The Opportunities are Limitless! (#164)**

Peer-to-peer mentoring occurs in the higher education context between students, faculty, and administrators. The skills necessary to give and receive constructive feedback and serve as a mentor must be fostered and developed. Peer-to-peer mentoring has implications for job satisfaction and retention of students, faculty, and administrators. The purpose of this paper is to explore and describe the peer-to-peer mentoring experiences and relationships occurring in one Institution of Higher Education (IHE) in terms of similarities and differences between students, and faculty and administrators. Students, faculty, and / or administrators completed surveys to determine participants’ perceptions of their peer-to-peer mentoring experiences. Participants: Students. Traditional and non-traditional students on an affiliated regional campus completed a Peer-to-Peer Mentoring Survey revealing their perceptions of mentoring during a junior-English equivalency course focused on philosophies/theories of child development. Faculty and Administrators. Full-time faculty members and administrators (Deans, Center Directors, Department Chairs, and Program Coordinators) across five departments in a College of Education completed a Peer-to-Peer Mentoring Survey for Faculty and Administrators. The purpose of this paper is share our findings and provide recommendations based on those findings. First, findings from students and faculty and administrator groups are provided. Next, we synthesize and analyze similarities and differences across groups. Finally, we outline implications which include recommendations for professional development opportunities in order to facilitate an effective culture of mentoring within Institutions of Higher Education.

**Vander Linden, K.**  
*Saybrook University*  
*Fiesta B*

**Navigating New Experiences: A Theoretical Mentoring Model (#165)**

Navigating a new experience alone can be daunting. Having a mentor can ease the process. This presentation will look at the applicability of the classic grounded theory “Navigating a New Experience” (Vander Linden, 2005) to the mentoring process. This theory was developed by the presenter using classic grounded theory methodology, which is designed to generate an empirically grounded, multivariate, conceptual theory from data using a systematic, inductive approach. Theory of “Navigating a New Experience” explains three integrated, cyclical stages (mapping, embarking and reflecting) of going through a new experience and the factors and conditions that impact the process. Mapping is a planning stage. Embarking is the engagement stage and reflecting is cognitive examination of various aspects of a new experience and/or the experience as a whole. Each stage identifies common factors and patters of behaviors, including strategies and techniques, used by people as they navigate new experiences. Used as a framework for mentoring, this theory can help mentors understand factors, patterns of behavior, and strategies and techniques used when navigating new experiences. The theory also identifies common roadblocks that can derail a person’s progress. With this knowledge, mentors can more effectively identify areas where an individual may need the most support and assistance while going through a new experience and use the theory to support the person through the new experience.



**Felice, K.**  
*Metropolitan State University of Denver*  
*Luminaria*

**The Field Experience: The Role of Mentoring in the Transition from Classroom to Workplace (#166)**

It is well established that the inclusion of field experiences, both practicum and internships, contribute to student success in the workplace. Students gain a window into their chosen field that adds real world knowledge to their theoretical classroom learning. A key to success in these transitions may be the professor, or internship supervisor who now takes on a secondary role as mentor. Beyond simply teaching an internship seminar, the added mentorship role will be as varied as the placements themselves, in seeking a placement, exploring options, and in coaching for interviews, and offering support individually once the site is chosen. This work will be as varied as the students themselves and must consider their separate needs. Students need guidance in understanding organizational culture, developing relationships with supervisors and peers, and in creating methods of conflict resolution on the job. As the internship progresses and then concludes, students and their mentor will also develop a plan for next career steps and the construct of a professional network. This presentation will explore the complexities of this professor-mentor relationship, the additional tasks of mentoring in addition to the required teaching, as well as the need for boundaries and a plan for self-care in this wholly necessary role.

**Douglas-Glenn, N.E. & Cox, M.P.**  
*Virginia Commonwealth University*  
*Sandia*

**Using Mentoring Relationships to Build and Sustain University Leadership Capacity (#167)**

Designing effective mentoring programs for a broad range of university faculty and administrators is critical, but also complex and challenging. Based on the experiences of over 300 faculty, staff, and administrators at Virginia Commonwealth University, this presentation examines formal mentoring through the university’s signature leadership development program--VCU Leadership. Designed and delivered by The Grace E. Harris Leadership Institute since 2001, this ten month leadership experience offers practical guidance for dealing with professional dilemmas in higher education career progression. Building leadership capacity within higher education has become increasingly important as the mass exodus of seasoned leaders atop America’s colleges and universities becomes imminent (Ebersole, 2014; Selingo, 2006). This presentation examines key findings from VCU Leadership with a focus on linking mentorship theory to practice, developing strategies for identifying and engaging mentors and protégés, and analyzing important lessons learned by the program coordinators.

**Van Aken, E.M. & Lubin, M.M.**  
*Virginia Polytechnic Institute and State University*  
*Amigo*

**Establishing a University Faculty Mentoring Framework (#168)**

Based on results from Virginia Tech’s participation in the Collaborative on Academic Careers in Higher Education (COACHE) faculty survey, the College of Engineering (COE) identified faculty mentoring as a primary theme for improvement. Faculty reported that while mentoring activities were quite important, they were not consistently implemented or effective. In particular, mentoring of pre-tenured faculty needed improvement. As participants in an internal executive development program, our cross-functional project team proposed to work on this topic. First, we assessed the current state of faculty mentoring, with a strong initial emphasis on assistant professors; to do this, we conducted individual interviews, a focus group, an informal survey of COE department heads, and a survey questionnaire to assistant professors. Secondly, we identified promising practices in faculty mentoring, through literature review, expert interviews, and benchmarking peer institutions with successful mentoring programs. We integrated findings from the first two objectives to accomplish the third one--the design of a comprehensive and robust framework customizable at the departmental level and with specific practices that can be selected (or not) to support the lifecycle of a mentoring program. The framework emphasized use of a mentoring network, including formal, informal, peer, zone, and identity-based mentoring; it can be used to target multiple groups, such as pre-tenured faculty, post-tenured faculty, research faculty, and A/P faculty. In addition, within each element of the framework, we aligned promising practices to provide a foundation for mentoring that can be applied, refined and added to by the COE and expanded to other colleges.

**Tsoumas, L.J., Kucharski-Howard, J. & Babin, C.**  
*Massachusetts College of Pharmacy and Health Sciences*  
*Scholars*

**A Progressive Model for Developing Mentoring Skills in Physical Therapy Clinical Education (#169)**

Students in entry-level doctoral physical therapy (PT) education must develop future practice and professional skills that include mentoring of students and employees. This progressive model details where students participate in receiving and providing mentorship within integrated clinical education courses. Accreditation expectations frame mentoring development so that students fulfill their professional duty through self and peer assessment and are prepared as future clinical educators. Initially, clinical instructors who are licensed physical therapists provide mentoring exposure at community PT settings. Students develop clinical skills through modeling of professional behaviors and practice during these experiences. Students are required to observe and reflect on adherence to Core Values in PT and organizational mission statements. In a faculty supervised pro bono experience, faculty model clinical and professional expectations for all students. Year 1 and Year 2 students have mentee and mentor roles specific to their academic cohort. Year 2 students provide mentoring to Year 1 students for exercise interventions, participant care and clinical documentation. Finally, students provide written and verbal feedback to each other based on performance observations. They are required to participate in a peer assessment and feedback model within and across cohort years. The outcomes of this progressive model reinforce the required skills gained which include coaching about clinical skills and professional behaviors, creating a safe learning environment for taking risks, and challenging mentees to move beyond their comfort zone. Mentors gain personal and professional confidence with clinical teaching and the skill of building positive mentoring relationships.

**Ha Kushi, J. & Radhakrishnan, S.**  
*Metropolitan Water District of Southern California*  
*Spirit/Trailblazer*

**Mentoring to Replenish a Water Utility’s Engineering Leadership Talent Pipeline (#170)**

Evaluate evidence-based guidelines for successfully deploying mentoring within a highly technical organizational setting. Mentoring can be an effective strategy for increasing employee retention, socialization, and diversity. Learn how to select mentors, match mentors and mentees, train, and evaluate the program, and discuss the associated challenges and how to overcome these challenges. The Metropolitan Water District of Southern California’s Engineering Services Group (ESG) published a Workforce Succession Plan in 2012, which identified the need to develop a leadership pipeline, given that 50 percent of the current workforce is eligible to retire. This led ESG to develop a mentoring program that would provide highly motivated engineers and other technical staff the tools, support, and opportunities to be ready to move into senior level technical or management positions. Informal and formal mentoring activities were identified as critical to successfully increase staff movement into management positions. Informal mentoring activities included one-on-one informational sessions during lunch, facility tours, and meetings with small groups of entry-level engineers to promote interest in future management positions. Brown bag sessions at lunch time were presented with a panel of female engineering managers at Metropolitan. These managers shared their career progression experiences and challenges with the entry- and intermediate-level women engineers. Formal mentoring program offered one-on-one customized six-month pairings based on participant’s profile and goals, for a total of 18 mentee/mentor pairs. This helped to address concerns of those staff considering the management track, as well as others in various phases of their career, striving to move into more senior level technical and administrative roles.

**Weimer, K. & Thornton, D.**  
*Pennsylvania State University*  
*Isleta*

**Mentoring Relationships in Music Education: Pre-service to Experienced Teacher (#171)**

In the field of music education, undergraduates engage in master/apprentice type relationships as part of a two-pronged preparation in musical and teacher training. They have a long-term relationship with a major performance area professor who initially determines whether the student will be admitted to the School of Music and later verifies the appropriate level of performance attainment and growth. Simultaneously, students interact with multiple professors in the music education area. Between the final stage of pre-service learning and the transition to in-service teaching, students encounter the guidance of cooperating teachers who nurture them during this capstone undergraduate experience. Literature supports the importance and benefits of mentoring for novice teachers who are still learning to combine the principles of teaching with the practice of teaching while facing challenges related to instruction, assessment, curriculum, student behavior, parent interactions, and administrative duties. The purpose of this paper is to: 1. Articulate the types of mentoring relationships encountered during the music teacher maturation process through the lens of developmental relationships; 2. Document, through music education literature, the challenges faced at each developmental juncture; and, 3. Present literature on existing mentoring programs in the United States, including: a. Existing music teacher mentoring programs; and, b. Characteristics of exemplary teacher mentoring programs, including characteristics of exemplary music teacher mentoring programs.

**Kochan, F.**  
*Auburn University*  
*Alumni*

**The Relationship between Teacher Mentors’ Personality Profile and Mentoring Activities Initiated (#172)**

Personality traits of an individual are said to be a stable indicators that reflect how people think, feel and act in structured and unstructured situations. If the perception is true that personality traits are stable, then they have a potential chance of predicting change in social relationships. The way mentoring occurs is distinct for every individual and one predictable cause for the difference could be the personality traits of the mentor or mentee. However, there is little research examining the impact of personality on the mentoring experience. This study examined the influence of the personality profile of teacher mentors on the mentoring activities initiated among students in Business schools in Kerala, India. The research employed a cause- effect descriptive research design which employed 141 permanent teachers as respondents .These teachers worked in management programs in 19 business schools in Kerala, that had been in existence for a minimum of five years existence had the approval of the All India Council of Technical Education (AICTE). The findings of the study revealed that the personality profile of teacher mentors positively and significantly influenced the mentoring activities initiated by them.

**Keene, A.**  
*Drexel University*  
*Mirage/Thunderbird*

**Assessing a University Mentoring Program from the Perspective of the Mentors and the Mentees (#335)**

This presentation will focus on the perceived effects of a specific university mentoring from the point of view of both parties to uncover whether the program is successfully using the mentorship model to the greatest benefits of the students, most of who identify as first-generation college students. Specific research questions that guided this research and will be covered in this presentation include: Is the mentorship partnership effectively meeting the needs of the participants? Is the mentorship portion of the university mentoring program a valuable asset to the overall construct of the program? From the point of view of the mentee, what are the perceived effects (positive and negative) of the mentoring component of the program? From the point of view of the mentor, what are the perceived effects (positive and negative) of the mentoring component of the program? With the dynamic perspective of both parties, which few mentoring studies include, the researcher can piece together not only the effects of mentoring on the program itself but also discover the needs of each group. With this information in hand, and a review of key works by Kram, Ragins and Eby among other, this case study can offer solutions to the perceived negatives for future mentors and mentees and better inform the program, and by extension other university mentoring programs, on how best to continue to develop effective university mentoring programs.

**Levine, M.P.**  
*Pennsylvania State College of Medicine*  
*SUB Theater*

**Teaching Professionalism: The Role of Relationships in Training Compassionate Physicians (#336)**

Extensive education and training goes into becoming a doctor. From anatomy to “zebras” students learn to diagnosis and treat medical conditions. Yet where does the humanistic element fit? How do we (or how should we) train future doctors so they grow not only into competent professionals but also into compassionate physicians? While medical student education has continued to grow and develop, a hidden curriculum has always emerged. Student discussions and education around how care should be delivered are often coupled with the realities of how care is actually delivered. This contradiction causes many questions to arise such as: What are students learning? Are seasoned professionals modeling ideal doctor-patient relationships? Have we come to a place of “don’t do what you’ve been taught in the classroom, do as you are shown on the wards”? Are we providing effective professional relationships to help students develop into the doctors that we want them to become? This discussion will focus on what goes into developing a professional identity. We need to identify the tools that students need to become compassionate physicians and the best methods to convey this information. How do we identify the hidden curriculum in medicine and mitigate its influence? Can the lessons we learn as we help medical students develop their professional identities also influence the ways that we mentor others within the healthcare field?

**OPENING REMARKS/PLENARY SESSION** **11:00 - 11:45 AM**

**Dr. Nora Dominguez, Welcome Remarks**  
*Mentoring Institute Director & Conference Chair, UNM*  
*Ballroom C*

**Dr. Mary Fernandez**  
*MentorNet*  
*Ballroom C*

**Creating a Sustainable STEM Talent Pipeline**

Over the past 10 years, U.S. growth in STEM jobs was three times greater than non-STEM jobs. Yet demand in many STEM fields is dramatically outstripping supply. Only one out of ten students who attend college will graduate with a STEM degree, and while 7 out of 10 college students are women or under-represented minorities, only 4 out of 10 are STEM graduates. Our shared challenge is to encourage women, minorities and other under-represented groups to enroll in STEM programs, to ensure that they persist and graduate, and to prepare them for life-long careers. But because these students drop out and divert into non-STEM fields at much higher rates than majority students, they need comprehensive academic, personal, and professional support to help them persist to degree completion. Since 1997, MentorNet has paired more than 32,000 STEM student protégés with professionals working in STEM fields in guided mentorships that help mentors and protégés tackle key non-academic issues affecting student success. We believe that mentorships focused on student success can and should be available to any student seeking support. But to support tens of thousands of students, we must be able to reach and engage individuals directly, and social networks are the most powerful and efficient channels for doing so. I will share insights on how one-to-one mentorships – guided by developmentally appropriate topics and delivered on a modern, scalable social network designed for mentoring – can help tens of thousands of STEM students persist and succeed.

**PLENARY SESSION** **1:00 - 1:45 PM**

**Dr. Jerry Willbur**  
*The Leadership Mentoring Institute*  
*Ballroom C*

**Cultivating a Highly Efficient Mentoring Culture via Neurological Breakthroughs**

Based on research conducted by The Leadership Mentoring Institute, and recent breakthroughs in brain scan technology, this plenary will discuss mentoring strategies for establishing highly effective organizations, and how neuroscience can be used across disciplines to supplement existing research available on mentoring. Specifically, many scientists are heralding the discovery of neuroplasticity, the never-ending ability of the brain to change itself, as the greatest scientific breakthrough in the last 400 years. We can now observe the brain as connections take place. We will explore the implications for the field of mentoring, why this break-through should stimulate us, and how we can use the new knowledge to improve the mentoring experience, and complement existing trends identified by The Leadership Mentoring Institute.

**CONCURRENT SESSIONS** **2:00 - 2:45 PM**

**Thorpe, T.**  
*The Millennials Mentor*  
*Lobo A*

**Let a Millennial Mentor You: The Benefits of Mutual Mentoring (#173)**

Diversity has taken on a new meaning in the demographics of the modern workplace; race and gender take a back seat to today’s multi-generational workforce. Organizations are facing new challenges managing four generations of employees: Traditionalists (1925-1946); Baby Boomers (1946-1964); Generation Xers (1965-1980); and Generation Ys or Millennials (1980-2000). Millennials are the fastest growing segment of today’s workforce, while senior generations are retiring much later. However, this will change in the next five years as Traditionalists and Boomers retire in greater numbers, and the number of Millennials increases from 40% to 60%. As a result, organizations have an increased sense of urgency to invest in strategies for success today and tomorrow. One strategy is mutual mentoring, a non-hierarchical developmental relationship based upon mutual reciprocity between two individuals. The traditional paradigm of the older professional mentor who espouses their wisdom onto another younger professional does not address the growing needs of the multi-generational workforce. Mutual mentoring can be used for succession planning and the transfer of knowledge and skills as Traditionalists and Boomers prepare to retire. For Millennials, mutual mentoring can be a tool for recruitment, development, engagement, and retention. Collectively, it will foster a culture of learning and inclusion to help organizations increase performance overall and maintain a competitive edge.

**Ford, L.**  
*University of Illinois, Chicago*  
*Lobo B*

**The Fellows Mentoring and Support Initiative (FMSI) (#174)**

The Fellows Mentoring and Support Initiative (FMSI) was created to expand retention and outreach efforts to 60 underrepresented minority graduate fellowship recipients at the University of Illinois at Chicago (UIC). The specific aims of this initiative were to build community among this group of graduate students, to introduce fellows to potential careers, and to aid in doctoral retention. Since 2012, faculty and staff in the Graduate College (GC) have provided 65 one-on-one meetings and 12 monthly networking meetings. The networking meetings were comprised of two separate monthly meetings– one for fellows in STEM-based disciplines and the other for fellows in the arts, humanities, and the social sciences. During these meetings, fellows presented their research to an interdisciplinary group of graduate fellows, faculty, and GC staff. In other meetings, graduate faculty and administrators led discussions on academic career trajectories, and PhD alumni spoke about their doctoral journey as well as their academic and non-academic careers. The presenter will discuss the structure of the program as well as the analysis of survey and focus group data regarding a) changes in fellows’ relationships with Graduate College staff and university faculty outside of their own fields, b) fellows’ overall fellowship experience, c) the impact of the fellowship community on their graduate school experience, and d) the GC’s contribution to their professional development. An initial analysis of first year retention rates for students participating in this program will also be presented.

**Rolfe, A.**  
*Mentoring Works*  
*Santa Ana A*

**Cultural Dynamics in Mentoring and Enhancing Career Success for Aboriginal Professionals (#175)**

The purpose of this article is to firstly highlight the cultural influences that underpin success factors and barriers to professional development for Aboriginal employees. It will then share compelling findings which identify mentoring as a particularly suitable method for personal and career development of Aboriginal professionals. Finally, it presents a framework for facilitating successful mentoring programs for Aboriginal professionals which address the cultural context. Today in Australia, Aboriginal people continue to experience disadvantage in a myriad of areas. These include significant health problems, high unemployment, low educational attainment, unsatisfactory housing, over representation in adult and juvenile correctional institutions and high levels of substance abuse, domestic violence and suicide. Mentoring as an instrument to provide professional development support is increasingly being demonstrated as an effective and influential means of encouraging career success (Konza 2012). Mentoring’s methodology and principles resonate strongly with the culture (respect for elders, passing on knowledge from one generation to the next and sharing resources) and learning styles (visual, story-telling, experiential) of many Aboriginal people. When developing a mentoring program, it is imperative to have a successful framework for addressing Aboriginal disadvantage in a culturally appropriate and respectful manner. This article and conference session will highlight some key aspects pertaining to this structure in an attempt to emphasize mentoring’s capacity and suitability as a culturally relevant means of professional development, uncovering the cultural interface within mentoring.

**McNair, D.E.**  
*University of the Pacific*  
*Santa Ana B*

**Mentors as Guides for Aspiring Community College Presidents (#176)**

Anticipated retirements and relatively short tenure in office are expected to create a shortage of community college presidents in the United States. To fill the unprecedented number of vacancies a cadre of well prepared candidates will be required. Using Satir’s change model (Satir, Banmen, Gerber, & Gomori, 1991) as a theoretical framework, this year-long reflective study examined eight first-time community college presidents in California. The findings indicated that one preparation strategy involved working with mentors. Mentors were among the first to recognize participants’ potential for a presidency; they then became guides who identified specific gaps in the aspirants’ professional preparation and ways to address those gaps. Furthermore, mentors offered feedback even when it may have been hard for participants to hear; they were frank and honest about the aspirants’ skills and ability to assume a presidency. Mentors subsequently created opportunities for participants to gain professional experiences to incrementally build their skills, including serving on collective bargaining teams, leading campus-wide initiatives, and assuming executive-level leadership roles (such as vice president or acting president). Study participants further reported that mentors created a safe space for discussing challenges, problems, and concerns. Perhaps most important, participants did not rely on just one mentor, but on a network of mentors to support their preparation for the presidency. The paper highlights the importance of mentoring as a professional development strategy and includes implications for those seeking to work with a mentor as well as those who mentor others.

