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
Welcome to UNM

Welcome to the University of New Mexico

About the University

Founded in 1889, the University of New Mexico (UNM) now occupies 800 acres along old Route 66 in the heart of Albuquerque, a city of only about 500,000 people. From the magnificent mesa to the southeast, past the banks of the historic Rio Grande to the Sandia Mountain range to the west, 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 annual Conference 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 many campuses with another 6,658 students at branch campuses and education centers. UNM boasts an outstanding faculty that includes a Nobel Laureate, two MacArthur Fellows, 35 Fulbright scholars and several members of national academies. UNM employs 20,310 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

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. 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 community. By encouraging the matriculation and graduation of students, as well as the retention of faculty and staff at the University, and the state it serves. The Mentoring Institute assists in promoting a development 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 development of services to these programs.

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. 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 a 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.
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 schools 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 Administration at the 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 Kentucky, 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 Illinois at Urbana-Champaign and is a fellow in the American Board of Professional Psychology. He is past president of the Directions in Rehabilitation Psychology of the American Psychological Association and a Fellow in Rehabilitation Psychology. Clinical Psychology and Health Psychology. He formed the Florida Developmental Disabilities Council through Legislature's Committee on Rehabilitation Medicine, and American Psychological Association’s Committee on Professional Continuing Education (1997) and its Board of Educational Affairs (2000).

The Mentoring Institute

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President, UNM

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Chokshi A. Abdull, Ph.D.
DIRECTOR/EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS, UNM

Dr. Chokshi A. Abdull started his college education at the École Supérieure de Ingeenieurs de Brevet - Université Saint Joseph in Beirut, Lebanon, but finished his undergraduate studies at Youngstown State University, with a Bachelor of Engineering degree in Electrical Engineering in 1981. He then obtained his M.S. and Ph.D. in Electrical Engineering from GA Tech in 1982, and 1986 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 Abdull is the Interim Provost and Executive Vice President for Academic Affairs at UNM. Professor Abdull conducts research and teaches courses in the general area of systems theory and control and communication 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 has co-founded two start-up firms in the US. Latin America. He has published 7 books, and more than 300 peer-reviewed papers. His Ph.D. students hold academic positions in the USA and in Europe, and senior technical positions in various US National Laboratories. Professor Abdull is a senior member of IEEE and a recipient of the IEEE Millennium medal.

Eliseo Torres, 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 located in Albuquerque, New Mexico, and in 1999 became the Dean of Students at the University of New Mexico. In 2019, Dr. Torres was honored with the Distinguished Alumni Award by the University of New Mexico Alumni Association, a recognition for outstanding leadership and contributions to the University. He was elected as a fellow of the Academy of Finland in 2016. Since 2000, 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 Mexican curandero practice in the Southwest and Mexico classes 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 1998. 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.

Im Guthrie, Ph.D.
Vice- President for Student Affairs, UNM

The University of New Mexico’s Student Affairs has worked at The University of New Mexico for the past 35 years where he has served in many capacities. He began his career in 1978 at The University of New Mexico as an Instructor and Lesar Services Coordinator for Special Programs. His educational and professional experience primarily has been with working programs targeted for underrepresented students. His ongoing work with 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 Service area in the Division of Student Affairs. Among the many departments under the Student Services umbrella are student conduct 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 has co-founded two start-up firms in the US. Latin America. He has published 7 books, and more than 300 peer-reviewed papers. His Ph.D. students hold academic positions in the USA and in Europe, and senior technical positions in various US National Laboratories. Professor Abdull is a senior member of IEEE and a recipient of the IEEE Millennium medal.

Nora Domínguez, Ph.D.
DIRECTOR OF THE MENTORING INSTITUTE AND CONFERENCE CHAIR, UNM

Dr. Nora Domínguez is President of the International Mentoring Association, Director of the Mentoring Institute and Part-Time Faculty at the University of New Mexico. Domínguez earned her B.B.A. from the Autonomous Technological Institute of Mexico (IT AM) 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 with companies both the private and public sectors. Her responsibilities have included the development of strategic plans, risk management strategies and evaluation programs. She has also been a member of several boards, including the International Standards for Mentoring Programmes in Employment (UK) and the Diversity Leadership Council (NIM).

Bob Garvey, Ph.D.
YORK ST. JOHN BUSINESS SCHOOL

Dr. Bob Garvey is Professor of Business Education at York St. John Business School. He has an expertise in leading academic programs and mentoring students. He has been a member of the editorial board of the Business & Management Studies Journal and the American Journal of Applied Psychology. He has been a member of the editorial board of the Journal of Business Education and has served on the editorial board of the Journal of Business and Economic Education. He has been a member of the editorial board of the Business & Management Studies Journal and the American Journal of Applied Psychology. He has been a member of the editorial board of the Journal of Business Education and has served on the editorial board of the Journal of Business and Economic Education. He has been a member of the editorial board of the Journal of Business Education and has served on the editorial board of the Journal of Business and Economic Education. He has been a member of the editorial board of the Journal of Business Education and has served on the editorial board of the Journal of Business and Economic Education. He has been a member of the editorial board of the Journal of Business Education and has served on the editorial board of the Journal of Business and Economic Education.

Keynote Speaker

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Conference Chair

Maggie Werner-Washburne, Ph.D.
UNIVERSITY OF NEW MEXICO

Dr. Maggie Werner-Washburne grew up in a small town in Iowa with a rodeo, the Santa Fe Railroad, a Mexican Village, and the Mississippi River. Her rural upbringing instilled in her the values of hard work, community service, and respect for all. She holds a Ph.D. in Human Development and Family Studies from the University of Hawaii. She completed her dissertation on the impacts of poverty on children’s development and early childhood education. She has received numerous awards and honors, including the Woman of the Year Award from the New Mexico Women’s Council and the Hispanic Leadership Award from the National Hispanic Leadership Institute. She is currently a professor at the University of New Mexico, where she teaches courses on family development, child development, and the impact of poverty on children’s development. She has published extensively on these topics and has served as a consultant to numerous organizations and agencies. She is currently President of The Society for Advancement of Chirotecos 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 each other 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 overbooking.)

Presenter Demographics
To help facilitate networking and collaboration between presenters, the 2014 program features a Conference Presenter Demographics Map on pages 62-83. This map divides conference presentations by United States Census regions and divisions, or International location. There is more than one organization listed for a particular presentation, the presentation number will be listed under both divisions.

Program Quick Finds
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Tuesday, October 21st
8:00 AM - 12:00 PM
Pre-conference Workshops
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 organizations 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 Coach/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 mentees 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 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 Coach/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 mentees 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 capitalise 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.

Opening Remarks/Plenary Session
Dr. Eliseo ‘Cheo’ Torres, Opening Remarks
Vice-President, Student Affairs, UNM
Ballroom C
Dr. Carlos Cortés
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 see both similarities and differences. This talk will address the opportunities and challenges inherent in such mentoring and in establishing culturally competent mentoring programs. It will also look at how mentoring can be integrated into the curriculum of programs at all levels of education and as an important component of organizational development.

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 of key concepts covered in class and tested on the midterm exam. The primary theoretical framework for this pilot study is based on Vygotsky’s theory of cultural construction. Through the process of collaborative testing, students are able to make meaning of new concepts reinforced through class or lecture. 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.

Concurrent Sessions
2:00 - 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)
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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 finding professionally unattatched. A promising method of teacher development pairs mentor 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 coaching, and at least 4 coaching sessions observed by a MCMCo speculator. This sequential, intensive, interactive, experiential, and performance standard-driven training is unique. The presentation reviews the evidence base for each aspect of MCMCo and describes the research agenda for validating this approach to teacher-centered consultation.

PRE-CONFERENCE WORKSHOPS
Francis, M. & Klein, S.
Metropolitan State University Denver

Sanite A
A

Developing Relationships with Schools to Enhance Student Performance (#3)
Pre-Service Teacher Preparation: Development of relationships with partner school-enhances students’ beliefs about outcomes occurring during their placements. Additionally, to enhance coursework, classroom experiences, and collegiate support attributes to “feeling” 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 settings. Moreover, dual language, academic, and social/emotional disparities. Highly effective teachers are needed to have positive and effective learning occurring. Cooperating classroom teachers need outcomes and opportunities 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 prospective alumni with outcomes imbedded in each course. An educational bond is developed when each school’s relationship with the university is proportional to the level of involvement. As schools become more involved services to the institution are increased. Such certification hours for professional development received. There is no perfect placement; each method has its advantages and disadvantages when it comes to developing school partnerships. Two common threads discussed was 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.