**Nowell , L.**  
*University of Calgary*  
*Fiesta A*

**Evidence-Based Mentorship in Nursing Academia: A Knowledge Translation Initiative (#177)**

According to the World Health Organization, mentorship is vital to attracting, training, and retaining nursing faculty members and maintaining high-quality education programs (World Health Organization, 2006). Moreover, a recent systematic review on nursing faculty shortages recommended mentorship programs to improve nursing faculty retention (Wyte-Lake, Tran, Bowman, Needleman, & Dobalian, 2013). While the evidence for mentorship in academic medicine demonstrates positive outcomes (Straus & Sackett, 2014), the evidence for mentorship in nursing academia remains unclear. This knowledge translation initiative aims to identify, critically-appraise, and synthesize the current evidence for mentorship interventions and develop and pilot test a tailored, evidence-based mentorship intervention in nursing academia. Guided by the Knowledge-to-Action Cycle (K2A) (Graham et al., 2006), a two-phased synergistic mixed-methods research project is proposed. Phase 1 (in progress): comprehensive systematic review and meta-synthesis using Joanna Briggs Institute tools and approach. Phase 2: develop and pilot-test an evidence-based mentorship intervention (mentors, n=20; mentees, n=20). Mixed-methods will be used to collect data (survey, interviews, CVs) throughout the K2A cycle to identify barriers, facilitators, and outcomes. Anticipated outcomes include clarification of evidence for mentorship in nursing academia and creation of rich descriptions of barriers, facilitators, short-term impacts, and scalability of implementing mentorship interventions in nursing academia.



**Talley, R. & Carter, J.**  
*Western Kentucky University*  
*Fiesta B*

**Learning Partners: Pairing University Students to Promote Achievement, Engagement, and Retention (#178)**  
Little attention has been given to the importance and potential advantages of peer mentoring and peer affiliation at the university level. Such mentoring can produce numerous benefits to those involved, including increased academic performance, enhanced social engagement and affiliation, and retention across the collegiate years, which leads to completion of the four-year undergraduate experience through graduation. The model discussed in this paper, the Learning Partners Model, has been implemented in two continents. The basic framework of the model consists of students selecting a Learning Partner at the beginning of the semester through a pairing process similar to speed dating; we call this “Speed Pairing.” After selection, learning partners are initiated into the partner process through a series of activities designed to foster communication, collaboration, and professional/personal commitment. As peer mentoring relationships develop, students are given increasingly complex tasks to complete. Success criteria include both the process of developing joint ownership of the outcome as well as the academic merits of assignments. This form of peer mentoring has proven successful in education, psychology, and political science classes in universities in two continents. In the United States, the Learning Partner Model has been rated as the most popular feature in education and psychology classes where it was employed. In Brazil, learning partners were formed in university political science classes. Political science learning partners then mentored learning partners in grades 3-5 in a disadvantaged public elementary school utilizing as content the core experience of democracy.

**Carlson, K., Harsy, K. & Karas, S.**  
*Dominican University*  
*Luminaria*

**Reflective Dialogue Journals Support Emerging School Leaders through the Internship Year (#179)**  
Improving the training of school leaders is of national concern. This longitudinal study uses the Reflective Dialogue Journal (RDJ) to support a developmental relationship that encompasses mentoring and coaching of administrative interns during their pivotal internship year. Too often, when asked how they are doing, interns say “fine” while they are struggling deeply. The RDJ encourages honest reflection of the experience, questions and concerns. We found the RDJ fosters the transition from teacher to administrator thinking, provides “just in time” guidance, and accelerates growth by creating reflective practitioners who think in action (Schön, 1983). Analyzing more than 1,500 weekly journal entries over two years, we confirmed five stages of leadership development, from initiation through competence. Examining the themes, ideas, and discoveries that arise over the year-long school leadership internship, burgeoning insights and concerns that interns express in their journals help university supervisors and district mentors coach their protégés to clarify their theories in action, frame and reframe their experiences (Bolman & Deal, 2013), and build their repertoire of possible actions and solutions. Lessons observed within the RDJ help professors improve the seminar and internship process by examining and addressing the stages of concern novice leaders express as they experience change (Hord, Rutherford, Huling-Austin & Hall, 1987). An RTI-like process was established to catch problems quickly and provide differentiated supports to candidates as needed. This approach could be used with others new to leadership roles, including assistant principals, principals, directors, and superintendents.

**Moulton, C. & Lerner, S.**  
*Washington State University Extension*  
*Sandia*

**STEM Mentor Training (#180)**  
Washington State University Extension, and Cooperative Extension nationwide, has a long history of training mentors in youth development (4-H), environmental stewardship (Master Gardeners) and other programs. These citizen mentors help strengthen their communities, while providing inspiration and guidance to the youth and adults they serve. WSU Extension STEM Mentor Training expands citizen mentorships by tapping the expertise of engineers and other STEM professionals and matching them with groups of youth. Through the STEM Mentor Training, engineers learn how to support K-12 learning in or out of the classroom, the basic elements of youth development, how to build a rapport with both students and teachers, appropriate behavior management for each age, and creative ways to engage students in hands-on STEM activities. While learning to inspire the next generation of engineers, STEM Mentors acquire leadership and teamwork skills that can improve their performance in the workplace. STEM Mentors also report that working with youth improves their foundational knowledge of engineering—fulfilling the dual purpose of professional development while giving back to the community. Attendees will learn about the need, structure and development of the STEM Mentor Training curriculum, implementation methods, Mentor recruitment, and the operational design of the program. The session will also explore how employers can use STEM Mentors as a way to engage their communities, provide professional development opportunities for their employees, and support the pipeline of youth into engineering and STEM fields, creating a talented field of new employees into the future.

**Nelson, S. & Johnson, A.**  
*North Carolina State University & University of Texas, Arlington*  
*Amigo*

**Application of Multidimensional Recruitment and Mentoring of Underrepresented Students (#181)**  
It is undeniable that institutions of higher education play an important role in providing access to research and educational opportunities that are critical for national competitiveness and strong global effects. To ensure our programs are strategically positioned for the future, it is imperative to always prepare for a shifting-landscape, while remaining committed to the mission of providing a world-class education and cutting-edge technical training in ways that connect both our traditional and non-traditional communities. This effort is critically important to ensure effective and lasting results; however, representation from non-traditional communities remains low. A multidimensional mentoring approach provides an opportunity to bring together strategic partners (academic, public and private, citizen-based, etc.) as a method of overcoming historic recruitment challenges, cultural and traditional barriers, and limited economic resources that plague the effective recruitment and retention of underrepresented students in higher education STEM fields. Ideal partnerships should be inclusive of a host of partners on many institutional levels. This multidimensional approach creates a “WIN-WIN-WIN” scenario that is aimed at developing relationships among all of the institutions involved, makes it easier to share resources and expertise, increases institutional capacities at under-funded institutions, and immerse our next generation of researchers in an environment of achievement that represents the global culture.

**Poulsen, S.B. & Ginley, S.**  
*Portland State University*  
*Scholars*

**Interdisciplinary Healthcare-Based Peer Mentoring: Program Evaluation and Best Practices (#182)**  
Within an intensive, three day residential program for stroke survivors with aphasia and their families, four graduate students met the selection criteria as peer mentors to work with a cohort of thirty two participating graduate students. Disciplines represented: Speech Language Pathology, Occupational Therapy, Physical Therapy, and Rehabilitation Psychology from two universities. For most students, this was their only pre-professional interdisciplinary experience, as well as experience with formally designated peer mentors. The four mentors represented two of the four disciplines: SLP and Rehab Psych. Mentor preparation addressed mentoring theory and concepts, roles and responsibilities in the specific setting, preparation and facilitation of specific components in the three pre-residential student trainings, and completion of pre and post experience essays. Each mentor was assigned a group of students to mentor throughout the residential program. Mentor faculty served as resources on site. Utilizing a qualitative case study approach, post mentor program evaluation was conducted. Interview and text data were analyzed. Themes and patterns were identified that reflected the educational peer mentoring program strengths, limitations, mentor enactment, perceptions of mentors, and mentees’ responses to mentoring. A cluster of best practices emerged as well as implications for use of student mentors in an interdisciplinary health care clinical context.

**Cleveland, R.N. & Johnson, B.E.**  
*University of North Texas*  
*Spirit/Trailblazer*

**Equipping and Enabling Next Generation Leaders for the Global Workplace (#183)**  
The Professional Leadership Program (PLP) at the University of North Texas (UNT) just celebrated 20 years of investing in the development and delivery of leadership skills and knowledge to undergraduate and graduate students at UNT. The foundation of the program was established in 1994 to teach business majors “soft skills”, in order to make them more effective and competitive in their career pursuits. The Program has more than one thousand alumni in the profit and not for profit sectors. Over the course of the past 10 years this program has evolved to impact students outside of the traditional business disciplines, and is now a multidiscipline model, serving students from multiple colleges across the university. PLP deploys a Servant Leadership model of delivery, with every student assigned a mentor for one year, normally from their declared field of study. These mentors come from the Dallas-Fort Worth (DFW) area, and they are highly successful professionals in their respective fields of work. This past year PLP delivered course and content information to 80 Students, which 70% were business majors, and 30% were non-business. Of this population, 35% were from various Continents, and spoke a variety of languages and dialects as their native language, with English as a second language. This is the inflection point and the significance of the evolution of PLP that has positioned it to be distinctive and unique across the higher education spectrum.

**Philippart, N.**  
*Wayne State University*  
*Isleta*

**Is E-Mentoring Really Mentoring? (#184)**  
Decades of mentoring research have shown that mentors support their mentees in three general ways – by providing vocational assistance, psychosocial support and role modeling. These types of support have been found in traditional mentoring relationships – those in which an experienced executive guides a high performing junior associate in how to be successful within the same organization. Today, this traditional model of mentoring is becoming less and less relevant as globalization and technology have changed the way people work and lead. A new, more germane model of mentoring enabled by technology has emerged to meet the needs of people who are more mobile and globally dispersed. This type of mentoring, referred to as e-mentoring involves little to no face-to-face interaction, with partners using various modes of technology to communicate and participate in the mentorship. The qualitative differences between traditional and e-mentoring have raised questions as to whether e-mentoring is really mentoring; that is, can the mentoring functions of vocational assistance, psychosocial support and role modeling be virtually provided by e- mentors to their mentees? This research investigates that question by using previously established and validated measurement scales from the literature to show that e- mentors can indeed provide psychosocial support, vocational assistance and role modeling virtually. Specific strategies and techniques used by e-mentors will also be discussed.

**Kochan, F., Searby, L. & Edge, M.**  
*Auburn University*  
*Alumni*

**Examining Cultural Influences in Mentoring Endeavors (#185)**  
The global society in which we live has escalated cultural change and global interaction, making it increasingly important for us to understand one another and the organizational and societal environments within which we exist. Mentoring has become a worldwide phenomenon impacted by and impacting this extensive cultural interaction. Thus, it is imperative that individual, organizational and societal cultures be considered when developing and implementing mentoring programs. Failing to do so can lead to misunderstandings and conflicts. One of the difficulties in examining cultural elements within which mentoring programs occur, is not having a systematic method for doing so. Kochan (2013) created the Cultural Framework, a tool to examine the cultural purposes of mentoring programs; the way in which purposes impact mentor and mentee roles; and the cultural influences that may facilitate or hinder mentoring success. The researchers conducted a content analysis of research on the application of this framework to 17 mentoring programs in order to assess the usability and value of the framework in identifying the cultural factors that may foster or limit program and relational success. The researchers found that the Cultural Framework appeared to be a useful approach to conducting this cultural analysis process and that it shows promise as a tool that could be used in designing, implementing and assessing mentoring programs. The findings also indicated that there were some common cultural elements across programs that appeared to promote or deter mentoring endeavors. The researchers identified 5 cultural elements that hindered mentoring activities and 6 that helped to support them.

**McLaughlin, C.A.**  
*Liberty University*  
*Mirage/Thunderbird*

**Mentoring & Coaching: Tools for Retaining the Next Generation (#186)**

Successful organizations must implement strategic retention initiatives to address the skill gap resulting from attrition in the workplace today. This attrition is compounded by both retirements as well as the millennial generation experiencing job dissatisfaction. Research indicates the utilization of an effective coaching and mentoring model may be a critical retention strategy for 21st century employers. Ultimately, an organization's competitive edge comes from maximizing the performance of employees while maintaining high levels of morale and retention. Today employees are working alongside individuals who have knowledge and skills needed to be shared with others. Organizations are finding that not only are mentoring programs positively impacting the bottom line, but individuals who participate as both mentors and mentees tend to remain with an organization. Research conducted by Drake Beam Morin Inc. and the Think Tank at the Human Capital Institute revealed that 78% of 472 top Human Resources (HR) leaders found coaching to be credible & effective while experiencing a 100% to 500% return on their investment (“Coaching”, 2012). When organizations are focused on coaching and mentoring, they are concerned with sharing knowledge, cultivating relationships, developing people, adding value to organizations and gaining a competitive advantage. When employees are engaged, contributing, and achieving success in their work and believe they are being supported in their development by management, they are more likely to improve their performance as well as remain with the organization. Retaining top talent should be a goal in all organizations desiring to achieve and maintain a competitive advantage.

CONCURRENT SESSIONS

3:00 - 3:45 PM

**Zevallos, A.**  
*City College of New York*  
*Lobo A*

**Peer Mentoring and the Development of Work Readiness Skills for Students (#187)**

Research on peer mentoring indicates that students who serve as mentors gain valuable experience and develop skills considered important to transition to the professional environment. This presentation will give an overview of a peer mentoring program for first-year students and training activities used to teach interpersonal skills. I will describe how our mentoring program enabled students to gain work readiness skills deemed necessary for any job. Fifteen peer mentors in a First-Year Experience program at a large public university participated in a focus group study designed to understand what they gained from the mentoring experience. A content analysis was used to identify themes related to work readiness skills development derived from the mentoring experience. Evidence from the focus groups will be presented using the mentors' own words to support the notion that mentoring programs allow students to develop their skills and talents. I will present findings that indicate that mentors learned effective interpersonal skills, expanded their social networks, and gained confidence in their leadership skills. The discussion will highlight the importance of providing educational experiences that facilitate the development of work readiness skills for all but more specifically for low-income, first-generation college students from historically underrepresented groups.

**Paulins, V.A.**  
*Ohio University*  
*Lobo B*

**A Sustainable Developmental Community for Tenure-Seeking Faculty (#188)**

New faculty colleagues are important investments for the academy. Unfortunately, novice tenure seeking faculty face challenges as they embark on their new academic roles. Traditional mentoring has provided guidance to faculty members on the tenure-track; however, due to current employment trends, the proportion of new faculty has grown while experienced, tenured faculty numbers have decreased. In response to this trend, and in an effort to be proactive, a series of “monthly conversations” were conceived as a way to both build a learning community of scholars and construct sustainable developmental networks. The rationale for the developmental network was to introduce efficiencies in sharing information guiding new faculty and also to provide peer support for faculty in the early career stage. During the first year of implementation, 16 faculty members, residing in five different departments, were invited to participate in a total of seven meetings. The meetings, held for 1 ½ hours over lunch, were informal conversation opportunities; each meeting featured a guest who offered expertise on a specific topic of interest to new faculty (such as grant development, research support, undergraduate honors programs, annual review and evaluation, supervising and guiding graduate students, and collaborative writing strategies). Evaluation and assessment revealed positive feelings among the new faculty with respect to being supported in their roles. The networks built were viewed as valuable and expected to serve as lasting resources during the faculty members' careers. Notably, the new faculty members are already transitioning into mentoring roles as newer faculty join the College.

**Berkovitz, T.**  
*Boston University*  
*Santa Ana A*

**From Our Place to the Workplace: Cultivating Mentoring From Classroom to Advertising Agency (#189)**

AdLab is a for-credit, student operated advertising agency at Boston University, run on the model of a professional advertising agency. Students are divided into account teams, providing a wide variety of advertising services for real clients. Two faculty advisors appoint top students to an Executive Board (EBoard) that manages the agency. The professors actively mentor students on the EBoard, advising them on leadership, advertising strategies and problem solving. The professors meet with the EBoard once a week in a special class session where close relationships are developed. During the week, EBoard members are in constant communication with the professors informing them of the progress on accounts and learning leadership and management techniques. As a starting point for understanding how active mentorship can be passed on from the classroom to the professional ad agency environment, former leaders of AdLab were surveyed about their perceptions of being mentored while on the EBoard and their perceptions of mentorship in their current jobs at major ad agencies. With a response rate of 64% the data offers an interesting perspective on the power of mentoring for young professionals. This pilot study found that faculty mentoring of the EBoard correlated positively with self-perceived success in the advertising industry. Respondents also indicated they will be more likely to be mentors to others as their careers progress. The survey indicates a significant relationship between the mentoring received in AdLab and the potential for these young professionals to be mentors in the future.

**Washburn, M.**  
*City College of New York*  
*Santa Ana B*

**Self-Reflective Writing as a Tool for Training Peer Mentors: A Qualitative Study (#190)**

Research on training for peer mentors indicates that mentors learn and refine their skills through 'reflexive practice' (Bunting, Dye, Pinnegar, & Robinson, 2012; Terrior & Pillion, 2008). Specifically, reflecting on academic challenges and mentoring experiences enables peer mentors to articulate the skills and lessons they want to share with mentees and become more intentional in their work. In this presentation, participants will learn about a reflective writing exercise used to train peer mentors in an educational opportunity program for low-income students. The writing exercise guides mentors through a process of identifying and reflecting on a personal or academic challenge they have faced in college and the strategies they used to address this challenge. Mentors then teach these problem-solving techniques to first-year students in a college readiness course. Focus groups were conducted with peer mentors with questions focused on eliciting mentors' responses to the writing exercise. Using a content analysis, themes of mentor learning were identified. Findings suggest that mentors found this structured self-reflection exercise to be useful and relevant in their work with first-year students. The exercise prepares mentors to share stories with mentees that illustrate academic skills and strategies by helping them to analyze, organize, and remember these stories. Further, mentors reported personal gains from completing the exercise such as increased academic self-confidence. The discussion will highlight the importance of using reflective practice in the training of mentors, particularly those from historically underrepresented groups.

**Cowin, K.M.**  
*Washington State University*  
*Fiesta A*

**Mentoring Together in Schools: Enhancing Mentoring Outcomes for Teacher Candidates (#191)**

This study focuses on a university and school district collaborative mentoring education program designed to facilitate successful and learning-filled developmental mentoring relationships among cooperating teachers and pre-service teacher candidates. The research question was: What affect might an educative program about the developmental nature of mentoring relationships have among cooperating teachers and teacher candidates? The development of the relationship between cooperating teachers and teacher candidates is vital to successful student teaching experiences and in learning to teach. Mentoring research focusing on developmental relationships (Allen & Eby, 2010; Mullen, 2005; Ragins & Kram, 2007) can inform teacher educators, teacher candidates and cooperating teachers about the mentoring process which includes multiple roles for teacher candidates and cooperating teachers. Teacher candidates need to understand their role as protégé/mentee, which may be challenging for those who have not previously experienced the supervisorial aspects of an internship. Cooperating teachers have many roles: mentor, teacher, support-giver, and coach while also serving as an evaluator. These multiple roles must be navigated with teacher candidates over a very short period of time. Our university/school district educative workshops have helped both cooperating teachers and teacher candidates better understand the nature of developmental mentoring relationships. This understanding in turn has facilitated learning-filled and successful mentoring processes for teacher candidates and cooperating teachers alike. My research from the past six years, in the formation of cooperating teacher and teacher candidate mentoring relationships, suggests positive outcomes from mentoring education provided through these group workshops with cooperating teachers and teacher candidates.

**Madden, T.**  
*Notre Dame de Namur University*  
*Fiesta B*

**Social Justice At Home: Building a University Faculty Mentoring Program (#192)**

There are many unique elements to the culture of higher education. Perhaps primary among them is academic freedom, which carries important assumptions of autonomy. Many faculty come to academia from settings that are often quite different from that of the university. In their primary role, the work requires collaboration with no one other than students. Collaborative assignments, such as committee work, are often seen as unpleasant distractions. In this environment, building collaborative relationships can be less intuitively part of the university culture. However, investing in such effort carries great potential to enhance the university community both academically and in relation to the organizational climate that it establishes for academics who may expect tenure to bring lifelong commitments to one another. Mentoring for faculty members therefore represents an important opportunity to improve organizational culture within the institution. Its positive effects begin with the faculty involved and extend to the administrators, students, and systems that benefit when faculty are intentional about enhancing the collaborative nature of their relationships. This proposal introduces our experience building a faculty mentoring program at a San Francisco Bay Area Catholic nonprofit university. We are a mission-focused institution with an emphasis on social justice; beginning by enhancing supportive relationships at home has been an important part of how we practice social justice. This proposal will include the methodology that we used for assessing the developmental relationships within this new program and both the strengths of the program as created and the lessons learned in implementation.

**Lynch, J.**  
*Slippery Rock University*  
*Luminaria*

**Mentoring First-Year College Students: The Professor Protégé Program (#193)**

The importance of successfully transitioning from high school to college student cannot be overstated when discussing academic success (Clark, 2005). One of the greatest factors that help facilitate a successful transition is formal mentoring (Salinitri, 2005). The presenter will discuss a formal mentoring program, the Professor Protégé Program, which couples first year freshmen enrolled in a teacher education program with a faculty mentor at a four-year public university. To be selected as a mentor, the faculty member must submit an application to the dean that outlines how the student will be engaged in a service or scholarship project and how that project will lead to the student's professional and career development in the field of education. In the summer before the fall semester, incoming freshmen have the opportunity to apply for the Protégé positions. Students are selected for a Protégé by the dean and a select group of faculty based on an essay. Selected students are provided with an iPad and work study wages during the program. During the yearlong program, students work one-on-one with their faculty mentor and receive additional professional development from other faculty in the college of education on various topics including iPad applications for educators, the local community, and teambuilding exercise. Research on the Protégé program revealed that students involved in the program were more likely to return to the university the following year, earned higher GPAs, and reported higher satisfaction with their first year experience when compared to their peers in the college of education.



**O’Brien, K.R.**  
*Baylor College of Medicine*  
*Sandia*

**Escaping the Dyad: An Examination and Evaluation of Co-Mentoring Taxonomies (#194)**  
“Mentoring” has been defined in a variety of ways in the literature (see Chandler, Kram, & Yip, 2011; Chao, Walz, & Gardner, 1992; Dreher & Ash, 1990; Kram, 1988); however, the predominant model has focused on dyadic systems of mentor–mentee pairs, ignoring or downplaying the importance of the greater network (Chandler et al., 2011). Furthermore, the importance of mentoring for under-represented groups is minimally developed within mentoring research (Blake-Beard, Murrell, & Thomas, 2007; Cohen & Steele, 2002). Individuals from underrepresented groups may require mentoring from multiple and diverse sources (Blake-Beard et al., 2007; Ibarra, 1993) and the popularity of “co-mentoring” as an institutional tool suggests that it is perceived to be valuable. Here, we examine the concepts and practices of “co-mentoring” as an important addition or alternative to the dyadic approach traditionally taken with mentoring research, and propose a taxonomy for the understanding and development of new research in mentoring. To approach the problem of evaluating the effectiveness of co-mentoring practices, we have begun an investigation of the varieties of co-mentoring experiences. Our taxonomy is based on consideration of a number of factors including institutional power, intentionality, sub-functionalization, contractual formality, and inter-mentor collaboration. We examine the benefits co-mentoring might have for individuals from under-powered groups. Specifically, we examine co-mentoring programs within bio-medical graduate training to develop the taxonomy. Using structured interviews from participants and developers of co-mentoring programs as well as a comprehensive review of the literature, this research extends and classifies the concept of co-mentoring.

**Parker, M.J.**  
*University of Houston, Downtown*  
*Amigo*

**UHD Scholars Academy Faculty/Peer Mentoring: Making the Difference in STEM Success (#195)**  
Celebrating its 15th year of success, the University of Houston-Downtown’s Scholars Academy has generated over 700 alumni science, technology, engineering, and mathematics (STEM) graduates of which 91% remain in STEM graduate programs and/or the workforce following completion, while more than 41% continue on to graduate/professional programs of advanced study in STEM areas. The basis of success lies in the use of small learning communities, called peer and faculty mentor groups, each of which is based on disciplines, support freshman and transfer students through lower and upper division STEM course work, and provide semester activities which: 1) form bonds across individuals, 2) create support networks, 3) offer enrichment and broadening activities, 4) provide service to community, and 5) afford immediate and ongoing mentoring PhD faculty and selected/trained undergraduate peer mentors. In turn, participating faculty members are exposed to energetic, competent, and enthused undergraduates, many first generation students like themselves enabling them to share their own personal success stories and PhD paths with each member of the small group. Selection of peer mentor leaders, PhD faculty mentors, and training of peer mentors through an off-campus retreat setting offers many minority-serving and Hispanic-serving institutions a model for inclusive success of their own diverse STEM populations. Fifteen years of longitudinal data will frame the evolution of the organization and its continuing completion / post-baccalaureate successes.

**Stevens, J.**  
*University of Tampa*  
*Scholars*

**The Peer Active Learning Approach for Clinical Education: A User Friendly Model for Health Care (#196)**  
This essay describes a peer active learning strategies (PALS) approach consisting of a cognitive model and educational design to develop critical thinking. The PALS approach was developed for clinical instructors and preceptors who teach nursing students and RNs. The model can be adopted by other health and human related professions. This framework provides learning strategies that foster students’ thinking as evolving “cognitive modes” ranging from concrete, logical thought to analysis and evaluation of changing contexts. Students require structured mentoring to help them evolve their thinking to become problem solving, real world thinkers. Given the complexity and acuity of patient conditions today, fostering critical thinking (CT) in nursing students and RN orientees is central to quality, safe patient care. Educating students to employ active learning strategies can improve their critical thinking skills in complex health care contexts. Traditional instructional methods (e.g. lecture, power points), and assessment (e.g. multiple choice test questions) do not assure that students employ a problem solving approach. Innovative mentoring strategies are essential to move students from concrete to critical thinking especially in hospital settings and health care facilities. The PALS approach was developed to provide a collaborative framework for health related clinical education. Studies indicate that collaborative strategies in clinical education offer an alternative to traditional clinical teaching and are related to students’ and preceptee’s improved self- esteem, reduced anxiety and attitude change. Collaborative peer interaction especially in pairs, leads to faster progress and broader adoption of flexible and safe practices than working individually.

**Schipani, C.A.**  
*University of Michigan*  
*Spirit/Trailblazer*

**Pathways To Leadership for Women with Children: Networks, Mentors, and the Law (#197)**  
This study is part of a larger project on career pathways for women to obtain organizational leadership. Based on data from 743-846 professionals graduating from leading business schools around the world, we examined the three-way interaction of gender x dependents x mentoring on networking outcomes such as benefiting from networks and dealing with network related challenges. Results suggest that having a mentor allows women with dependents to benefit most from networks compared to other groups (women without dependents, and men). However, mentoring seems more beneficial for women without dependents than for women with dependents to overcome network related challenges. In contrast, for men with dependents, their network challenges are reduced when they have mentors compared to when they do not. Thus, while mentored women with dependents may have access to a beneficial network, they continue to face network related challenges, despite having a mentor. We discuss study implications along with recommendations for potential governmental interventions.

**Vogel, R.**  
*Lincoln Memorial University*  
*Isleta*

**“Why Not?” A TV Show for Healing a Program and Creating Bonds between a New Faculty Member and Students (#198)**  
Utilizing a sequence of steps adapted from my experiences as a copywriter for commercials and promotional campaigns, this paper is the summary of the process of initiating a student run skit comedy television program. As a new faculty member working with students who had a very negative experience with the departed predecessor, I worked to create bonds with the students in the hopes that they would take the leap of faith sometimes needed to try something new. I had to learn who my audience was (my students) and what their needs (and skills) were. Then I had to ascertain how best to mobilize this group to form a collective capable of working together to create a new television show within a rebuilding academic program. While doing this, I would learn about the surprising process of becoming a mentor, learn the elements of that relationship and work within that role to be the advisor and advocate for a group of very creative individuals. Without intending to do so, my actions involved steps, suggested by Cohen (1995), necessary to form mentoring relationships.

**Thomes, N.**  
*Winona State University*  
*Alumni*

**Integrating Technology through a Mentor Network (#199)**  
In an effort to add mobile computing to the classroom, Winona State University used a mentoring network to spread the word. Since there were only four people in the department charged with disseminating tablets across a campus of over 8,000 students, it was decided to begin with a series of pilot projects to introduce tablets to the university. Initial pilot work included six carefully selected courses and the faculty and students in each. In each ensuing semester, more pilots were added, relying on the faculty from previous pilots to assist in the mentoring of new pilots. Additional technology-based resources were created (like a Wiki that described previous pilot work) and Expert Showcase seminars brought experienced pilots into the same room as faculty that had not yet been exposed to mobile computing in the curriculum. Today, Winona State University has over 8,000 tablets in the hands of students with faculty transforming teaching and learning on a daily basis.

**Quarterman, C.**  
*Toccoa Falls College*  
*Mirage/Thunderbird*

**Team Coaching for Outdoor Leaders (#200)**  
Professional Outdoor Leaders expect and prepare for rigorous and uncertain conditions. Facilitating effective and expedited discussions are critical skills in this field. Traditionally, Outdoor Leaders have relied on a purist form of experiential education to direct outcomes. In other words, let the experience dictate the directive. This type of facilitation often leaves groups unstructured and without specific personal and collective action steps. Team coaching is an action-oriented process that engages collaborative wisdom along with peer pressure to encourage verve and performance. It is posited that a structured format in which groups engage in intentional dialogue along with specific action steps in rigorous, and uncertain circumstances increases learning and thereby performance more effectively. A Team Coaching Model (GROUP) combines experiential learning, facilitation, collaborative wisdom and specific action steps for more successful outcomes through an expedited process. This model (GROUP) is introduced to Outdoor Leadership students in a Sailing venue over a 10 day course seminar to understand its potency in creating high performing teams. It is contended that the GROUP model contributes significantly to high impact teams and can be an effective Outdoor Leadership tool in assisting others in goal attainment.

CONCURRENT SESSIONS

4:00 - 4:45 PM

**Sommers, J.K.**  
*University of Minnesota*  
*Lobo A*

**A Mixed Methods Evaluation of the Impact of Peer Group Coaching for Undergraduate Students (#201)**  
Given college students’ changing needs, higher education professionals are obligated to explore innovative means of supporting students. The practice of peer coaching has documented benefits in spheres outside of higher education. However, a dearth of research exists regarding peer coaching within higher education. According to Astin (1993), “the students’ peer group is the single most potent source of influence on growth and development during the undergraduate years” (p. 398). This program outlines the creation of a wellbeing-focused peer group coaching program, shares the results from two pilot studies of this innovative practice for supporting college students.

**Jackson, F.H.**  
*Tuskegee University*  
*Lobo B*

**Leveraging Developmental Networks at a Historically Black College and University (#202)**  
The relevance of Historically Black Colleges and Universities (HBCU) has been called into question as many schools face financial hardship due to a dwindling economy and declining enrollment. Increased access to higher education for all students and the mode of instructional delivery has to some extent compromised the historical value proposition of HBCUs. The number of legacy students attending HBCUs is decreasing. Majority and minority serving institutions are competing for the same pool of students as both institutions struggle with the impact that a dwindling economy has on student enrollment and retention. A shared challenge among all institutions of higher education is implementing cost effective retention programming that is aligned with the organization’s strategic directions and measures engagement, impact, and innovation. Mentoring programs serve as network connectors that leverage participant retention and partner engagement for organizational sustainability. Particularly in the case of the historically black college and university (HBCU), developmental networks are important in delivering experiential learning

activities, student engagement, faculty development, and facility enhancement. Developmental networks for the HBCU also help to affirm its place in higher education as a primary producer of a workforce that is responsive to the market and its service delivery. This presentation will describe how leveraged partnerships help to increase engagement, sustain retention, and help meet organizational strategic directions at an HBCU.

**Lindsey, M.**  
*University of Arizona*  
*Santa Ana A*

**Using Storytelling to Mentor Teachers (#203)**  
Trainees and mentees have told me, in both formal and informal feedback, that the most memorable and useful part of our interaction has been the stories I’ve told to illustrate important concepts. As a Cherokee storyteller, it seems natural to incorporate storytelling into my mentoring, coaching, and teacher training. As a teacher with 30 years of successful classroom experience, I now seek how best to pass on the fruit of that experience to new generations of teachers. In this practical paper, I share the insights gained from utilizing the storytelling approach for mentoring and give some tools to begin to use it themselves. Topic areas include: Secrets of the best storytellers; Finding or creating stories that fit the need; Factors that make good stories; The importance of visualization, spontaneity and timing; Why it works: getting under the radar; Moving from unconscious competence to conscious competence; The 3 Essentials: be present, be brave, be humble. The legacy we leave can be expanded beyond the students we personally teach. Through mentoring other teachers, we can give deeper meaning to the hard-earned lessons of our professional lives. Through storytelling we can transmit those lessons in an effective, memorable and powerful way.

**Kertis, M.**  
*Pennsylvania State University*  
*Santa Ana B*

**The One Minute Preceptor Model: A 5-step Tool for Teaching and Mentoring New Employees (#204)**  
The One Minute Preceptor (OMP) is a widely used teaching model originally designed to educate family practice residents. This model is easy to learn and provides a basic framework to teach, support and provide feedback to new employees. Research supports that preceptors who can provide learning opportunities and stimulate critical thinking are a vital factor in successful orientation programs. Being an experienced employee, does not guarantee that one will be a good mentor or teacher. The ideal preceptor is responsible for guiding, supporting, teaching and evaluating the new employee. Many preceptors lack knowledge of adult learning theories and have limited training in providing constructive feedback. By using the 5 steps of the OMP, preceptors can facilitate learning and assist new employees gain the ability to assess, prioritize and make appropriate decisions. The steps of the OMP model: 1. Get a commitment - The preceptor first encourages the new employee to present their interpretation of the problem or situation. This is done in a non-threatening manner, using an incorrect response as a teaching opportunity. 2. Probe for supporting evidence - The preceptor explores the new employee’s thought processes by asking open-ended questions. 3. Teach general rules - If the new employee is missing the connection or assessed incorrectly, then correct information is provided. 4. Reinforce what was done right - Provide positive feedback to build self-esteem and encourage the right actions to be repeated. 5. Correct mistakes - Provide specific recommendations for improvement, often having the new employee critique their actions first.

**Arshavskaya, E.**  
*Utah State University*  
*Fiesta A*

**A Re-Designed MA TESL Teacher Practicum: Role Of Mentoring Sessions For Learning-To-Teach (#206)**  
This paper reports on a Master of Arts (MA) in Teaching English as a Second Language (TESL) pre-service teacher practicum that has been re-designed to integrate supplementary face-to-face mentoring sessions. The paper first describes the content and the structure of the re-designed MA TESL practicum and then explores its outcomes. The mentoring project involved four mentor–pre-service teacher pairs, and this study focuses on one of the pairs. The mentoring sessions were designed in a way to allow the participating pre-service teachers to analyze their teaching in greater depth, reflect on their teaching beliefs and practices, and receive guidance from their mentors. The data from the mentor–pre-service teacher face-to-face interactions and the videos of the pre-service teacher’s teaching during the practicum were analyzed, and two main findings are presented. First, the mentoring sessions allowed the pre-service teacher to receive critical support from the mentor with regard to enhancing her understanding of what an outline for writing is. Second, the mentor was able to direct the pre-service teacher towards some aspects of teaching that might have otherwise been left unnoticed. In particular, this concerned the mentor’s guiding the mentee towards her realizing the importance of situating her instructional activities in the classroom. The study implies that teacher education programs should continue to support collaborative approaches to teacher education, such as collaborative mentoring sessions implemented in a pre-service teacher practicum, provided that mentors are able to guide the novices toward more expert understandings of teaching.



**Witmer, M.**  
*Temple University*  
*Fiesta B*

**Perceptions of Mentoring: Implications for Career Aspirations and College Success (#207)**  
Recruitment and retention of ethnically diverse students in college education preparation programs remains a difficult challenge for many colleges and universities across the United States. Low numbers of education majors yield low numbers of ethnically diverse teachers in the teaching workforce. According to 2010 data from the National Center of Education Statistics, African American students comprise about 16% of our public school students nationwide, but African American teachers only represent about 8% of the teaching workforce. While Asian students comprise 4.6% of the total public school population, only 1% of the teachers in American public schools are Asian (National Center of Education Statistics, 2010). Additionally, Latinos are expected to make up a third of the total U.S. school-age population (ages 3-17) by the year 2036, while Latino teachers represent only 14% of the teacher workforce (NCES, 2012). This study captured the rich stories of 10 ethnically diverse college students’ journeys to becoming a teacher and explored the impact mentoring had on their career aspirations and college success. Mentoring by teachers and church members was reported to have a significant and positive effect on the participants in this qualitative study. Results from this study can inform students, schools, and colleges and universities about the barriers and support systems that successful education majors of color report affect them. Since the primary focus was on the perceived effect of mentoring, the results may also provide insights regarding the retention of ethnically diverse students once they enroll in college.

**Storr, K.**  
*Prairie View A&M University*  
*Luminaria*

**Social Mentoring Synthesis from a STEM Background (#208)**  
Mentoring has evolved over the centuries from well established student teacher relationships to professional apprenticeships. Over the years, mentoring has gained a new arena, which is mainly electronic. These are individuals who have never physically met and are across state lines and even country lines. Using a modified approach which originated in my Physics Research Lab, we have found that the modified principles can be successfully electronically migrated to social mentoring. In social mentoring, there is Acceptance, Assignment, Expectations, Assessment and Deployment. The end goal is that the mentee is able to positively impact others within their unique sphere of influence. In this session, we share a workable approach to social mentoring and highlight achievements and challenges encountered in the developing model.

**Fried-Gintis, S. & Parr, J.**  
*University of Southern California*  
*Sandia*

**WiSE Mentoring: Encouraging Women to Pursue Graduate Education in STEM (#209)**  
Recent research has shown that participation in undergraduate research programs enhances the likelihood of STEM students pursuing graduate education or professional degrees (Eagan et al., 2013). Students who express aspirations towards graduate school at the conclusion of their undergraduate studies are significantly more likely to pursue further education and have greater access to faculty networks that facilitate successful admission. Recognizing that these early years in scientists’ and engineers’ education are critical to later career trajectories and post baccalaureate achievement, the USC Women in Science and Engineering (WiSE) Program implemented a newly revised Undergraduate Research Program in 2013 aimed at addressing the so-called “leaky pipeline” and encouraging more women to pursue graduate education. Mentoring is a critical component of this new program. The WiSE Undergraduate Research Experience promotes three crucial forms of mentoring. The program (1) facilitates faculty-student mentoring relationships by helping underclassmen identify potential mentors and sources of funding and by providing competitive grants to upperclassmen to conduct semester long research projects under the guidance faculty mentors, (2) provides an additional faculty mentor (currently Professor Jessica Parr) who works in tandem with the students’ research mentors to provide professional development opportunities that complement their applied work, and (3) creates a supportive environment that enhances academic socialization and community involvement for women -- where students mentor each other. Students develop relationships that strengthen their own identities as scientists and engineers and provide important moral support, motivation, and encouragement.

**Garbutt, S.**  
*University of Tampa*  
*Amigo*

**Mentoring and Networking in Nursing: The Career Success Connection (#210)**  
Mentoring can have a powerful influence on career success. In the nursing profession, with numerous specialties, both novice and experienced nurses can benefit from career coaching and mentoring. New nurses seek out mentors as they begin their first job in nursing, to solicit the advice and guidance of more experienced nurses. Seasoned nurses, who are transitioning to a new specialty or role in nursing, often network to connect with mentors. Mentors assist experienced nurses as they develop their expertise in that new role. Research has shown that effective mentoring can positively impact the nurse’s work environment, decrease workplace incivility, and improve nurse retention. Nurse retention has been linked to improved patient safety in the healthcare setting. In addition to face to face mentoring, today’s technology rich environment mentoring can take place via email, text messages, or social media. As a military reservist, I use technology to connect with and mentor nurse colleagues throughout the world. As a nurse educator, I leverage technology to augment the face to face mentoring relationships that I have established with my nursing students. The purpose of this presentation, based on Patricia Benner’s Novice to Expert theoretical framework, is to share mentoring best practices and lessons learned. While the focus of this presentation is the nursing profession, the mentoring strategies discussed, can be applied to other professions and educational settings.



**Moynihan-McCoy, T.**

*University of the Incarnate Word  
Scholars*

**In The Workplace: An Authentic Gamesmanship Coach (#211)**

On March 2, 2009, the front of The New Yorker depicted a cleverly drawn arrangement of cubicles containing a variety of employees seemingly doing anything other than their jobs. Following the cartoon on the Contents page, the illustrator revealed the title of the colorful drawing—“The Workplace.” It was no surprise to me that on heels of the “Smartest Guys in the Room” (the Enron debacle emanating from Houston in 2001), “Too Big to Fail” (the Wall Street catastrophe playing out from New York and Washington in the fall of 2008), and the subsequent calamity of the Great Recession which followed at the outset of 2009 that the picture selected by the editors for that first week in March 2009 had hit on a nationwide malady of disorder and disarray at work. I want to share with you the research, the practice, the know-how, and the results that transform the workplace today; along with the experts who use new ways of growing our people right now. I call the leader who makes that the mission—An Authentic Gamesmanship Coach. The Experts Behind That Leader: Atul Gawande—The Checklist Manifesto: How to Get Things Right; Sheryl Sandberg—Lean In: Women, Work, and the Will to Lead; Thomas Friedman—Hot, Flat, and Crowded 2.0; Tom Kelley—The Ten Faces of Innovation: IDEO’s Strategies for Defeating the Devil’s Advocate; and Peter Block—Flawless Consulting: A Guide to Getting Your Expertise Used.

**Garmann, G.**

*University of Indianapolis  
Spirit/Trailblazer*

**Establishing an Integrated Mentutoring Program at the Undergraduate Level (#212)**

Growing academic and popular interest in the mentoring process has brought with it expanded notions of how mentoring can be deployed. One conception that seems especially promising would work not only to extend the mentoring model to the student population, but I also create sustainable pathways (horizontal and vertical) to interconnect students, their peers, and faculty in a structured process of mentorship, based on the notion that everybody is capable of mentoring while at the same time being in need of tutorship in one area of their (academic) life or another. Hence, with proper guidance and oversight within a solid departmental coaching infrastructure, students in a four-year+ program can successfully assume both the role of mentor and tutor within an integrative mentutoring model, particularly if this model is enriched by a number of selected areas from the 12-Area-Wellness Wheel.