Arivis, F.P.
University of Tennessee, Knoxville

Sanite A
A

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. In order to achieve the purpose we first conducted a literature review at home across race relationships and within race relationships intersect with the necessity to develop a deeper understanding of identity, culture, experience, alienation, marginalized and in isolation 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 and groups and in this context. The findings of this analysis support a model that offers a holistic and culturally responsive approach to the building of meaningful relationships between mentors and protégés.

Fields, J., Laf, N.S. & Rosenthal, R.
Columbia College South Carolina & Augusta College
Fiesta A
A

Connecting the Dots: Mentoring, Development, and Vocation Exploration in Higher Education (#5)
We were guided by AACC’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 could we 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 Bilodeau, Clincy, Goldberg, and Tanaka (1996), Schuster and Pappenga (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 AACC, is to provide a comprehensive framework 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. (AACC) We will present these mentoring models as well as the development materials on which they are based.

Ward, H.C. & Gabbert, A.
University of Texas, Brownsville & Brownsville Independent School District (BISD)
Fiesta B
A

Effect of Value-added School and University Partnership: Organic Mentoring (#6)
This case study, constructed with deep emotional input in teacher implementation, illustrates the impact 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 recruitment of her behavioral intervention (BI) teachers. The empowered teachers were able to contribute to special education teachers. Based on the workshop evaluation results and the teachers’ reflection, this case study describes an organic model of mentor-mentee relationships. Evidence of the mentor’s success includes their perceptions of attitude changes among the general education teachers, their awareness of the power of their knowledge, and their satisfaction with the academic and social growth. They described their experience as “rewarding”. One teacher participant stated, “It is rewarding. 1 person makes me an expert in the ever-increasing 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 support to effective special education practice (Segroenhei, 1992; Ward, 1994). In this context, a principal fosters collegiality and naturally shapes her relationship with her teacher while empowering them to do this work.

Kahanov, L.
Missourica University
Luminaria
A

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 leadership development programs occur after individuals adopt 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 Expectations” survey to measure leadership characteristics and evaluate trajectory. Procedures: We 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=0.001), and perceptions on leadership through opinion leadership (p=0.005) and leader behavior influence (p=0.08). We identified significant differences by rank regarding perceived power (p=0.004), 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
A

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 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 6). This influx of STEM women provided us with a unique opportunity to make a lasting difference in our faculty STEM gender balance. Guided by the senior STEM faculty leadership of the WISE@OU team, intensive group and individual mentoring activities were initiated. Initially, we formed inclusive review of practical- related information, peer review of internal and external proposals, and mentoring and support of group effort, encompassed the 2011, 2012 and 2013 STEM faculty hires in an intimate lunchtime series focused on: peer-to-peer mentoring, connections to critical university leaders, and team members. This group emphasized the importance of being 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 mentoring goals can thrive.

Kung, U.
University of California, San Diego
Amigo
A

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 (HUB 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 unsure of some of the issues that might arise when mentoring 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 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 HUB 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 HUB students. My presentation will focus on previous-literature exploring mentoring of HUB students, as well as on our own experiences through the MARC Program.

Ketola, J.
California State University, Long Beach
Scholars
A

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. 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: 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 understandings of their specialty area looking particularly at the assumptions regarding the historical and female roles. Mentees 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 historical contexts to the program developers and thereby available for modification.
Latinos as Mentors: Are They Stepping Up to the Plate? (#11)

Latinos, when viewed 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 majority of the Latino population in the Southwest (Burdick, Cervantes, & Eckloot, 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 “to make good decisions,” “to be aware of the needs of all employees,” “to use the talent of all employees,” “to provide opportunities,” and “to avoid having the same recommendation for every group.” In a study of the workforce, Bracken & Tema (1987) noted that “the need for an effective diversity policy is increasing rapidly because of changing workforces.”