**Layeequr Rahman, R.**

*Texas Tech University Health Sciences Center  
Isleta*

**Leadership Position Choice: Key to Relationship with Self, Others, and Mentees (#213)**

Successful mentorship masters the concept of human condition, and the ethical basis for human relations that define a way of life, not just a methodology for professional success. Developmental relationships are the most privileged relationships earned only after successful development of an effective relationship with self and others. Contemporary leadership development programs focused on “personality”, somewhat successful at the outset are associated with high rates of negative mentoring experiences. We propose an “Inside-Out” approach development program based on the work of Stephen Covey (The Seven Habits of Highly Effective People) that provides a structured approach to developing personal congruency leading to independence, followed by skills development leading to interdependence that prepare mentors for a highly effective mentor-mentee relationship. The proposed leadership/mentorship development program utilizes a self-awareness questionnaire that helps the discovery of self- “the inside” to establish the benchmark. Then a structured program is introduced which often results in a paradigm shift for the mentors. The program offers tools for skills development that can be utilized to promote the congruence with self (principle-based value system) and relationships with others. The questionnaire can be used to assess the impact of the program and potential readiness for self-driven mentorship. The premise of this program is that “mentorship is a unique form of leadership which is a choice; not a position and is rooted in character ethic”. We hypothesize that this structured character-ethic-based approach of mentor training will minimize the pitfalls of mentor-mentee relationships that are prevalent with personality-based approach.

**Easton, S. & Oseid, J.**

*University of Wyoming & University of Saint Thomas  
Alumni*

**“And Bad Mistakes? I’ve Made a Few:” Sharing Mistakes to Mentor New Professionals (#214)**

This presentation focuses on how to mentor and socialize new professionals by sharing mistakes made by a mentor. The objective in sharing mistakes is to convince the mentee that failing is not fatal but instead can be the catalyst for growth. We are lawyers (and law professors), so we share the mistakes we made while practicing law, but the idea of mentoring by sharing mistakes is equally applicable to other occupations. This presentation is based on an excerpted version of our published essay entitled “And Bad Mistakes? I’ve Made a Few”: Sharing Mistakes to Mentor New Lawyers, 77 Alb. L. Rev. 865 (2014), which is actually a long letter of support and encouragement from an older lawyer to a new lawyer. The letter begins after the new lawyer has lost a trial. The older lawyer asks the new lawyer to list all the mistakes made in the trial and then use that list to do better in the future. The older lawyer then uses stories about the lawyer’s own mistakes to help guide and mentor the new lawyer. The new lawyer is encouraged not to fear mistakes, but instead to embrace them as both inevitable and as tremendous learning opportunities. Mistakes then, are not something to be avoided at all costs, but something to embrace when they happen despite our best human efforts to avoid them. They are career-boosters, not career-killers.



**POSTER SESSION (BALLROOM A&B)**

**5:00 - 5:45 PM**

**Bucholz, J. & Duffy, M.L.**

*University of West Georgia & Florida Atlantic University*

**Mentoring New Special Education Faculty: Tactics and Techniques (#215)**

One issue facing colleges today is the dearth of new doctoral level candidates for higher education faculty positions. When new faculty begin their careers, it is important to support, socialize, and mentor them to retain and to help them become productive members of the academy. In the area of special education, the pool of new higher education candidates is even smaller. The results of the Special Education Faculty Needs Assessment (SEFNA) survey (April, 25, 2011) indicated that within the next five years, university programs granting special education doctoral degrees will lose approximately ½ to 2/3 of their faculty to retirement. To compound the retirement losses budget costs will result in fewer faculty in higher education being replaced. SEFNA (Smith, Montrosse, Robb, Tyler, & Young, 2011) interpreted the data from their nationwide survey to mean that the retirement loss in higher education impacts K-12 education by cutting the number of special education teachers prepared. Each resulting lost faculty line will translate into 300 underserved students in special education. This study proposes to analyze the mentoring processes used by senior faculty in higher education to identify mentoring tactics that support new faculty and increase the likelihood that they remain in higher education. Monk, et al (2010) identified mentoring as a strategy for increasing retention and found that non tenured faculty benefited from structured and goal oriented mentoring. However, they also indicated that senior faculty had little training in mentoring new faculty.

**Grimes, M.**

*University of Delaware*

**Peer Mentoring: An Essential Component of Training Future Nutrition Professionals (#216)**

Peer mentoring may be an effective way to foster learning and enhance communication skills among all levels of college students. In peer mentoring, more experienced students give advice and answer questions for less experienced students. It has been shown to improve social networks and reduce the rate of failure in college classes of other health professions, but has not been studied extensively with nutrition and dietetic majors. The University of Delaware’s Dietetic Program recently began to implement peer mentoring in the Introduction to Nutrition Professions class. At the end of every class, the mentors, upperclassmen, met with small groups of students to answer questions, review assignments, and share their experiences. The ratio of mentor to student was 1:10. All mentors received training by the course instructor prior to the first mentoring sessions. The effectiveness of the mentoring experience was evaluated by a validated online survey. Of the 154 class members, 116 (75%) completed the survey. Approximately 75% of the students polled agreed or strongly agreed that mentoring provided them nutrition resources, that they could ask the mentor questions about the field of nutrition, and that mentoring was a positive experience which enhanced the class. Roughly 35% agreed or strongly agreed that the mentoring session expanded their friendship networks within the major. A majority (86%) of students indicated they would consider being a peer mentor in the future. These positive outcomes suggest that peer mentoring should be incorporated in more entry nutrition classes as a way to enhance students’ experiences.

**Hernandez, P.**

*West Virginia University*

**Mentor Qualities That Matter: The Importance of Perceived (Not Demographic) Similarity (#217)**

We investigated the effect of the demographic (i.e., gender and race) and deep (i.e., outlook, perspective, & values) similarities on undergraduate protégé perceptions of mentoring relationship quality. Research indicates that protégé perceptions of relationship quality (e.g., satisfaction) are key to attaining positive outcomes. A national sample of 618 African American students majoring in STEM disciplines were surveyed in their senior year. Protégé with a faculty mentor (n = 285) reported on the gender, racial, and deep similarity with their mentor in addition to perceptions of psycho-social support, interpersonal comfort, instrumental support, networking support, and overall satisfaction. The results of a Roy-Bargmann stepdown regression analysis predicting relationship qualities from gender, race, and deep similarity are clear. While gender and racial similarity are weakly positively correlated with some aspects of relationship quality (e.g., psycho-social support), only the perception of deep similarity uniquely and positively predicts relationship qualities. Specifically, perception of deep similarity is a positive predictor of psycho-social support ( $\beta = .58$ ) and interpersonal comfort ( $\beta = .27$ ). However, the relationship between deep similarity and overall relationship satisfaction was affected by gender similarity. A simple slopes analysis indicates that deep similarity is a stronger predictor of satisfaction when the gender of the mentor and protégé match ( $\beta = .24$ ) than when the genders are mismatched ( $\beta = .13$ ). Overall, these findings indicate that for African American undergraduates, matching mentor and protégés based on shared perspectives and values may be more important than matching based on demographics alone.

**Hill, A. & Gurko, K.**

*Utah State University*

**Home Visiting as Parent Mentoring: Parallel Developmental Relationships (#218)**

Mentoring is a key part of parenting and home visiting services for parents. Parallel developmental relationships—parent to child, home visitor to parent, and supervisor to home visitor —facilitate positive growth for each. This complex set of relationships benefits from strengths-based assessment of parent and home visitor behaviors. Vygotsky’s principles of scaffolding and zone of proximal development (1987) lead to more competent professionals, supportive parenting, and improved child outcomes as a mentor guides developmental progression and goals for improved behaviors and efficacy. Reflective supervision using objective measures allows for both consistency in observing behaviors and flexibility in individual feedback. Home Visiting Rating Scales (HOVRS-A+ v2.0; Roggman et al., 2014), drawn from the work of home visitors and supported by empirical evidence, measures the quality of home visitor behaviors and the level of parent and child interaction and engagement. Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO; Roggman et al., 2013) assesses research based parenting behaviors; affection, responsiveness, encouragement, and teaching. By using PICCOLO the home visitor observes and highlights developmentally supportive parenting which has been shown to improve child psychological, social, and academic outcomes (Roggman et al., 2008). We suggest new ideas for best practices that simultaneously prioritize the needs of each member of this system as they develop within relationships characterized by “attachment, reciprocity, progressive complexity, and a balance of power” (Li & Julian, 2012).

**Isaacson, P.**

*West Chester University*

### **A Flexible Design for a Structured Organizational Mentoring Program (#219)**

In 2008, West Chester University, a medium sized public state university in Pennsylvania developed a voluntary Faculty Mentoring Program that has become a thriving and successful platform for professional development and community building. Both mentees and mentors alike felt the program provided increased professional support, enhanced job satisfaction, and contributed to the development of meaningful relationships and networking, see Bean, N., Lucas, L., Hyers, L. L. (2014). Mentoring in higher education should be the norm to assure success: Lessons learned from the Faculty Mentoring Program, West Chester University, 2008-2011, Mentoring and Tutoring Journal, 22 (1), 1-18. To demonstrate the flexibility of our program design, we discuss the implementation of the program model in a new organizational context: amongst students in a graduate program in the same university. Our Psychology Department Graduate Student Mentoring program provides a simple, web-based system for pairing advanced student mentors with incoming student mentees in a voluntary yet structured mentoring relationship. Our mission is to foster mentoring relationships among psychology graduate students to help support community and networking amongst our students, and to enhance their professional development. Studies show the effectiveness and utility of organizationally supported, structured mentoring programs (Eby, Allen, Evans, Ng & DuBois, 2008; Holland, Major & Orvis, 2012). To assist organizations (in academia or in industry) in developing simple mentoring program structures, our presentation will describe the basic design of the original program and demonstrate how we adapted it to a new context.

**LaBrie, M.**

*College at Brockport, SUNY*

### **The Associations between Mentor/Mentee Characteristics and Leadership Development (#220)**

A mentoring relationship occurs when a mentor gives a mentee personal support, professional support, or acts as a role model. Research has shown that mentors can positively affect their mentees; however, little research has focused on the qualities that make a good mentor. This poster presentation will provide a brief literature review and discuss the current study conducted for Marie LaBrie's master's thesis. The main purpose of this study was to examine the associations between mentor and mentee personality characteristics (e.g., the Big Five) and attachment styles on satisfaction with mentoring and on leadership development. Participants were drawn from a leadership development program at a public, four-year college in the northeast. This program pairs students with a mentor with the goal of developing the mentee's leadership skills. The Big Five Inventory (BFI) measured personality characteristics, the Experience in Close Relationships-Revised (ECR-R) was used to measure attachment and the Socially Responsible Leadership Scale (SRLS) measured leadership development. The results are currently being analyzed through regressions. If supported, this will be one of the few studies to show the associations of mentor and mentee characteristics with satisfaction of the mentoring relationship and with mentee leadership development values within a formal collegiate leadership development program.

**Lee, J.**

*Florida State University*

### **Peer Relationships and Mentoring in Information Studies Doctoral Education (#221)**

Higher education is rich with opportunities for studying peer relationships and peer mentoring. College students engage in coursework and research together, and typically build relationships through social engagements as well. However, few studies have been done on peer relationships between doctoral students, suggesting the opportunity for research in this area. The aim of this study is to expand on the current literature to provide a more in-depth understanding of peer relationships and peer mentoring in doctoral education. In this qualitative case study, the authors have completed interviews with six doctoral students in library and information studies (LIS) at Florida State University. The preliminary findings show that doctoral students have close peers, social/academic peers, and informational peers. These findings support Kram and Isabella's three types of peers identified in workplace settings. The study also identified academic/career and social/emotional functions of peer relationships. Furthermore, the authors provide an expanded definition of peer mentoring relationships that differentiate them from peer relationships. In other words, doctoral students tend to perceive all of the peers in their program as potential mentors if they have more experience in any aspect. Finally, it describes some influential factors in building and maintaining peer relationships.

**Lin, S.P.**

*University of the Incarnate Word*

### **Exploring Doctoral Students' Perspectives on Peer Mentoring (#222)**

A doctoral program of a high quality involves a range of educational experiences and these experiences extend beyond coursework (Black, 2007). In a doctoral program, coursework can provide critical content and leadership skills for its students. However, to motivate and retain doctoral students, coursework alone might not be sufficient (Black, 2007). Doctoral students come from diverse backgrounds and careers. It would be an advantage if knowledge could be shared among a diverse group at the doctoral level. Providing doctoral students with necessary experiences relevant to their job responsibilities or socializing doctoral students to their new leadership positions is therefore needed. Peer mentoring is a chance in which doctoral students can share with and learn from each other. Many studies on peer mentoring can be found. These studies explore the results of implementing peer mentoring in higher education levels, in both undergraduate and graduate levels and in different disciplines. These results also provide different opinions on peer mentoring from the viewpoints of their participants, mentors and mentees. However, among these studies, the ones focusing purely on doctoral students of education are seldom found. For this reason, this study focuses on current doctoral students of education and explores their perspectives on peer mentoring in a doctoral program.

**McGivney, K.**

*Shippensburg University*

### **Connecting Academic STEM Women: STEM-UP PA's Two Successful Approaches (#223)**

The NSF (National Science Foundation) ADVANCE program funds programs designed to develop systemic approaches to increase the representation and advancement of women in academic STEM (Science, Technology, Engineering and Math) careers, thereby contributing to the development of a more diverse science and engineering workforce. We will describe the mentoring approaches of the NSF ADVANCE-funded program STEM-UP PA, a University Partnership for the Advancement of Academic Women in STEM. This regional partnership between Shippensburg University, Elizabethtown College, Harrisburg University of Science and Technology, and the Innovation Transfer Network works to support the recruitment, retention, and advancement of academic faculty women in STEM fields. We will describe the mentoring aspects of two of STEM-UP PA's key programs: our Mentoring Network and the OASIS program. Our Mentoring Network is a yearlong formal mentoring program that pairs junior female faculty with a mentor through a process of matching similar goals and interests. This mentoring relationship is sustained with monthly

pair meetings and group career advancement workshops. We will discuss the orientation and ongoing assessment of this program, which uses web surveys, interviews, and other tools. OASIS (Objective Analysis of Self and Institution Seminar) is a yearlong leadership development program in affiliation with Rutgers University that supports the advancement of academic STEM women through a combination of skills workshops, peer mentoring, one-to-one coaching, and networking opportunities.

**Meloun, J.**

*Barry University*

### **Lean In, Lean Out, Lean In and Shake Yourself Around ... That's What It's All About?! (#334)**

The academic lifestyle, while offering more flexible work hours and workplace locale, still presents challenges to living a balanced life. While this is true regardless of gender, female academics may be more responsible for keeping the home fires burning, in addition to maintaining demanding teaching loads and continuing to publish and engage in community, professional, and university service. The stress of multiple, often competing roles, is compounded if one is single and more so if the academic woman has one or more children. There is a societal phenomenon of interest in Sheryl Sandberg's encouragement that women "Lean In" to the workplace. Quite frankly, if some female academics lean in any more, they shall certainly fall over ... dead from exhaustion. This paper and presentation will review Sandberg's advice to women. Rather than taking Sandberg's advice, more standard mentoring programs are suggested.

**Mitchell, P.**

*University of San Francisco*

### **Myths about Mentoring Women Doctoral Students: A Call for Action (#224)**

While the concept of mentoring has existed for thousands of years, recently there has been an increased interest in mentor-protégé relationships by academic institutions of higher education. Even though the number of minority faculty and students in higher education has increased, the number continues to be disproportionately low. More than ten years ago, the American Association for Professors and the National Education Association adopted broad sweeping policy statements supporting programs to improve the participation of minority students, teachers and faculties at all levels of education (NEA, 2006). Faculty in any program or college have a responsibility to offer minority students and colleagues support, encouragement and mentoring. This paper will present an overview of strategies on the immediate contributions faculty themselves can make to increase minority women participation and achievement at the doctoral level. Specifically, this paper will provide insight into how minority faculty, who are underrepresented themselves, encourage underrepresented women of color toward academic careers.

## **POSTERS WITH COINCIDING INDIVIDUAL/PANEL SESSIONS**

**Anbar, M.E.B.**

*Kyrene School District*

### **The Impact of STEM-Mentoring Ecosystems on Elementary Students, School Community, and Families**

See page (#23) to read full abstract.

**Boone, E.**

*Benedictine University*

### **A Study of the Business Adjunct Faculty Peer-Mentoring Program**

See page (#22) to read full abstract.

**Bold, J., Linderbaum, J. & Britain, M.**

*Mayo Clinic*

### **Mentorship and the Integrated Healthcare Team**

See page (#38) to read full abstract.

**Cervato, C. & Bratsch-Prince, D.**

*Iowa State University*

### **Maximizing Institutional Investment in Early Career Faculty: A Mentoring Model from ISU**

See page (#69) to read full abstract.

**Conn, C.**

*Stephen F. Austin State University*

### **Peer Mentoring for Freshmen and Transfer Students: Strengthening First Year Success**

See page (#27) to read full abstract.

**Crutsinger, C., Wilson, D., Wilson, A., Prybutok, V. & Golden, T.**

*University of North Texas*

### **Faculty Mentor Networks: Strategies for Increasing Scholarly Output**

See page (#29) to read full abstract.

**Greenberg, B.**

*Elizabethtown College*

### **From Advisor to Mentor to Coach: Developing a Coaching Program in an Undergrad Business Curriculum**

See page (#32) to read full abstract.



**Grossman, S.**  
*Fairfield University*  
**Promoting An Effective Mentoring Culture for Nurse Faculty**  
See page (#23) to read full abstract.

**Hart, R.K.**  
*University of St. Thomas*  
**Informal Developmental Relationships in Virtual Teams: Emergence, Content, and Impact**  
See page (#74) to read full abstract.

**Hawley, D.**  
*University of San Francisco*  
**A Coaching Model for Teachers to Adapt Writing Instruction for Students with Disabilities**  
See page (#77) to read full abstract.

**King, P.**  
*New York City College of Technology*  
**Mentoring in Architecture: It Starts in the Classroom (#119)**  
See page (#36) to read full abstract.

**Kridli, S.**  
*Oakland University*  
**Improving Health Behavior of Arab American Youth**  
See page (#72) to read full abstract.

**Meloun, J. & Smith, E.**  
*Barry University*

**Using Mentoring Programs to Enhance Employee Development**  
See page (#38) to read full abstract.

**Mo, C., Erickson-Ludwig, A. & Kelly, R.**  
*Drexel University*

**The Paul Peck Program: A Student’s Perspective on Multi-Year Undergraduate Engagement**  
See page (#30) to read full abstract.

**Moynihan-McCoy, T.**  
*University of the Incarnate Word*

**In The Workplace: An Authentic Gamesmanship Coach**  
See page (#60) to read full abstract.

**O, M.P.J., Sherwood, J. & Yingling, V.**  
*California State University, East Bay*

**Partnering Undergraduate Research and Service-Learning Programs at a Teaching University**  
See page (#18) to read full abstract.

**Polito, J.**  
*Spring Woods Enterprises, Inc.*

**Evolving Urban Mentoring Models: Marginalized Populations Redefining the Learning Community**  
See page (#37) to read full abstract.

**Mitchell, R.N., Qubbaj, A.R. & Garcia, C.C.**  
*University of Texas, Pan American*

**Promoting Effective Mentoring for First-year Faculty**  
See page (#21) to read full abstract.

**Nelson, S. & Johnson, A.**  
*North Carolina State University & University of Texas, Arlington*

**Application of Multidimensional Recruitment and Mentoring of Underrepresented Students**  
See page (#52) to read full abstract.

**Redfield, C.**  
*Seattle Pacific University*  
**Intentional Intergenerational Interaction to Enhance Student Education and Aging Wellbeing**  
See page (#21) to read full abstract.

**Reed, L.**  
*Ashford University*  
**Think Tanks & Other Strategies for Building Developmental Networks in Higher Education**  
See page (#36) to read full abstract.

**Sand, G.**  
*Molloy College*  
**Mentoring by “Pracademics” Develops Business Student Self-Efficacy**  
See page (#41) to read full abstract.

**Soules, A.<sup>1</sup>, Formo, D.<sup>2</sup>, Chen, R.<sup>2</sup> & White, N.<sup>1</sup>**  
*California State University, East Bay<sup>1</sup> & California State University, San Marcos<sup>2</sup>*

**Faculty-to-Faculty Mentoring through Writing Communities**  
See page (#17) to read full abstract.

**Timmons, M.**  
*University of Georgia Marine Extension*

**Mentoring and Evaluating Interns, Teachers, and Graduate Students**  
See page (#34) to read full abstract.

**Toomey, A. & Toomey, A.**  
*Mustard Seed Community Learning Environment*

**Preliminary Reflections on Establishing a Cognitive Apprenticeship Program for STM Enrichment**  
See page (#19) to read full abstract.

**Trebian, P.**  
*Cardinal Stritch University*

**Adjunct Faculty Management through Developmental Relationships**  
See page (#65) to read full abstract.

**Tsoumas, L.J., Kucharski-Howard, J. & Babin, C.**  
*Massachusetts College of Pharmacy and Health Sciences*

**A Progressive Model for Developing Mentoring Skills in Physical Therapy Clinical Education**  
See page (#48) to read full abstract.

**Weimer, K. & Thornton, D.**  
*Pennsylvania State University*

**Mentoring Relationships in Music Education: Pre-service to Experienced Teacher**  
See page (#49) to read full abstract.

**Welch, J.**  
*Indiana University School of Medicine*

**A Centralized Faculty Mentoring Portal to Support Local Mentoring Efforts**  
See page (#16) to read full abstract.

FRIDAY, OCTOBER 24TH

CONCURRENT SESSIONS 9:00 - 9:45 AM

**Zhuang, K.**  
*Dickinson College*  
*Lobo A*

**Teaching Climate Change at Liberal Art College with Different Levels of Experience (#225)**  
Two courses titled Paleoclimatology in East Asia and Environmental Degradation in the Yellow River, China, were taught at the liberal arts Dickinson College. Students were from both natural and social sciences with different levels of background knowledge and experience. New teaching techniques including GIS, online presentations and blogs, in class demonstration of climate modeling, Google Earth and mutual interactivities were successfully introduced to establish the developmental relationships between instructors and students with a high quality outcome of teaching effects and student feedbacks.

**Strohschen, G.**

*DePaul University*

*Lobo B*

**Where Mentoring Praxes Intersect: Three Perspectives on Mutual Developmental Relationships (#226)**

This paper and session chronicles the experiences of three professionals working in the adult education and community organizing fields in a metropolis and urban, disfranchised communities in the Midwest. Specific strategies are described, which form the basis for the approaches they developed and implemented for over seven years in their respective work settings. e.g., art school, community college, university graduate school, and community organizations in Chicago. These strategies have been synthesized from key principles of transformative education (Mezirow, Jarvis), emotional intelligence (Gardner, Goleman), situated cognition and communities of practice (Wenger), and emancipatory education (Freire) within the theoretical context of humanist education (Lindeman, Knowles). Grounded in the theories of these well-known researchers in the fields of psychology and education, the described praxes were developed by identifying where essential principles of the theories intersect when analyzed through the lens of adult education. The experiences of the three authors, who have been engaged in nearly a decade-long relationship that began as a mentoring situation in graduate school, scaffold the development of their mentoring model. Their personal experiences parallel those of diverse work/school settings wherein positionality and power are skewed, and where mentoring is not seen as egalitarian, mutual, and empowering agency among adults. Going beyond description of application of techniques and recounting of narrative as a means to delineate their model that gleans from existing theories, the authors analyze and critique their process of synthesizing the process of mentoring toward creating,sustainable developmental relationships in which practices from the adult education field are applied.

**McIntyre, D.D.**

*Georgia College & State University*

*Santa Ana A*

**The Use of Mentoring in the University System of Georgia’s Minority Advising Program (#277)**

The purpose of this paper is to detail the role mentoring has played in the University System of Georgia’s Minority Advising Program over the last 30 years. In 1983, the University System of Georgia created the Minority Advising Program and the Minority Recruitment Plan to address the challenges of minority recruitment and retention in the state’s universities and colleges. A hallmark of the system’s program is that each institution is given the full authority to structure initiatives in a manner that best fit the diverse nature of the system’s more than 25 member institutions. Of interest is how mentoring is (or is not) employed by different institutions and to what success with regards to minority recruitment and retention can be attributed to these programs. This descriptive analysis details the characteristics of the member institutions and it hypothesizes about the effectiveness of mentoring given each school’s unique characteristics.

**Celoria, D.**

*San Francisco State University*

*Santa Ana B*

**The Developmental Nature of New Principal Coaching (#278)**

Few professions present the demands on an individual’s emotional intelligence as does the principalship, nor the complexity of demands across multiple purviews: “An effective principal must master a broad spectrum of educational and management issues, must both build and maintain relationships with multiple constituencies, and must lead change processes in highly politicized and conservative institutions” (Bloom, 2004, p. 14). There is a growing consensus around the importance of providing principals with an ongoing system of support, adapted to their particular needs and the unique needs of their schools. What new principal coaching offers is an authentic response to the need and obligation to support early career principals as they move from teaching to the principalship. As a developmental relationship new principal coaching offers the potential of meeting the coachee where she is developmentally. The session explores new principal coaching as a safe place to: 1) Learn how to manage their emotions while experiencing work-related stress and anxiety; and 2) Develop the knowledge base and skills needed to be critical thinkers, problem solvers, and productive decision-makers over time.

**Reiman, R.**

*South Georgia State College*

*Fiesta A*

**Developing a Culture of Advising as Learning through New Faculty Mentoring (#279)**

South Georgia State College’s senior-junior faculty mentoring program, FAME (Faculty Academy and Mentoring Experience), provides new members monthly information sessions on institution policies vital for their professional path. The mentor serves as the go-to person for answers to new faculty questions on the fly. This approach alone is developmentally deficient in that one party in the relationship serves in essence as the lecturer of the other. Such a structure vitiates one purpose of FAME, which is for faculty and students to experience in everything that they do the practice of teaching and learning. In particular advising must move beyond a mechanical exercise in course scheduling to a holistic endeavor connecting schedules to a students’ life goals and advising to a student’s understanding of the purposes of College. FAME now includes an advising component reflective of this new paradigm. Through backward assessment design, a strategy is in place in which the new faculty member experiences advising not by hearing about it but by practicing it in ways most likely to benefit faculty and students alike. Under the tutelage of the seasoned, and through job shadowing during the first two semesters, the new member participates in online discussions about advising with students and faculty on both the College’s LMS and social media. Consequently, new faculty developmentally and experientially discovers the ways of advising and the nuances of technology while participating fully in their own learning. My presentation will share lessons learned through assessment design, focus-group feedback and early indicators of success.

**Brocato, K.**

*Mississippi State University*

*Fiesta B*

**College of Education Faculty Mentors: Embracing a Studio Based Learning Model (#280)**

This session will explain the first phase of development of a mentoring program wherein a neophyte faculty council bolsters college and university assets to create a cross-college mentoring plan. Optimal mentor-mentee relationships require both scientific and artistic elements of design. Hence the design pedagogy of Studio Based Learning (SBL) is used as a theoretical framework to describe the phenomena of mentoring with unique insights that may ultimately enlighten the process in multiple diverse settings. The developmental nature of healthy, appropriate, authentic human relationship-building is discussed. The research and practice literature of leadership, teaching, and coaching provides additional theoretical underpinnings to the mentoring research literature. Preliminary results describe the necessity of iteration between mentors and mentees who build a relationship centered on the unique needs of partners and responds with trade-specific—functional— yet artistically selected discourse and action.

**McNelis-Kline, C.**

*University of Wisconsin, Stevens Point*

*Luminaria*

**The Pointer Unity Program (PUP): Peer Wellness Mentoring for First Year Students (#281)**

The Pointer Unity Program (PUP) is a comprehensive program designed to enhance first year retention among health related majors. PUP students are joined in a year-long Wellness (Freshman Interest Group) FIG society which is designed to foster not only greater academic and social adjustment but also life-long friendships. PUP addresses 3 principal factors that are known to affect success among college students: 1) academic support and pre-professional experiences; 2) integration into the campus community; 3) intra/interpersonal skills. PUP participants are mentored by Student Success Coaches throughout the freshman year. PUP integrates wellness into more than academics and helps produce health practitioners who have internalized the notion that our physical wellbeing is dependent on our spiritual, emotional, social, etc. wellbeing. PUP creates an overwhelming sense of connectedness and unity amongst the participants via the use of peer coaching while focusing on the strengths of participants, creating an environment that fosters intrapersonal (e.g., mastery and management of feelings, and goal directed behavior) and interpersonal skills (e.g., empathy, altruism and emotional intimacy). Collective efficacy is cultivated through dynamic group activities that create an effect of “we all succeed when one succeeds”. The focus on the environment as a positive society, allows for growth to occur within the individual and the group. Concepts are facilitated through the use of a mentoring/coaching program. Results will address the impact of PUP on participants’ self esteem, life satisfaction, flourishing and retention in comparison to other incoming general first year student population.

**Browning-Keen, V., White, J. & White, R.**

*Sam Houston State University*

*Sandia*

**Pioneer Women of Chemistry: Role Models and Mentoring Opportunities in a Study Abroad Course (#282)**

In the present time of STEM (science, technology, engineering and mathematics) mentoring, concern is frequently expressed over the relatively small percentage of women involved in scientific careers. At the University of Wisconsin-Milwaukee (UWM), a team of vocational psychologists has indicated that self-confidence from teachers and parents must be instilled in girls who are learning science and math. The need for this study is a priority of organizations such as the National Science Foundation (NSF) and the National Research Council (NRC) as to how to increase the numbers of women in STEM careers (University of Wisconsin-Milwaukee, 2014). Faculty from the Departments of Chemistry and Family and Consumer Sciences at Sam Houston State University teach a two-week study abroad course entitled: “Discoveries in Chemistry, Textiles and Nutritional Sciences” during odd-numbered years. In this course, we travel to five cities in Germany and to Paris, France to explore the lives and work of prominent scientists, including both men and women. Recently, a report published in the New York Times made the statement that although women have made gains in STEM fields, stereotypes and cultural biases still impede their success, and they typically drop out during the pre-teen years. As part of the course, four pioneer women in chemistry, Marie Pasteur, Marie Curie, Clara Immerwahr Haber, and Ellen Richards, are explored as three examples of European female chemists and an American female chemist who made significant contributions to chemistry; their work continues as part of their legacy today. Course development will be shared.

**Kane, I. & Cook, J.**

*University of Pittsburgh School of Nursing*

*Amigo*

**Mentoring RNs: A Leadership Journey of Excellence (#283)**

This presentation will share the effectiveness of the University of Pittsburgh School of Nursing RN Options RN-MSN/DNP curriculum track Nursing Professional Development & Practicum Courses I -II which focus on mentoring the RN student in a leadership role executing an evidence-based clinical project. The RN student is encouraged, mentored in critical thinking, leadership abilities, communication, and decision-making skills to develop and implement their self-selected, faculty-preceptor-approved project to enhance patient care quality through the application of Quality & Safety Education for Nurses (QSEN) principles. A systematic approach is used to identify a clinical topic for evidence-based literature review, oral/written presentation, and evaluation under faculty and clinical preceptor guidance. This collaborative mentoring approach enhancing leadership skills with project accomplishment has been extremely well-received and applauded by RN students. The practical and rewarding use of student time to apply their self-analyzed leadership skills following lecture, discussion results in: 1) developing, communicating evidence-based clinical learning (QSEN-vested) with clinical-site colleagues to improve care; 2) enhancing professional presentation skills with a clinical topic that students report passion about sharing; 3) preparing a manuscript detailing learning experiences facilitating a best practice for journal submission, ultimately & rewardingly conveyed to a larger population of professional colleagues to potentially impact nursing care outcomes through sharing practice advances. These mentored professional development courses foster independence and self-direction to advance leadership skills replicable throughout the RN student’s career journey. Presentation will include an RN student (TBD) who exemplifies positive course outcomes with project overview implemented, accepted for publication.



**Kitutu, J.M.**

*University of Pittsburgh School of Nursing  
Scholars*

**Beyond One Term of Mentoring: A New Approach to Research Mentorship of Undergraduate Students (#284)**

Used as retention for current students plus a recruitment tool to attract the high school applicants to the school of nursing, this Undergraduate Research Mentorship Program (URMP) has become one of the successful programs in an institution where research mentorship, on a similar level, had been previously conducted only for one term or semester. Started in the 2008-2009 academic year with 29 students, it has grown to 118 students participating in the program spread from freshmen to senior years. The number of faculty mentors has also increased by 134% within the same period. Recruited students are assigned to mentors with similar areas of interest and they participate for five hours a week. Students may stay in the program until graduation. The tasks accomplished by these students range from data collection, IRB protocol preparation, literature review, scanning in data or data entry, data compilation, writing manuscripts, preparing abstracts, recruiting subjects, to simple data analysis, etc. As a result of this project, the mentors have benefited with over fifteen thousand hours of productive labor each fall and spring term. Many of the participating students have participated in conferences by doing either poster or oral presentations. Most graduates from the nursing program who were part of the program have continued with graduate education. Students have professed that they appreciate research and are bound to do well in courses related to research. The program has created a close mentor-student relationship.

**Fuller, K.**

*California State University, San Marcos  
Spirit/Trailblazer*

**4Paws 4Patriots: A Mentoring Program for Veterans (#285)**

Although veterans serve as American heroes, this is a population that often becomes very underserved as they return home from military service. Many veterans experience a variety of challenges after bravely serving their country. These manifested challenges may include either physical disabilities such as the loss of a limb resulting in mobility difficulties, or emotional issues such as anxiety, depression, traumatic brain injury (TBI) or Post Traumatic Stress Disorder (PTSD). In addition, these challenges can lead to addiction, violence or homelessness. Finding appropriate ways to support our returning veterans as they re-adjust to civilian life is tantamount. The purpose of this research project is to explore the perceptions of veterans who have been mentored through a program entitled “4 Paws 4 Patriots.” 4 Paws 4 Patriots is an organization that seeks to meet the physical and emotional needs of returning veterans through mentoring individual participants with an appropriate service dog. This match is based on the needs of each veteran (such as physical or emotional support) and the personality, temperament and abilities of the dog. Many of these dogs are rescue dogs, hand selected and trained with each veteran by 4 Paws 4 Patriots dog trainers who are certified by the American Kennel Association. The mixed methodology survey utilized for this study included 25 Likert type questions and 3 open ended questions, asking participating veterans about their relationship with their dog and their experiences with 4Paws 4Patriots. Results indicated the positive effects the mentoring relationships within this program had on veterans re-entering civilian life.

**Ward, L.**

*University of Texas of the Permian Basin  
Isleta*

**Developmental Relationships Foster Leadership (#286)**

Leadership is often elusive by definition or example but one thing is concrete: Leaders are developed and shaped by people in their life who cared, shared, taught, and invested time and patience into developing a relationship ... a role-model who possesses lasting values, disciplined habits, and a mental vision to make-a-difference in this world through their life. “Developmental relationships are characterized by reciprocal human interactions ... these relationships capture a special kind of relationship that is imbued with the potential for transformative influence,” states Professor Tim Cavell (2012) of The Chronicle of Evidence-Based Mentoring. Leadership is founded on knowledge, experience, and people. Leadership always involves mentoring, coaching, tutoring, and training that pass from one person to another. J. Sakiya Sandifer (2012) stated, “True Leadership doesn’t create followers.” Dr. Stephen Covey’s Habits, Dr. Joe Cuseo’s Engagement Model, the Six Qualities of Mentoring, and the Six Essential Leadership Attributes are all powerful tools of information but how are skills developed, by role-model Mentors. The Mentoring Relationship fosters Wisdom. A crisis of Leadership in every country will bring people back to face-to-face group encounters to discover the answer to life’s dilemmas. The power of Developmental Relationships in the form of mentoring, coaching, and teaching will foster leadership development which will impact the lives of people in every nation. This Session is interactive and engaging.

**Abid, S.A.**

*Oklahoma State University  
Alumni*

**Fathers and Husbands as Mentors and Coaches for Women Leaders in Arab States (#287)**

This research paper highlights the role that fathers and husbands play in shaping Arab women leaders’ aspirations and motivations to pursue leadership positions. Arab societies are characterized as highly conservative, especially in relation to gender issues. In Arab societies, social attitudes and gender-role stereotypes are found to be the main factors that discourage women from advancing to leadership positions. The percentage of women leaders in Arab societies is very low compared to the number of women in administrative and mid-level staff. Previous literature and document analysis reveal that Arab women leader’s ability to persist and succeed in leadership is significantly impacted by their experiences as daughters of fathers and wives of husbands who are open-minded and value women as equal family members. These fathers and husbands reflect untraditional Arab male views. These views are shaped as such by some factors including education, travel, and occupation. Interestingly, commitment to family values and religion teachings strengthened perceptions of equality for those men and granted female family members higher status in contrast to what is generally perceived. For the few Arab women who succeed in climbing the career ladder, fathers and husbands are the main source of motivation and support. Consequently, this support empowers women to assume leadership roles in spite of existing gender-role stereotypes. In addition, paternal and spousal support help ease a lot of the psychological pressure that women leaders endure due to feelings of guilt and neglect toward children and family members.

**Cervato, C. & Bratsch-Prince, D.**

*Iowa State University  
Mirage/Thunderbird*

**Maximizing Institutional Investment in Early Career Faculty: A Mentoring Model from ISU (#288)**

In 2013 we revamped our professional development program for early career, tenure-eligible faculty to better support the diverse needs of new faculty at a large, research-intensive Midwestern university. Using faculty feedback and research-based mentoring best practices, in the 2013-14 academic year we offered a series of 22 workshops covering a broad range of topics ranging from time and stress management, to work-life balance, to recommendations on how to prepare a successful promotion and tenure case. To ensure the effectiveness of the formal mentoring program that has been in place since the early 1990s, we provided training and online resources for faculty mentors, with new technology-based approaches to community-building starting in fall 2014. We partnered with our Center for Excellence in Learning and Teaching to offer a yearlong program, the New Faculty Scholars, to first-year faculty. The NFS program is articulated in three day-long sessions on course development, preparation of an academic portfolio, and grant writing, and select workshops on promotion and tenure and mentoring. We launched a summer-to-spring writing program for first- and second-year faculty to encourage writing accountability, peer review practices, and research collaborations. The first 21 volunteered participants were grouped based on research focus to form four teams - life and Earth sciences, engineering, social sciences and business, and art and design - with different disciplinary needs and practices. Writing coaches were recruited among the most successful senior scholars. We will share feedback and lessons learned from the first year of programming, and welcome suggestions during the discussion.

**Jafari, N.**

*California State University, Fullerton  
SUB Theater*

**Role, Significance, and Mechanism of Intergenerational Mentoring: A Vygotskian Approach (#289)**

Intergenerational mentoring and teaching are crucial aspects of a child’s healthy development. Teaching and educating children is a process that continues beyond classroom and teacher-student interaction. The depth of Vygotsky’s theory and its emphasis on the role of culture, adults as tutors, and collaborative teaching methods should be examined and closely looked at in order to re-evaluate the role of grandparents in children’s development. In an informal and/or formal educational setting, grandparents can be instrumental in creating a colloquial classroom atmosphere; teaching new skills and gauging children’s capabilities and developmental process through scaffolding and zone of proximal development. Furthermore, investigating Urie Bronfenbrenner’s theory of contextual influences on shaping children’s behavior can shed new light on the importance of microsystem’s members, which includes grandparents and extended family. The chronological child is greatly impacted by these micro-members, who shape and influence the early childhood development (Brooks, 2011). These early microsystem imprints could further be investigated through Vygotsky’s explanation on interpersonal growth through culture as a mediator (Brooks, 2011). This mediation is mostly possible through grandparent-child interaction, which could take place through intergenerational and mentoring programs as part of a more structured interaction. Grandparents make excellent teachers and mentors bearing a great deal of simple life lessons taught using differential levels of teaching. This paper will examine “Grand Mentoring”, and of the role it plays on child and adolescent development.

CONCURRENT SESSIONS

10:00 - 10:45 AM

**Furtado, L., Frykenberg, A., Ochoa, O. & Torres, E.**

*California State University, Dominguez Hills  
Lobo A*

**Cross-Age Peer-Assisted Learning (CAPAL) Model to Promote Academic Excellence (#290)**

This study of Cross-Age Peer-Assisted Learning (CAPAL) discusses the developmental elements of research writing, critical thinking, and peer-mentoring implemented to promote academic excellence among post-baccalaureate students. Learning models for cross-age mentorship in critical thinking and discipline-specific writing were based on Theories of Social Development and Cognitive Information Processing. Cross-age peers also engaged Dewey and Freire’s models of iterative reflection before, during, and after CAPAL sessions. Four masters’ and two doctoral students were selected as research-writing peers after demonstrating competence in advanced thesis and capstone writing. They received pre/post training in pedagogical strategies for writing instruction, and engaged in critical, dialogic discourse in the form of debriefing sessions and written reflections. A total of 139 students were impacted through CAPAL models in Independent Study, the Scholar’s Program, Student Research Day and thesis/capstone projects. Student participation was based on faculty recommendation and/or prior attendance of a preparatory research-writing workshop series offered on campus. Evaluation through pre-post surveys showed that the majority of participants benefited positively, and that those students who participated in repeat sessions showed significant progress. This model is applicable to research activities of graduate students and faculty, such as writing of theses, as well to programs supporting research writing in general. The CAPAL Model of academic excellence and mentorship is unique and versatile. Positively impacting the overall academic proficiency of students and level of scholarship on campus, the program is positioned for institutionalization and up-scaling to graduate and undergraduate programs.

**Thomas-Ruzic, M.**

*University of Colorado  
Lobo B*

**Thriving in Times of Fast Change: Mentoring Networks for ELT Teacher Development (#291)**

The authors used adult developmental and sociocultural lenses to examine the academic and professional career trajectories of five alumni of a Master’s program in English Language Teaching (ELT) at a large public urban university in central Mexico. An interview protocol adapted from the Subject-Object Interview (Lahey et al. 1988) was used to engage the interviewees in reflections about their experiences in the M.A. program and in the profession. The structures of the interviews were analyzed in terms of ways in which interviewees captured their experiences. Several themes that emerged in the interviews include the strong sense of community and friendship and the mentoring models that the study subjects had experienced as graduate students. Interviewees also expressed confidence in their academic and professional abilities and preparation, but also, in some cases, frustration regarding challenges or conflicts encountered at points in their academic and professional lives. Using Kegan’s (1982, 1994) characterization of developmental stages, the authors were able to view interviewees’ structuring of their experiences from interpersonal/ socializing and organizational/self-authoring perspectives. These perspectives had a number of implications, including the kinds of peer and mentoring relationships

sought out by different individuals. Drawing from Kegan and others’ work in adult/career development and networks (Chandler & Kram, 2005; Higgins & Kram, 2001; Ibarra & Deshpande, 2004; Ibarra et al., 2005), and from their own work, the authors discuss implications of individuals’ developmental stages for the types of mentoring relationships and networks that they may best be able to benefit from in their careers.

**Buell, M.<sup>1</sup>, Hallam, R.<sup>1</sup>, Bargreen, K.<sup>1</sup> & Cassidy, D.<sup>2</sup>**  
*University of Delaware<sup>1</sup> & University of North Carolina, Greensboro<sup>2</sup>*  
*Santa Ana A*

**Developmental Mentoring Relationships: A Case Study in Higher Education (#292)**  
Mentoring relationships are often divided into formal and informal categories. In higher education the relationship between doctoral student and advisor is clearly an example of a formal mentoring relationship whereby the advisor is tasked with assisting the student in their learning trajectory in the chosen field of inquiry. Beyond the graduate study period, however, informal mentoring may continue as part of the dyadic relationship. In this session we explore a four generation mentor-mentee relationship and chart its development over 25 years exploring the features that we feel are important in transforming the mentor mentee relationship into a peer-to-peer relationship and the benefits that such a transformation can have for careers and for the next generation of scholars.

**McCourt, A. & Yarbrough, J.**  
*Texas Tech University*  
*Santa Ana B*

**Effective Mentoring Relationships (#293)**  
It is well known that successful careers, regardless of the field, almost always come with a solid network of interpersonal connections (Wang, 2009). Indeed, the path to success in the workplace is paved with formal and informal relationships. The most crucial among these are those which can be termed mentor/mentee relationships (Ramani, Guppen & Kachur, 2006). Put differently, professionals with the ability to cultivate mentoring relationships are much more likely to be professionally successful (Van Eck Peluchette, J. & Jeanquart, 2000). This is of particular interest with respect to women, who are under-represented in the executive ranks of most industries (Laff, 2007). Indeed reports indicate that while more women are entering the workforce, women are still underrepresented in the executive levels (Laff, 2007). One potential reason for this is a lack of access to mentoring (Laff, 2007). Therefore, this proposal seeks to identify and address the unique challenges faced by women in accessing and developing strong mentor relationships. This will be accomplished through parallel qualitative and phenomenological studies, each designed to address (1) how effective mentoring relationships develop; (2) how mentoring relationships are sustained; and (3) how mentoring relationships directly impact careers. This study will consist of 20+ qualitative interviews which evaluate women’s experiences with mentoring in the workplace. The results obtained will aid in understanding how to approach the development of formal mentoring programs while also potentially identifying how women can effectively cultivate an informal network of mentors.

**Ryan, R.**  
*University of Oklahoma*  
*Fiesta A*

**Developing and Hosting an Associate Professor Leadership and Promotion Workshop (#294)**  
Based on literature review and personal academic experience, there appears to be a mentoring void for associate professors seeking promotion to full professor. Compounding the lack of mentoring, promotion guidelines are typically vague and address performance expectations with no details about how to meet them. Many colleges have tenure-track faculty mentoring programs, but few have mid-career or associate professor mentoring programs. Recognizing this need and wanting to identify and cultivate the future leadership of the University of Oklahoma (OU) College of Architecture (CoA), the author developed and hosted a Leadership and Promotion Workshop Spring 2014. Seven CoA associate professors voluntarily attended the half-day workshop. The agenda included a speaker addressing leadership, activities designed to help develop a personal promotion strategy and discussion after each workshop activity with a panel of CoA full professors. Other objectives of the workshop included identifying potential college leaders seeking promotion, exploring and reinforcing the connection between leadership and promotion, gaining more value from college full professors, providing tools for promotion plan development, forming an associate professor peer group and formalizing potential mentoring relationships. Based on attendee feedback and the author’s observations, while acknowledging that it was untested and unique for the college and university, the workshop is considered successful as a first step, but not without highlighted challenges and areas for improvement. The purpose of this article is to discuss the workshop objectives, the agenda, the custom workbook used as the basis for activities and observations and conclusions regarding the workshop outcome and future efforts.

**Mayo, C.M. & Mayo, R.**  
*Salus University & University of North Carolina, Greensboro*  
*Fiesta B*

**Preparing Students for Graduate Degree Admissions: A Faculty-Student Peer Mentoring Model (#295)**  
Essential Functions are operationally defined as the “physical, cognitive and behavioral/affective skills needed by students to effectively transition from an undergraduate pre-professional degree program to a graduate degree program within a given health science profession.” Using several resources (e.g., research literature, graduate faculty focus groups, alumni feedback, graduate school admissions student rating scales), the presenters created the Essential Functions Checklist (EFC) and utilized it with undergraduate students to hone their skills for successful graduate school admission and matriculation. The presenters (both faculty member---one at an Historically Black Institution and the other at a Majority White Institution located approximately five miles from each other in a southeastern urban city in the U.S.) also incorporated three 30-minute discussion sessions as part of their regular classrooms to allow students to engage in peer-mentoring based on a given problem-solving task associated with the admissions process to graduate school. Use of a combined faculty-to-student and student-to-student mentoring process resulted in the undergraduate students: (a) displaying increased awareness of essential functions needed for advanced graduate studies; (b) being proactive in seeking out additional opportunities beyond the classroom to hone leadership skills, oral and written language skills, volunteerism, research skills, physical and mental stamina, critical thinking/problem solving skills, flexibility and maintaining a ‘teachable’ spirit; and (c) earning numerous offers of admission to graduate programs as they completed their senior year of study. Background literature and resources will be provided.

**Boehm, B. & Lueck, A.**  
*University of Louisville*  
*Luminaria*

**“The Difference” in Graduate Mentorship: Groups, Diversity, and Interdisciplinarity (#296)**  
Graduate education is often characterized by an apprenticeship model of education, whereby a single or primary faculty member is understood to mentor a student in his or her own image. However, scholars have increasingly acknowledged the limitations of this “reproductive model” of apprenticeship and advocated instead for multiple mentorship based on a broader sense of intellectual community (Walker et al., Damrosch). Drawing on Scott Page’s notion of diversity in The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools and Societies, we argue that graduate students’ active cultivation of a portfolio of diverse, potentially interdisciplinary mentors has the potential to produce innovative new research projects, give students a better sense of their own disciplinary values and perspectives, and prepare students to apply their research and training to a wider variety of career contexts. As Page demonstrates, it is the diversity of perspectives provided by a true developmental network of graduate mentors that can best prepare graduate students to solve the complex research problems of the 21st century, both within and outside academe.

**Cruz, A. & Joseph, S.**  
*Texas Tech University Health Sciences Center*  
*Sandia*

**Mentorship in Surgery for Gay Medical Students: An Opportunity and a Conundrum (#297)**  
I knew from a young age that I was gay and, I also knew I could never tell anyone. By the end of my 2nd year of medical school, I made the decision to tell my friends, family, and faculty that I was gay. I can still remember a family member saying I was a disgrace and would wind up in hell. All the support in the world does not to seem as powerful as someone who raised you telling you how disappointed they are. Unfortunately, my academics suffered during this time. During my 3rd year, I found my passion in surgery. It was during this time I met Dr. Joseph. He is a surgeon that doesn’t see me as a gay man, or another student; he saw a future surgeon. I had my doubts about the world of surgery: Would I be able to make it in a world dominated by strong male and female personalities? Would I be accepted as a gay person in the strict world of surgical residency? Would programs use the drop in my academics during my 2nd year to exclude me from their institutions? 1. Self-esteem is often externally created and my self-esteem and growth since that time is significant. 2. Their inability to identify talented individuals and nurture them to be successful surgeons is the failure of the program not the student. 3. Difficulty balancing home and work is a constant struggle. I will continue to work on this balance throughout my life.

**Sood, A.**  
*University of New Mexico Health Sciences Center*  
*Amigo*

**A Faculty Mentor Development Program at the University of New Mexico (#298)**  
Rationale: There is a nationwide shortage of well-trained senior research faculty mentors who can adequately mentor early-stage faculty mentees, particularly at medium sized institutions. While multiple mentee training programs exist, few programs focus on developing research mentors. The University of New Mexico Health Sciences Center (UNM HSC) has posted a novel online program to help mid-career research faculty develop skills to be more effective mentors for early-stage faculty mentees. Methods: The development program is the product of several years of discussion and input from midcareer and senior research faculty members at the UNM HSC School of Medicine; College of Nursing; and College of Pharmacy. Each training module was critiqued by external reviewers and senior UNM HSC leadership. The UNM HSC Clinical Translational Science Center Bioinformatics Core provided technological input for the program. Results: The online program consists of eight development modules with a Prezi-based interactive multi-media format accompanied by a list of study resources, real-life cases amenable to individual and group discussions, and pre- and post-assessment questions. Faculty within and outside UNM HSC can log in without charge to this distance-based asynchronous learning program. The 8 modules address defining mentoring, rewards and challenges of mentoring, communicating effectively with mentees, achieving work-life balance, understanding diversity, benefits of informal mentoring relationships, leadership skills and opportunities, and helping mentees get and manage external funding. Conclusions: This novel distance-based program at UNM HSC is expected to promote the development of more effective research faculty mentors. We anticipate that this program will form the foundation for a subsequent interactive face-to-face mentor development program.

**Clochesy, J.M., Munro, C.L. & Visovsky, C.**  
*University of South Florida*  
*Scholars*

**INFORM: Institute for Nursing Faculty Recruitment, Retention and Mentoring (#299)**  
We support faculty by creating an environment of support for faculty within academia and support of research and scholarship initiatives for both tenure-track and clinical faculty. INFORM has several facets: (1) Academic Citizenship, (2) Open-forum Scientific Discourse, (3) Seminars on the Evidence-Base of Educational Practice and Instructional Strategies, and (4) Writing Circles, Writing Groups and Writing Retreats. The Academic Citizenship series in the Institute for Faculty Recruitment, Retention, and Mentoring (INFORM) was developed to address faculty needs for overarching knowledge and skills related to development as a faculty member. The open-forum scientific discourse sessions provide the opportunity for junior and senior scientists to present issues and providing scientific critique and solutions. Scheduled scientists provide an overview of work being reviewed and pertinent details about the submission and the type of feedback he/she is seeking. Open discussion ensues with a goal of reaching a consistent set of recommendations from the gathered junior and senior faculty. The evidence-base of education practice supports success of faculty members who were prepared as clinicians and/or researchers. Synergy, an initiative involving all of the health science schools and colleges, wraps around the INFORM activities with monthly activities that provide an opportunity to explore mentorship, interprofessional education and scholarship with colleagues from other disciplines.



**Rodríguez, P.A.**  
*University of Phoenix*  
*Spirit/Trailblazer*

**Mentoring Future Leaders, Qualities of Effective Leadership: Principles of Dr. Peter Drucker (#300)**

As we approach the third millennium, America cries out for leadership at all levels of society and in every organization that compose it. It must be a national priority to seek out effective leaders. We urgently need culturally sensitive women and men who can grasp the vision of the future. Leadership is the essential force behind any successful organization. Effective leaders help generate vital and viable organizations that can develop and mobilize into new visionary roles in todays’ modern society. In so doing, leaders can form a more desirable future for this nation and the world. In contrast, ineffective leadership directs society into becoming a dreamless society lacking purpose, vision and cohesion. Knowledge has to be improved, challenged and increased constantly, or it vanishes. Bennis (1997) states that leaders are the ones with vision, who inspire others and cause them to galvanize their efforts and achieve change. Managers, on the other hand, will follow standard operating procedures to their graves, if necessary, because they do not possess the ability to change course.

**Kridli, S.**  
*Oakland University School of Nursing*  
*Isleta*

**Improving Health Behavior of Arab American Youth (#301)**

Rates of overweight and obesity have been steadily increasing among Arab Americans, a rapidly growing segment of the U.S. population. Obesity is a major risk factor for several chronic diseases, including diabetes, hypertension, cardiovascular disease and premature death. Although several strategies to prevent childhood obesity in the U.S. have been established, the translation of these effective programs into the Arab culture is a challenge. Culture shapes preventive health behaviors, and cultural sensitivity is the foundation for innovative and effective intervention strategies. This study will have the following two specific aims: Aim 1: Measure the effectiveness of a translated and culturally adapted health education curriculum (Just for Kids!) for 3rd, 4th and 5th grade children delivered by trained high school aged mentors with no parental engagement (Group1 teen-led (mentored), no parental engagement) compared to the same content delivered by an adult group leader in a classroom setting with no parental engagement (Group 2 adult-led, no parental engagement). Aim 2: Assess the effect of a culturally-specific lifestyle intervention targeting parents. We will assess the effect of the parent intervention on 3rd, 4th and 5th grade student outcomes related to the translated and culturally adapted health education curriculum (Just for Kids!) delivered by trained high school aged mentors (Group 3 teen-led (mentored) +parental engagement) compared to the same content delivered by an adult group leader (Group 4 adult-led+ parental engagement) in a classroom setting.

**Olsen, M.A.**  
*Cornell University*  
*Alumni*

**Engaging Alumni at All Stages of Ideation: Connect Entrepreneurial Hoteliers Mentor Network (#302)**

The Connect Entrepreneurial Hotelies (CEH) Network is a mentorship platform created to engage entrepreneurs at all states of ideation in order to drive innovation in the hospitality industry. Created in 2013 in response to an opportunity to strengthen the alumni network engaged with The Pillsbury Institute for Hospitality Entrepreneurship (PIHE) at Cornell University’s School of Hotel Administration (SHA), CEH facilitates mentorship opportunities for SHA alumni and students, known as hotelies, to support entrepreneurial career development within the hospitality industry while building and deepening relationships within the SHA community. Mentors have the opportunity to make a difference in the lives of fellow hotelies at all stages of the entrepreneurial lifecycle. With the SHA connection, the shared experience of being hotelies, and a shared interest in entrepreneurship, mentors are in a position to provide mentees with career guidance, educate them about unexplored avenues, and bring out their untapped strengths. Leveraging OrgSync as a platform for mentor session accountability and Qualtrics for documented feedback loops and routine surveys to measure the impact of mentoring efforts on both mentor and mentee, CEH officially launched in Spring 2014. This research aims to expand upon work from Dawson’s 2014 work in Educational Researcher. The research will evaluate the effectiveness of the design of the CEH program as compared to the framework presented by Dawson (2014), which outlines 16 design elements of mentoring programs. The research also aims to understand the effects of different design elements and metrics on mentors and mentees in the CEH Mentor Network in response to a BizEd Magazine article’s call to action.

**Oesterle, U.**  
*Syracuse University*  
*Mirage/Thunderbird*

**Music Business Mentoring (#303)**

A popular misconception is that the music industry is a dying industry. It is, however, a business that is rapidly changing and the music business model of today is different than that of just 4 years ago. As this is the case, students entering a 4-year degree program studying the music business may study these changes in business during the four years of undergraduate education. There is inherently a lag between course design at the higher education level and updating of core curriculum to best serve the student population. The variable, at the college level, in preparing students for their career after college is the relationship with mentors both on and off campus. This paper and presentation examines the best practices in music business mentorship through independent study courses, experience based learning classes and internships at the college level. Particular attention is given to the work being done within my program, The Bandier Program for Music and The Entertainment Industries at Syracuse University.

**Arthur, T.**  
*James Madison University*  
*SUB Theater*

**A Mentoring Approach to Theatre Education (#304)**

This presentation examines mentoring in educational theatre and how it is supported by the structure and operation of an experimental theater. As per the conference objectives, it proposes a methodology for developmental relationships and suggests new ideas and best practices for successful developmental relationships. If college is a laboratory, then a primary purposes of higher education is to function as learning and testing ground for artistic and disciplinary practices, knowledge, and possibilities. Many faculty-directed productions, however, showcasing a department’s “best” work, rehearse product-oriented values and hierarchical structures, putting students into employee-like positions. These may be effective training grounds for jobs within theatrical organizations that reproduce corporate models, but not for much of today’s theatre in which participants are expected to devise pieces, work in an auteur manner, and utilize skills and sensibilities of more than one theatre area. If a higher education in theatre is to fulfill its promise as a laboratory, different models are necessary that cultivate the development of theatre artists, risk-takers, and autonomous creative thinkers. The Experimental Theatre at JMU functions in such a way, as an environment in which commercial, authoritarian, and popular pressures can be held in abeyance so that students may develop capacities that will serve them as theatre artists, professionals in various professions, and mature, contributing members of society. The proposed paper examines the methods and contexts the Experimental Theatre offers that enable this sphere and its experiences to cultivate abilities and qualities that serve individual success within both theatrical and nontheatrical fields.

PLENARY SESSION 11:00 - 11:45 AM

**Dr. Maggie Werner-Washburne**  
*University of New Mexico*  
*Ballroom C*

**Mentoring for Life: Inspiring Today’s Students to Become Tomorrow’s Most Creative, Thoughtful Leaders**

This plenary session will address the importance of fostering emotional intelligence and psychosocial support in the mentoring relationship for the development of scientists and researchers, and propose best practices for successful application in scientific research fields. Over the past 10 years, the NIH-funded IMSD program for STEM juniors and seniors has developed into a highly successful mentoring program. Given the initial success of the mentoring program and the still prevalent problem of low graduation rates for American Indian students, the Gateway Scholars Mentoring Groups (GSMG) was created for freshmen, sophomores, and transfer students from underrepresented backgrounds, with a focus on American Indian students. Understanding and meeting the wide range of needs for young professionals is vital, especially within the context of underrepresented minority students in these fields, who must bridge additional obstacles to achieve success. By allowing students to not only understand who they are, what they love and value in life, but also how to deal with challenges and failures as learning opportunities, they can more readily achieve their goals, and contribute to their field. This session highlights the importance of creativity for success, barriers such as the Imposter Syndrome and Implicit Bias, and best-practices for success in scientific research fields.

SPECIAL PRESENTATION 1:00 - 2:00 PM

**Dr. Carlos E. Cortés**  
*University of California, Riverside*  
*SUB Theater*

**A Conversation With Alana: One Boy’s Multicultural Rite Of Passage**

“A Conversation with Alana” is a one-hour, one-person autobiographical play written and performed by Carlos E. Cortés, Professor Emeritus of History at the University of California, Riverside. In his play, Cortés presents his story of growing up as a young man of mixed ancestry in racially segregated, religiously divided early post-World War II Kansas City, Missouri. The son of a Mexican Catholic immigrant father and an American-born Jewish mother, whose parents came from Austria and Ukraine, Cortés had to learn to navigate Kansas City’s rigid racial, ethnic, and religious fault lines, while simultaneously dealing with the internal conflicts of his own divided family.

CONCURRENT SESSIONS 1:00 - 1:45 PM

**Schramm-Pate, S.L.**  
*University of South Carolina*  
*Lobo A*

**Girls for Tomorrow (GiFT): The Development of a Feminist Cross Cultural Mentoring Model (FCCMM) (#305)**

This paper describes the preliminary development of a Feminist Cross-Cultural Mentoring Model (FCCMM) for a program called Girls For Tomorrow (GiFT). GiFT Mentoring Workshops (GMWs) were theorized on the 3Rs of Receptivity, Reflection, and Reciprocity. GMW themes include: Team-Building (e.g., morale, team-work, conflict resolution); Social Media Responsibility (e.g., cyber-bullying, blogs, chatrooms, YouTube, Facebook, Instagram ), Self-Care & Self-Esteem (e.g., gendered constructs of body image, stereotypes, film industry), and Higher Education (e.g., continuing Education, personal finance, college majors, sports in college, saving for college).This research is an investigation of the mentoring experiences of five undergraduate females and 104 adolescent girls who participated in a comprehensive feminist-based and community-based mentoring program called Girls for Tomorrow (GiFT). The research question is: How can GiFT mentors who are middle-class, educated, females better address the issue of “cross-cultural” mentoring in a working-class poor school? This qualitative study utilizes feminist research (Hesse-Biber & Leavy, 2007) and an ethnographic methodology (Lecompte & Preissle, 1993) to understand the cultural patterns in human behavior and to describe the participants’ culture as well as study the natural setting in which the culture is manifested—specifically, the changes that occurred when 5 female undergraduate mentors and 104 female adolescent protégés participated in GWMs over the spring of 2014.

**Allen, P.R.**

*Lee College*

*Lobo B*

**Developing Collaborative Mentoring Partnerships in a Correctional Environment (#306)**

Since 1966, Lee College has been a recognized leader in correctional education. The mission of Lee College/Huntsville Center is to provide quality educational opportunities in a unique and challenging learning environment whereby incarcerated offenders in the state of Texas may consider enrollment in a variety of academic and technical programs based on a collaborative educational partnership with the Texas Department of Criminal Justice. The core competency of correctional education is based on the organizational and developmental networks made possible by establishing mutually beneficial educational and mentoring relationships with key constituents. At a result, Lee College has demonstrated a highly successful track record by developing a wide variety of technical and workforce based programs for student offenders which also provide direct benefits to one of the largest penal institutions in the U.S. Offenders who enroll in educational programs acquire technical skills and industry certifications necessary to also be placed in special work assignments while incarcerated such as (CDL) truck driving, welding, and culinary arts. This presentation will discuss how Lee College utilizes former students as special mentors and instructional aides to assist in the educational training of currently enrolled students who are ultimately placed in special work assignments within TDCJ industries. These types of collaborative educational and mentoring partnerships also provide a tremendous cost savings to the State of Texas and its taxpayers. In fact, offenders who completed two years of college had a 10% recidivism rate as compared to 60% for those receiving no additional education while incarcerated.

**Kellogg, D.**

*Eastern Mennonite University*

*Santa Ana A*

**Women’s Peacebuilding Leadership Program: The Mentoring Component Case Study (#307)**

This case study details the effectiveness of an academic mentoring program that is a component of the Women’s Peacebuilding Leadership Program at Eastern Mennonite University, Harrisonburg VA. The purpose of the mentoring component of this program is to enhance the outcome goals, which are: increased sphere of influence, leadership and confidence. The initial methodology focused on mentors being experienced peacebuilders that may not have lived in the same region as the mentee. Also, tracking was done via monthly emails. This proved to not be as effective as anticipated. After an extensive redesign based on research, monitoring and evaluation, a new model was implemented. This model incorporated the key elements of both informal and formal mentoring programs. Research shows informal mentoring has been proven to be most effective. Our goal was, to create a formal mentoring program for the purpose of monitoring and evaluation while keeping it as informal as possible. Key elements are: the women chose their own regional based mentor, the mentoring coordinator conducts a brief training with mentored team, a memorandum of understanding is signed by the mentee, mentor and mentoring coordinator, and monitoring is incorporated into the coursework. The current theory is, if a participant has a mentor familiar with their region who can assist in connecting academics and practice in local context, there will be an increase in outcome goals. This has proven to be more effective in achieving outcome goals, along with participants and their mentors self-reporting the benefits of this program.

**Hart, R.K.**

*University of St. Thomas*

*Santa Ana B*

**Informal Developmental Relationships in Virtual Teams: Emergence, Content, and Impact (#308)**

Members of virtual teams, separated by time and distance, often do not have the opportunity for formal mentoring relationships, nor the serendipitous exchanges afforded by proximity to a network of colleagues who might provide much needed social or professional support. How do developmental relationships in virtual teams emerge and flourish, and what is the impact of these relationships on the individual who is either giving or receiving support? Drawing on the theoretical perspective that communication is constitutive of social, psychological and organizational realities (Craig, 1999; Duck and Pittman, 1994) a study was conducted with thirty-eight members of seven different work teams in a variety of contexts. Using a grounded theory methodology, in- depth interviews including narrative experiences of relationship development and of specific developmental communication exchanges were analyzed to describe a model of how informal developmental relationships can emerge in virtual teams. Content analysis of critical incidents of communication, along with exchanges between team members occurring over email and via virtual team meeting audio-conferences revealed that informal developmental relationships can grow through particular communication strategies across distance and provide virtual team members with several positive outcomes. In this presentation, we will discuss the implications of this research for fostering positive developmental relationships in virtual teams and discuss recommended strategies to create and improve informal mentoring programs through the medium of virtual team communication.

**Ronnau, J.P.**

*University of Texas, Pan American*

*Fiesta A*

**Evaluation Model and Preliminary Results of a Faculty Mentoring Program (#309)**

Recruitment and retention efforts must work in-tandem in order to attract and retain high quality faculty. In recent years the College of Health Sciences and Human Services at the University of Texas-Pan American has experienced an unacceptably high turn-over rate of its full-time faculty, particularly among its tenure-track faculty. Not only is turn-over unfortunate, robbing the campus of good faculty, it is expensive for all parties. A comprehensive and effective mentoring program is one component of an effective retention plan to reduce this loss; however, mentoring itself is resource intensive, especially in terms of faculty time. This presentation will report on a mentoring program developed by the College, including an overview of the plan, assessment protocol and pre-test results. While an informal mentoring has been used at various times in the College, this effort will make the program more systematic and structured, thus formally integrating it into the College’s process and procedures. The mentoring program, including an evaluation component, will be fully implemented beginning in August 2014. Its more prominent elements include: pre-test, including gauging the participants’ expectations for the program; close coordination with the university’s new-faculty orientation program to maximize synergies between University and College efforts; early pairing of mentors and mentees; monthly online assessments; group meetings with all participants two-times per semester to reinforce the model, problem solve and share information; mid-year evaluation and revision of the program as needed; recognition and reward of mentors; and year-end evaluation and lessons learned.

**Keber, A.**

*Appalachian State University*

*Fiesta B*

**As-U-R: A Support Program for Students with Executive Functioning Challenges (#310)**

Students with executive functioning challenges (EFCs) have difficulty memorizing information, appropriately using crystallized knowledge when needed, and generating new ideas (Barkley, 2012). Specifically, students with EFC find that difficulties in task initiation, planning, and organization often go hand-in-hand and cause them to struggle with academics if there is not an adequate support system. Such structure is often provided by parents and teachers throughout secondary school; however, such externally-mediated support tends to end as students enter higher education. Students with EFCs often “fall through the cracks” on university campuses because they do not meet the criteria for disabilities such as Attention-Deficit/Hyperactivity Disorder or Learning Disabilities; consequently, these students do not qualify for academic accommodations or other related services. However, “college students with executive functioning deficits who receive proper treatment and take advantage of on-campus and community disability services can have a successful college career” (Culpepper, 2011, p. 30). The As-U-R program is a multifaceted program for students with EFC providing intensive interventions including both group and one-on-one components. Students participate in weekly coaching sessions, attend a weekly seminar focused on strategies that will help students with EFC succeed, and participate in supervised study sessions during which staff help them to implement skills and strategies taught in seminar.

**Roos, R.D.**

*Dixie State University*

*Luminaria*

**Relationship between Noncognitive Risk Factors, Student Advising, and First-Generation Student Retention (#311)**

First generation students often come to college without the skill set or knowledge to navigate through higher education or access its services. The hurdles they must jump to persist to graduation may include a lack of family support, no prior legacy of college completion, or limited “inside information” on how to succeed in college often provided by college-graduate parents or guardians. While colleges can provide services and support, and use transcript information to advise a first-generation student on appropriate course selection, it is more difficult to help them understand their own risk factors or noncognitive variables that, when understood, can be helpful in providing mentoring and action plans specific to a student’s needs. A 2009 quantitative study was conducted at Dixie State University with the goal to measure the power of noncognitive information to impact retention rates. While the study was not initially geared toward the first-generation student, the results of the study were surprising. Using a survey tool called the Student Strengths Inventory, students were invited to meet with an advisor to discuss their results and formulate an action plan. The first-generation students who participated in the study were retained at a 62% rate one year later, or 8% higher than the 2009 freshman cohort class. This was unexpected, given the first-generation research and higher drop-out rates. Also of note were the noncognitive variables where these students scored the highest: self-efficacy and resiliency. In contemplating the challenges faced by this group, perhaps this information is not so surprising.

**Madni, J.**

*The Boeing Company*

*Sandia*

**Boeing Space & Intelligence Systems’ Mentoring On-Rotation Experience (MORE) (#312)**

The Mentoring On-Rotation Experience (MORE) is a six month rotational mentorship development program available to employees of all experience levels within Boeing Space & Intelligence Systems. The MORE lifecycle begins with prospective mentors and protégés completing an internally developed matching survey spanning preferences for individual technical skills, leadership attributes, management acumen, professional strategy, educational opportunities, work/life balance, and a combination thereof. The MORE Core Team, consisting of volunteer Boeing S&IS employees, completes the matching process by assessing survey results and correspondingly allocating mentor/protégé pairs. Over the six month period, in addition to the expectation of periodic one-to-one mentorship interactions, MORE provides a range of interactive monthly events, both seminar and activity based, allowing participants to cultivate their professional networks. In order to ensure consistency of participation, MORE has conceived of an Engagement Point System, where participants are allocated points for each interaction with his/her mentoring counterpart, attendance to MORE monthly events and completion of an Individual Development Plan, which systematically outlines projected goals and outcomes from the mentoring relationship; the IDP is an online tool within the Boeing internal network. An accumulation of an explicit number of points’ results in a program Certificate of Completion, signed by a Boeing S&IS senior executive, and presented to individuals at the rotation’s finale event. Since MORE is an iterative mentorship development process, participants are strongly encouraged to continue with subsequent rotations in order to expand their professional networks, as well as use MORE as a gateway resource for other Boeing professional development programs.

**Diego DuBose, I., Bayless, N. & Scherer Stern, M.**

*Stanford University*

*Amigo*

**Elevating Mentoring Opportunities for PhD Community at Stanford University (#313)**

Stanford University offers mentoring opportunities, all of which were designed or redesigned to meet the specific needs of PhD students. This presentation provides information on the collaboration among key stakeholders, program design, implementation, and impact of three signature programs: Stanford Alumni Mentoring (SAM), Mentoring Matters, and Student Outreach to Alumni Resources (SOAR). Originally designed for undergraduates to connect with alumni, SAM recently expanded to provide mentoring opportunities for graduate students (Masters and PhD). This is a direct result from graduate students seeking additional resources to supplement faculty advisor and navigate the PhD experience through the support of paired mentoring with an alumni mentor. Another recent collaboration within the Stanford PhD community resulted in “Mentoring Matters”, a three-part series offered to all graduate students. This group mentoring approach focused on career development and self-improvement and provided an opportunity to engage with alumni. Within the Stanford School of Medicine, SOAR provides an exemplary model of multi-level connectedness mentoring among students and School of Medicine alumni. Collectively, these three programs showcase elevated learning through meaningful conversations and mentoring while strengthening the PhD community at Stanford.



**Egues, A.L.**  
*New York City College of Technology of CUNY*  
*Scholars*

**Up Against a Wall: Developing a Mentoring Program for Disparate Nursing Faculty (#314)**  
The literature reflects that a significant shortage of nursing faculty has been reported for years, with qualified nursing program applicants continuously turned away, thereby putting in peril the safe and quality care of our nation. As the nation grows increasingly multicultural, the recruitment and retention of nursing faculty, particularly those of minority background, is at a critical cross roads. But, newly hired nursing education faculty members often lack the necessary knowledge base to fulfill educational role expectations of excellence in teaching, scholarship, and service. It is imperative, then, that nursing education programs actively seek forming, cultivating, and maintaining mutually beneficial developmental relationships between mentors and mentees/protégés to facilitate the personal and professional growth of nursing faculty across the career continuum. While few may question the importance of developmental relationships to career advancement, little is known of how these relationships could work within nursing educations programs comprised of multi-culturally disparate faculty members. This paper is designed to invite discourse to guide the development of mentoring programs across multicultural departments in nursing academia. Essential aspects of mentoring will be discussed as the basis of best practices for establishing successful developmental relationships within a multicultural landscape. Suggestions will be provided for nursing education, nursing practice, and nursing research settings to consider.

**Leslie, L. & Hobson, L.**  
*Prairie View A&M University*  
*Spirit/Trailblazer*

**The Impact of Mentoring on Leadership Capacity Development of Public School Administrators (#315)**  
The purpose of this study is to investigate the impact of mentoring on leadership capacity development of school administrators in a Southeast Texas County. Searby (2010) indicated that there are no preparation programs that produce leaders who are totally prepared for the challenges of new school administrators. The lack of experience among superintendents results in a 45% turnover rate from the position within three years (Grissom & Andersen, 2012). With mentoring, the administrators can reduce anxiety and build confidence (Carucci, 2006) thus, increase leadership capacity among school administrators. This research will answer the following questions. 1. What is the difference in leadership capacity between the district level administrators and school level administrators of a Southeast Texas county public schools, who received mentoring and those who receive no mentoring? 2. How do ethnicity, gender, age, and number of years in current position influence leadership capacity of a Southeast Texas County public school administrators? 3. What is the impact of mentoring on the schools' academic performance of Southeast Texas County public school administrators who received mentoring and those who received no mentoring? The researcher will utilize a Casual-Comparative research design to examine the impact of mentoring on leadership capacity development of administrators in a Southeast Texas County schools. The researcher will use the Leadership Capacity Questionnaire to collect data from 150 administrators Southeast Texas County public schools and will use Statistical Package for Social Science (SPSS) to analyze the data, through descriptive and inferential statistics.

**Briones, J.**  
*Texas A&M University, Kingsville*  
*Isleta*

**Negotiating Mentorship as Teacher and Colleague to First-Year Writing Graduate Teaching Assistants (#316)**  
As Coordinator of Freshman and Sophomore English at a Hispanic-Serving Institution in South Texas, I mentor first-year writing graduate teaching assistants (GTAs). As fellow writing instructors, these GTAs are also colleagues who unfortunately are exploited by administrators for their teaching abilities at low wage masked as “assistantships.” With GTAs occupying a third space subjectivity as student-scholars and underpaid and undervalued colleagues, so do I, as mentor, occupy a third space subjectivity as teacher and fellow collaborator. However, being a junior faculty member of color, and a relatively young one at that, I have not always known how to negotiate my mentorship effectively. Lacking an official mentor myself, I have heavily relied on writing program administration best practices, multidisciplinary mentoring scholarship, and my personal experiences as a GTA to understand how to best help those whom I now mentor. In this essay, I will discuss how I have negotiated my role as a young teacher and colleague of color to mentor first-year writing GTAs, some of whom have been my same age. First, I will explain the differential subject positions of first-year writing GTAs and myself as their mentor, administrator, teacher, and colleague. Then, I will discuss mentoring approaches and strategies that have been effective and others that have not.

**Berkenfield, C.**  
*Bellevue College*  
*Alumni*

**Institutional Citizenship: How a Cohort of New Faculty Found Its Voice (#317)**  
In 2013, Bellevue College faculty ratified a union agreement that requires mentoring support for new tenure-track faculty across the disciplines. BC's Faculty Commons developed a pilot program to support these new faculty in the first year of their probation. This presentation will cover the history of mentoring at BC and what was not working in earlier iterations; the complex institutional challenges that framed the structure of the pilot program (including how to evaluate mentee progress toward their articulated goals); what the program looked like when it started and how we have responded to participant feedback for its second year; and how the program includes ethnically and nationally diverse participants with different levels of teaching experience from the arts and humanities to the health sciences. This program functions alongside a second BC program for developing teacher awareness of and practices around educational equity. The intersection of the two programs offers important insight into how mentoring practices can be linked to the core values of an institutional culture and lead to stronger forms of citizenship for traditionally vulnerable faculty and their mentors.

**McBride, C.**  
*University of Washington, Tacoma*  
*Mirage/Thunderbird*

**How Mentoring and Other Induction Program Techniques Can Reduce New Teacher Attrition Rates (#318)**  
This study examined a prediction model for new teacher retention that combined induction program components and mentoring trait variables from the 2009-10 BTLS dataset. Results indicate the presence of an induction program, a mentor, seminars, and regular supportive communication with an administrator during the first year of teaching as significant predictors for teacher retention (N = 1992). Two-way frequencies show teachers without induction leaving in years two and three at nearly twice the rate of those who had induction. Similarly, teachers who had mentors, seminars, or regular communication left in years two and three at half the rate of those who did not have each induction component. Logistic regression implies new teachers with induction programs incorporating mentors, seminars, and regular communication are nine times more likely to remain in year two and 12 times more likely to remain in year three than new teachers without any formal induction.

CONCURRENT SESSIONS

2:00 - 2:45 PM

**Santiago, L.**  
*University of Phoenix*  
*Lobo A*

**Learning With and From Each Other (#319)**  
In the age of social networking and virtual modes of communicating, social learning theory is a critical area of ongoing research. As we work with learning teams, work place teams and support individual and organizational growth, it is important to understand what high functioning teams look like and how they can evolve into fluid communities of practice (CoPs) as Wenger, et al., (2001) describe. Wenger and colleagues have advanced the research around social learning theory through the concept of CoPs. More effective than high functioning teams, CoPs allow an organization to sustain itself through distributed leadership and knowledge. In order to support the evolution of groups, we need to better understand how we learn from and with each other in communities of practice. This can happen through both formal and informal coaching and mentoring. A foundation of trust is required for these reciprocal relationships to develop. To develop effective relationships in the workplace, we also need to know and understand how to make Communities of Practice more relevant, resourceful and successful. In this way, we can advance the notion of social learning theory more intentionally and build deeper understanding of reciprocal relationships in group applications. This research is essential if teams are to grow beyond high functioning teams and individuals are to better understand themselves in their collaborative role as knowledge stewards.

**Hawley, D.**  
*University of San Francisco*  
*Lobo B*

**A Coaching Model for Teachers to Adapt Writing Instruction for Students with Disabilities (#320)**  
With the adoption of the Common Core State Standards, students must now become skilled at using different types of writing to help them critique text and process information. They also have to be able to write using informational text. This is particularly challenging for students with mild to moderate disabilities, including students with language-learning disabilities, who often struggle with aspects of language necessary for learning to read and write and show striking deficits in productivity, grammatical and spelling accuracy, and sentence complexity with differences in performance by genre (Koutsoftas & Gray, 2012; Scott & Windsor, 2000; Troia, Lin, Cohen, & Monroe, 2011). In order to help students meet the new writing standards, general education teachers need to reconsider how they adapt writing instruction for students with disabilities in their classrooms. This qualitative study examined the process of change among three third grade teachers who participated in an 8-week writing adaptation innovation. The Concerns-Based Adoption Model (CBAM) (Hall & Hord, 1987; Hall, Wallace, & Dossett, 1973) served as the conceptual framework of the study and was used to examine the process of teacher change. The school's speech and language pathologist (SLP) served as the change facilitator to provide ongoing support and coaching to the three teachers throughout the innovation program. Data were collected through classroom observations, a questionnaire to measure the teachers' level of concerns, and interviews with the teachers and the SLP to understand the process of change and implementation of the innovation program through the CBAM coaching model.

**Rabkin, M.**  
*University of California, Berkeley*  
*Santa Ana A*

**A Double Concept of Mentoring: Vertical Learning Communities at a Large Research University (#321)**  
In 2010, a pilot program was established in the English Department at UC Berkeley that has pioneered a new model of mentoring for the campus as a whole. Berkeley Connect has now expanded to ten departments and is engaged in a capital campaign for further expansion. The program is based on a double concept of mentoring, in which advanced graduate students mentor undergraduates both one-on-one and in small groups. Students crave both individual mentoring and the experience of learning in a small peer cohort, two academic features that can be difficult to provide at a large research university. This paper describes how Berkeley Connect has created a vertical learning community that extends from the tenured faculty to assistant professors to graduate students and finally to undergraduates. The backbone of this learning community is provided by our double concept of mentoring, which creates opportunities for faculty, graduate students, and undergraduates to build relationships based on shared academic interests. The program has been remarkably successful, and we believe that it provides a model for other large universities to create an intimate and supportive learning environment for undergraduates while training a new generation of Ph.Ds as mentors and teachers.

**Alqahtani, F.**  
*Salman bin Abdulaziz University*  
*Santa Ana B*

**The Factors Influencing the Relationships among the Gifted Group Telementoring Program (#322)**

This study investigates the factors that influence the telementoring relationships of 22 gifted male high school students from Saudi Arabia through the Moodle website that uses both forum discussions and emails of a ten-week Period. Students involved were from different areas in Saudi Arabia and were grouped into five groups of 4 mentees each. Each group worked with one mentor in a specific subject (Maths, Medicine, Thinking, Space and Petroleum). It made use of the open-sourced Moodle software with some modifications such as the addition of some new features to permit the full use of the Arabic language. The data shows that the five groups involved in this study were characterised by five different types of relationships. The data of the study also show that the relationship between the mentees and their mentors can be influenced by different factors such as selection, matching and training of participants, the participants’ commitment and flexibility toward mentoring and learning, the degree of participants’ satisfaction and the role of the co-ordinator. When all of these factors are appropriately addressed, it would most likely lead to engagement and to the positive perceptions of benefits.

**Trebian, P.**  
*Cardinal Stritch University*  
*Fiesta A*

**Adjunct Faculty Management through Developmental Relationships (#323)**

This position paper is to be utilized to facilitate discourse on creating and maintaining a venue for developmental relationships between program chairs and adjunct faculty in an effort to build working relationships between students and adjunct faculty. “There is nothing more viable to a college student than a working relationship with a faculty member” (Gafney, 2005, p. 56). The College of Business and Management (CBM) at Cardinal Stritch University (CSU) has documented a Faculty Lifecycle that proposes a methodology for the use of developmental relationships as a venue for adjunct faculty management with the aim for improving student experience. The CBM Faculty Lifecycle depicts various processes that use developmental relationships in an effort to create lasting connections between program chairs and adjunct faculty. In turn, adjunct faculty can promote positive student-faculty interactions, which becomes the basis for developmental relationships with students that can improve student experiences within CBM degree programs.

**Royston, N.S.**  
*Iowa State University*  
*Fiesta B*

**Perceptions of the Iowa Arts Education Mentoring Program by 1st & 2nd Year Music Teachers (#324)**

Mentoring has been shown to be one of the most effective and important steps in helping new teachers transition into the profession successfully and confidently. In Iowa, a statewide mentoring program has been developed in an effort to improve the quality of arts education and to assist the new teachers in developing the skills needed to be effective and successful. The purpose of this study is to examine the perceptions of first and second year music teachers regarding the Iowa Arts Education Mentoring Program. The sample included first and second year music teachers who hold a Bachelor of Music Education Degree and a State of Iowa initial teaching license who were employed in Iowa Public Schools teaching in the areas of band, orchestra, choir, or general music. The convenience sample (n=12) completed a brief survey and participated in an interview for this study. The participants responded to questions such as rating the helpfulness and efficacy of the mentors, the perceived effectiveness and what were the most and least helpful aspects of the programs, what gaps did the mentorship program fill that were not learned at the university, and what do they wish would have also been included. While the information is not generalizable, this study does provide insight into the perceptions and opinions of the program mentees.

**Hairston-Green, D. & Smith, L.**  
*Prairie View A&M University*  
*Luminaria*

**Student Leadership through Professional Development and Mentorship (#325)**

As the field of agriculture and health sciences continues to grow so does the need for experienced professionals with skills that could enhance the industry and its relationship with the consumer. According to researchers Love and Yoder (1994), “leadership development has been identified as one of the objectives of undergraduate agriculture degree programs in land-grant colleges throughout the United States” (p.1). Agriculture industry leaders have identified several key interpersonal skills that are needed by students, especially those from underrepresented populations, in order for them to compete for positions of leadership and influence within the industry: problem solving, communication, team building, leadership, management, and strategic thinking. Industry professionals have identified that these skills are also lacking among our recent graduates. This student leadership project objective is to (1) determine what current students believe were essential skills necessary to obtain leadership roles or positions of influence in their industry, (2) understand students’ perceptions of their own interpersonal skills, and (3) implement a mentorship program that will specifically target these students and engage them in opportunities to develop the skills needed to be successful in acquiring positions of leadership and influence.

**Fields, D.J.**  
*Eastern Michigan University*  
*Sandia*

**Sponsor, Faculty and Student Roles & Relationships in Engineering Technology Project-based Learning (#326)**

This proposal describes the results of a project conducted for the purpose of implementing a project-based curriculum. The curriculum employs interdisciplinary teams of students and faculty in the resolution of applied problems in conjunction with industry, community, and professional partners. This project was conducted in partnership with OHorizons Foundation, whose mission is: “Fighting poverty and hunger by improving the lives of at-risk children and women through locally-implemented, sustainable, and scalable solutions.” The project involves improvements to the materials and design, followed by testing, of a BioSand Filter, which is

used to provide clean drinking water in developing countries. Teams composed of faculty and students were selected according to the skills needed to solve the various problems. Students received academic credit which was applied to their program of study. Students include several programs at various levels: PhD in Technology, Quality Concentration, Masters’ in Construction Management, Bachelor’s in Construction Management, Bachelor’s in Product Design & Development, and Bachelor’s in Mechanical Engineering Technology. Faculty are from the following disciplines: Quality Management, Construction Management, Product Design and Development, Mechanical Engineering Technology, and Polymers and Coatings. Mentoring was provided between students as well as by faculty and the project sponsor/partner. The primary goal of faculty was coaching, while the sponsor representatives actively participated on a weekly basis. The project was assessed with a “Lessons Learned” session, conducted with students, faculty, and the project sponsor.

**Yoder, L.H.**  
*University of Texas, Austin*  
*Amigo*

**Coaching and Relational Coordination within Nursing: Underused Paths to Success (#327)**

The nursing literature consists of many research and explanatory papers that misrepresent mentoring and largely fail to address coaching as a developmental relationship. Mentoring has been represented as the way to correct a number of nursing work environment problems, while coaching has been largely ignored. Few leaders in healthcare, and particularly in nursing, understand the differentiation between the five career development relationships (CDRs): precepting, peer strategizing, coaching, sponsoring, and mentoring. Therefore, they are unable to teach and model elements of CDRs within nursing leadership teams, which consist of supervisors, managers, directors, and chief nurse executives. Additionally, most nurses work as members of healthcare teams, therefore optimal team functioning is imperative for safe, quality healthcare. Moreover, nurses are often promoted into leadership positions based on their outstanding clinical performance, so they often do not possess theory and evidence-based leadership skills, to include coaching of employees and negotiating within teams. This presentation will provide an overview of how coaching and relational coordination are linked in acute care healthcare environments (hospitals). Relational coordination has been explored at the level of the bedside nurse and the care provider team, but it has not sufficiently been explored within nursing leadership teams. Data from a descriptive, correlational study (underway) about coaching and relational coordination within nursing leadership teams from two hospital systems in central Texas will be presented. One system is for-profit and the other is not-for-profit. Implications for possible CDR based interventions and further research will be discussed.

**Reyes, B.**  
*Drexel University School of Public Health*  
*Scholars*

**Mentorship, Facilitators and Co-Facilitators in a Pre-diabetes Prevention Program (#328)**

The National Institute of Health’s goal is to disseminate and implement evidence-based health promotion programs in order to reach underserved communities. Community Based Participatory Research (CBPR) is one approach to reaching these communities. The goal of CBPR is to create a collaborative relationship between researchers and the community to achieve social change and improve health outcomes. Principles in CBPR are building trust, listening, questioning, and providing support, which are also critical components of effective mentoring and coaching. A closer look at the researcher-community relationship through the lens of person-centric mentoring has the potential to further strengthen social justice in public health practice and research. The Getting People In Sync Prediabetes Prevention Program (GPS) is a faith placed study in two Philadelphia churches with selected church members serving as program facilitators. Integral to the program, these facilitators work in a collaborative mentoring relationship with a co-facilitator. Allen and Poteet (2011) propose a person-centric approach to assessing the experiences of the mentor and mentee (Beal, Weiss, Barros, & MacDermid, 2005). The authors propose a mixed method approach to exploring the experiences of facilitators and co-facilitators. A person-centric mentoring method complements CBPR’s aim to strengthen communities feeling valued and valuing research. In addition, a person-centric mentoring method complements CBPR researchers’ role in program implementation and co-learning.

**Sobers, S.T.**  
*Whittier College*  
*Spirit/Trailblazer*

**A Mentor’s Role in the Advancement of Black Women In and To Senior Administrator Positions (#329)**

In the corporate world, women hold less than 5% of key executive leadership positions. The disparity is also prevalent within higher education. One of the strategies for reducing the barriers to career advancement for women and specifically women of color is mentoring. Using resilience theory as a theoretical framework, this year-long qualitative study explored the experiences of four Black senior student affairs officers at small (enrollment under 5,000), private, predominantly White institutions in the United States. The findings revealed the impact of mentors on the career trajectory of Black women professionals through acknowledgment and validation of potential or transferable skills and provision of opportunities for networking. Study participants indicated that the informal tap on the shoulder by mentors was a catalyst that led them to consider leadership positions they might not have otherwise pursued. A key finding from the study is that the dominant model of mentoring (where a person intentionally seeks a mentor for guidance) actually reinforced hegemonic practices. The new model that emerged was for potential mentors, supervisors, or colleagues to make the initial connection to women and women of color not because they lack skills or from a presumption of needing help but because the campus climate may not support them if they ask for support.

**Dolenc, N.R.**  
*University of Virginia*  
*Isleta*

**Self-Directed versus Apprenticeship: Comparing Mentoring on Two High School Robotics Teams (#330)**

Mentors play important roles in the working environment of out-of-school robotics clubs and competition teams. A comparative case study method is used to examine roles mentors play and the associative student behavior on two veteran robotics teams. On one team, mentors displayed a high directive nature toward their students as their team built their robot. On the other team, mentors displayed a low directive nature toward their students during the same activity. Data was organized to form a mentor-student behavior model. The high mentor directive was identified as following a truncated apprentice model where mentors modeled expert techniques as students were assigned tasks and learned by watching. The low mentor directive team was identified as following an autonomous model where students explored their own choices and learned by doing.



**Marable, M.**  
*Canisius College*  
*Alumni*

**Teacher Using Inquiry as Stance to Support Teacher Induction (#331)**

Using inquiry as stance, a mentoring program was piloted for one year. Its audience included practicing teachers, college students and administrators. Professional learning communities were developed around well-suited topics as teams worked together to answer research questions relevant to their classroom settings. They attended professional development offerings throughout the school year, sponsored by a teacher preparation program at a local college. Part of the professional development included training in research methodology as well as a variety of intervention strategies appropriate for consideration. Single case designs allowed the teams to document the effects of interventions meant to improve outcomes for children in both academic and behavioral areas of need. An overview of the program will be discussed. Preliminary findings from interview data collected on participants’ experiences and implications for a developing larger scale model will be highlighted. The inquiry model infused in the professional learning community is being considered for a larger scale mentor program for new teachers. Recent graduates of the college will participate as the process shows potential for support during the induction year. Initial observations and experiences of this larger scale project will be shared.

**Rigg, L. & Reynolds, J.**  
*Northern Illinois University*  
*Mirage/Thunderbird*

**Potential Pathways to Faculty Advancement: Networking, Service, and Job Satisfaction (#332)**

Northern Illinois University recently completed an NSF ADVANCE grant climate survey and a follow-up survey on the role of service in career progression. These surveys focused on women in science fields (STEM) but were inclusive across gender. In general, both females and males were generally satisfied with their position and career progression. However, within STEM fields, both gender and discipline were found to be significant determinants of satisfaction, with STEM and female respondents indicating less satisfaction. Factors found to align with satisfaction included: Agency/Respect, Gender Marginalization, Equity, Family Balance, Resources and Hiring Outcomes. We assert that factors that align strongly with each other and faculty career satisfaction may serve as useful predictors, and can lead to the development of better policies/practices for increased productivity and retention, especially in relation to networking, mentoring and collaboration. Given female STEM faculty often experience some level of departmental isolation, if women faculty are to be truly successful, benefits exist from mentoring in leadership and transitioning to higher ranks. The need for data analysis in this area, particularly that of resources, hiring practices and outcomes, and the effect of “power” committees is critical to understanding these issues. This session will discuss the results of the two surveys, explore faculty productivity and retention measures, and will follow with potential action steps, some of which are successfully in place at NIU, i.e. WISTEM lunch group, and some of which are in development, such as fostering new collaborative research projects and professional development for administration aspirations.

**Winters, R.**  
*Winona State University*  
*SUB Theater*

**Cognitive Modeling during Student Teaching: Mentoring by Assessment of Student Work Samples (#333)**

This paper reports on the findings of an exploratory study conducted with a group of student teachers from a regional university during their student teaching placement in a suburban district near Minneapolis, MN. The purpose of the study was to explore the value of classroom work sample discussions as a means to extend the mentoring and induction of novice teachers. Over the course of six weeks the participating student teachers observed a small group of more experienced teachers engaged in collaborative reflection and analysis during a series of meetings to discuss student work samples. Data was gathered around the impact of such professional discussions upon the novice professionals in terms of perceived benefit, self-efficacy, and exhibited comments during similar discussions conducted by the student teachers. Results indicated shifts in the number of high-quality observations and probing questions during discussions conducted without cooperating teachers present.

**SPEAKER PANEL SESSION/ CLOSING REMARKS** 3:00 - 3:45/3:45 - 4:00 PM

**Developmental Networks in Practice: Featured Speakers Panel Session**

**Dr. Bob Garvey**  
*York St. John Business School*

**Dr. Maggie Werner-Washburne**  
*University of New Mexico*

**Dr. Jerry Willbur**  
*The Leadership Mentoring Institute*

*Ballroom C*

The featured speakers panels session will be presented as a moderated panel session. The panel, comprised all six of the 2014 featured conference speakers, will be moderated by an additional conference member, in order to keep the discussion lively and on track. Participants will have the chance to ask the 2014 speakers their individual inquiries about mentoring, and direct their questions towards their interests.

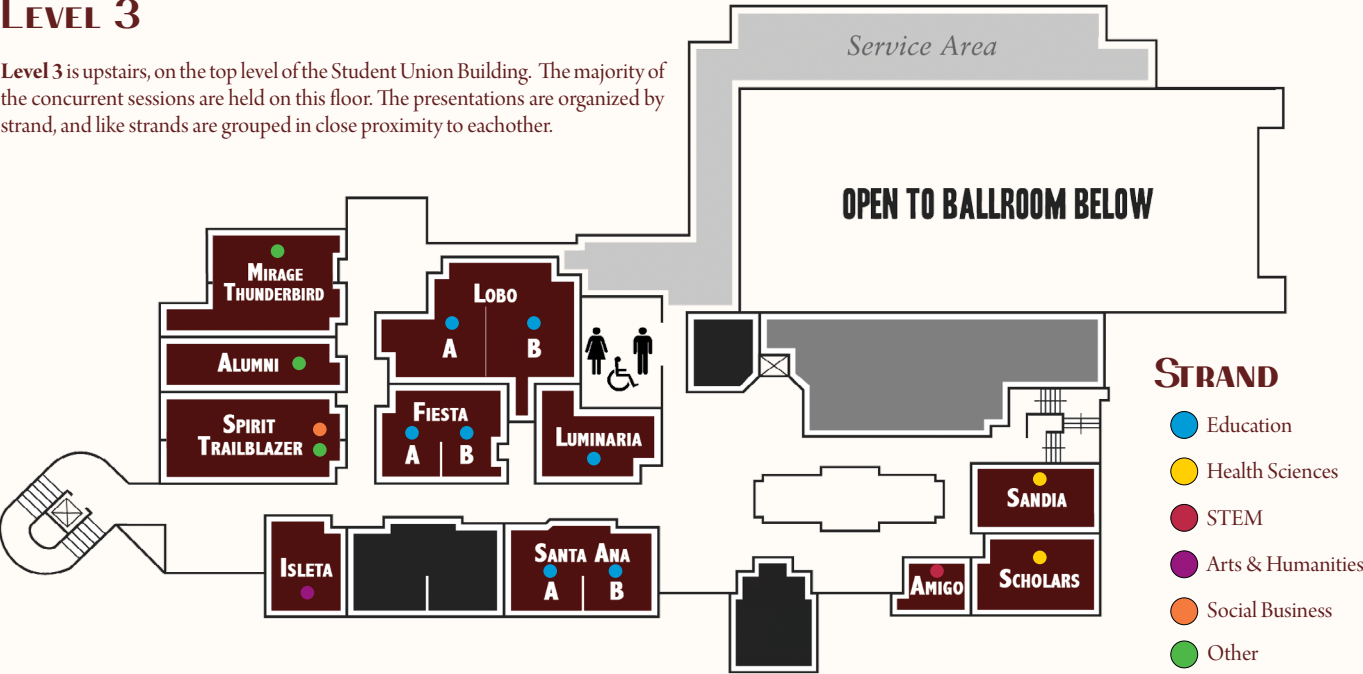
**Dr. Tim Gutierrez, Closing Remarks**  
*Associate Vice-President, Student Services, UNM*

**STUDENT UNION BUILDING (SUB) FLOOR MAPS**

**LEVEL 3**

**LEVEL 3**

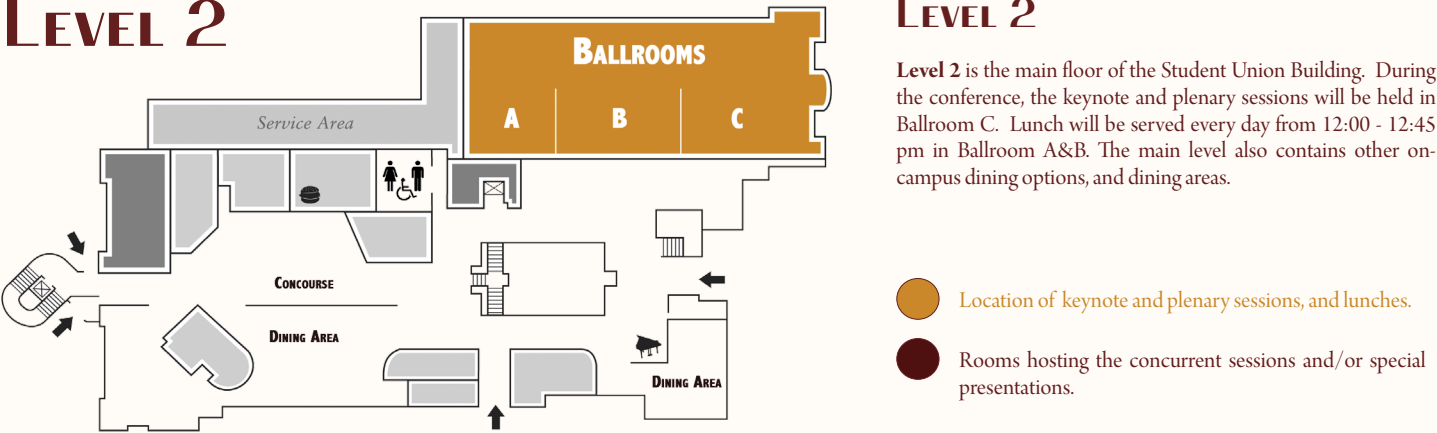
**Level 3** is upstairs, on the top level of the Student Union Building. The majority of the concurrent sessions are held on this floor. The presentations are organized by strand, and like strands are grouped in close proximity to eachother.



**LEVEL 2**

**LEVEL 2**

**Level 2** is the main floor of the Student Union Building. During the conference, the keynote and plenary sessions will be held in Ballroom C. Lunch will be served every day from 12:00 - 12:45 pm in Ballroom A&B. The main level also contains other on-campus dining options, and dining areas.



**LEVEL 1**

**LEVEL 1**

**Level 1** is downstairs, on the lower level of the Student Union Building. During the conference some concurrent sessions will be hosted in the **SUB Theater**. The rest of the concurrent sessions are held on Level 3.



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Maggie Werner-Washburne  
New Mexico, U.S.A.



*Mary Fernandez, MentorNet*  
New York, U.S.A.

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MA # 57 - p. 21  
MA # 189 - p. 54  
MA # 130 - p. 39  
MA # 169 - p. 48  
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**Bob Garvey**  
York, United Kingdom



*Ann Rolfe*  
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Nancy Phenis-Bourke, Vice-President, International Mentoring Association  
David Clutterbuck, Special Ambassador, European Mentoring and Coaching Council (EMCC); Chair of the Board, International Standards for Mentoring Programmes in Employment (ISMPE)

The State Legislature

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State Representative Antonio "Moe" Maestas

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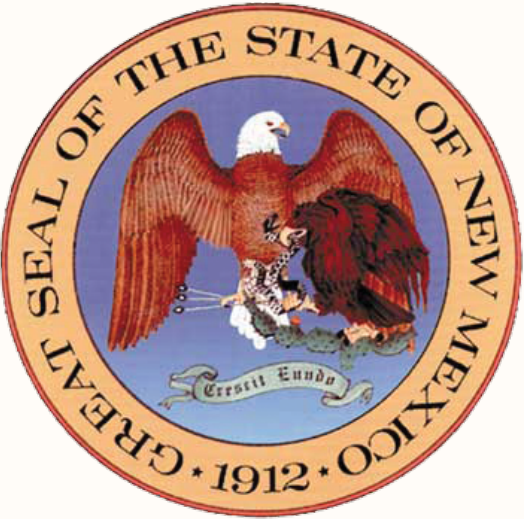
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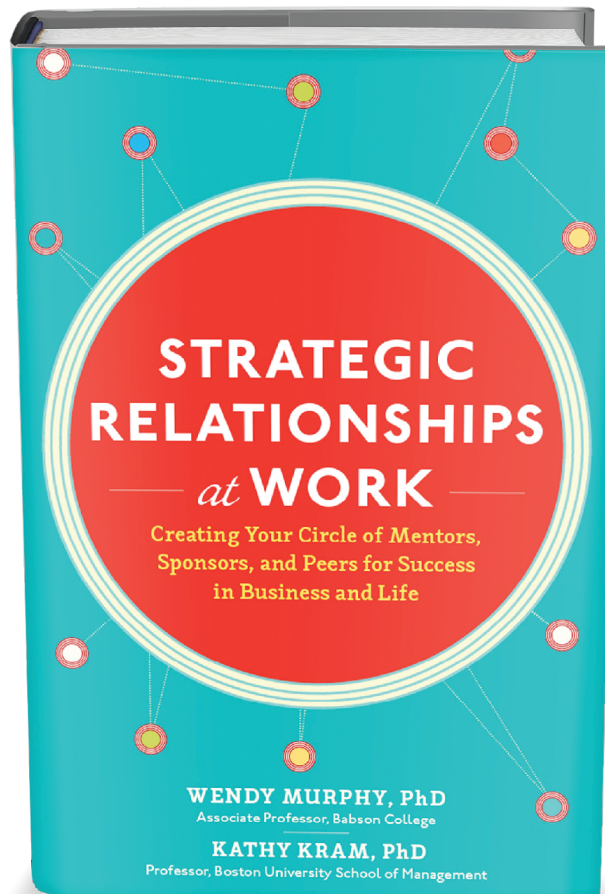


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## New Book Information

### Uncovering the Cultural Dynamics in Mentoring Programs and Relationships: Enhancing Practice and Research

Edited by **Frances K. Kochan**, *Auburn University*;  
**Andrea M. Kent**, *University of South Alabama*  
and **André M. Green**, *University of South Alabama*

A volume in the series: **Mentoring Perspectives on**  
*Series Editor: Frances K. Kochan, Auburn University*

Although cultural issues have a powerful influence on the failure and success of mentoring programs and relationships, there is scant research on this area and little in the way of guidelines that practitioners can use to help assure mentoring success. This book seeks to expand our knowledge and understanding of this topic and to foster the use of this information to enhance practice and research.

The book is unique in a number of ways and will be an important resource for all those engaged in mentoring endeavors and for those conducting research in this area. First, it presents research findings on the cultural impact of mentoring at the individual relational level, at the organizational level, and within the structures of the society. Secondly, the chapters describe mentoring from an international perspective including programs from Africa, Australia, Canada, Finland, India, Ireland, Korea, Scotland, Sweden and the United States. Third, the book is research based and yet, can be easily applied to practice. Chapters provide information on lessons learned and also include reflective questions to enable the reader to delve more deeply into the constructs and findings in order to apply them to their own practice and research. This makes the book an ideal resource for training mentors and mentees, for designing mentoring programs, for teaching about mentoring, and for establishing and maintaining mentoring relationships. It also will be of value to those who are engaged in conducting research on how to create and maintain successful mentoring relationships and programs.

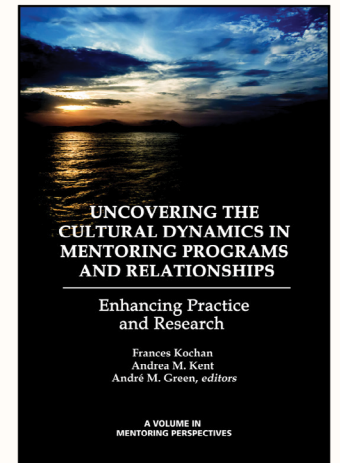
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