Societal 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 & McCrain, 1985; Bean & Tienda, 1987; Kromme, Rosenfeld, & Callebaut, 1992; Chávez, 1991; Ortiz, 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 AM University, Central Texas

Ida

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

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

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 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. 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 concerns among the mentees. Data collection will 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

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 foster care system. We provide our kids with dual-credit in high school, to teach an on-site at the Rhode Island Training School, a juvenile detention facility; then transition teens to our Providence studios. 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 in addition to arts instructors—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/programs/.] They get connected to professional opportunities, including gallery exhibits, performances, and commercial photo shoots. Education that improves educational outcomes, and the percentage of youth that re-offend diminishes. AS220’s Apprentice Program Director and a former participant will be 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/Thurberbird

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. This day is slow to accommodate change in general and the needs of under-represented students in particular. Cultural Intelligence (CQ) predicts success with cultural adaptation. CQ’s four pillars (Metacognitive, Cognitive, Motivational, and Behavioral) are used as development 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 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

Tuesday, October 21

12

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 Midwestern Catholic University. The program is grounded in Bronfenbrenner’s (1979) Ecological Systems Theory and Spencer’s (1995) Philosophical Varieties 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 life-world. 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 it is a tool for understanding individuals engaging in events that shape their identities. These theoretical framworks 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. The workshop will discuss the theoretical underpinnings of the program and how they influenced the development of the program. The workshop will use case studies to discuss how the model has influenced the development of the students and the program. This study found that the PVEST model is a useful tool for mentors to use in their mentoring practice.

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

Developmental Relationships & Cined-Minded Graduates: Listening Post (#26)

The Listening Post (LP) is a 12-week group mentoring opportunity for teaching assistants (TAs) 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. In addition to the group mentoring, participants 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 community of a graduate student. 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 and self-reflective skills in graduate students.

Beasley, M.E.
The Who You Initiative [YU7]

The Longitudinal Centralized Support System (LcSS) Model: Examining Mentoring Effectiveness (#27)

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 systematic examination of its’ effectiveness. A myriad of literature on mentoring from various disciplines emphasizes the importance of mentoring programs using a theoretical framework that underpins. Therefore, given our theoretical framework and methodology, using a longitudinal mentoring program, empirical research is warranted to assess the impact of a theoretical framework on mentoring programs in specifying key variables for measuring effectiveness. This paper aims to present the longitudinal model, developed and deployed by a mentoring organization, which assesses mentoring effectiveness to maximize the impact on student success. The Center for Student Development and Support (CSDS) was founded in 2007 to respond to the needs of African American students at a Midwestern University. The Center, as an educational initiative of the student development office, developed a 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 proteges monthly, four groups were held throughout the academic year: Three National Institute of Health (NIH) Tracks (nihtracks.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 proteges. The data analysis plan will include statistical tests to investigate significant changes in emotional support, friendship, and perceived stress level among mentors and proteges across the 4-month intervention. The data will be organized into sets and compared using the measured variables by each mentor/protege 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 program was supported in part, with funds from Grant 2911HP22187-1-01-00-1CARE. Increasing Baccalaureate Nursing Enrollment, Nurse Education, Practice, Quality and Retention (NEPQR) was 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 (PWUs). This model fills the gap needed for the success of African American women in PWUs and outlines specific mentoring factors to be influential in attracting, retaining, 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 (Zinck & Smith, 2001; Grant-Simmons, 2008), and the low percentages of African American female alumni at PWUs (Allen, 2006; Smith, 2009; Sweeten, 2007; Grant-Simmons, 2008, 2009; Tillman, 2001; 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). This model is inclusive of strategies for both doctoral and faculty success.

Metzger, A.M., Sieber, S. & Petit, A.
Northcentral University
Idalza

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

At first glance, academic bullying and mobbing might not seem to be related topics. Our paper argues that these topics are, in fact, closely connected and that mentorship 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. Once students are enrolled in graduate school, their experience is marked by a heavy emphasis on independent study, research and writing. As a result, graduate students are often charged with a responsibility that is above their educational level and far removed from their ability to manage it. Proper support systems are needed to assist graduate students in learning to become successful researchers and writers. This session will cover how to develop an effective peer tutoring program for graduate students.
Concurrent Sessions

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 backboned 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 on not only for ePortfolio learning, but equally for support, advise 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 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.

Hamel, P.C.
Northeastern University
Lobo A

The Mentoring Three-Peal: Team Mentoring from Classroom to Urban Public Health (#29)

The 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 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. 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. 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.

Lobo A

Richardson, W.
National Louis University

Mentoring in Academic Advancement: Enhancing Professional Development through Fostering Relationships (#30)

Understanding the need for develop relationships through mentoring provides insight into the essential requirements to produce successful students. Not every student enters higher education possessed with the knowledge of what it takes to succeed. This is even more apparent with minority students. Mentoring becomes an effective way for minority students specifically African American females to acquire greater parity within the realm of academics 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, especially creating a healthy atmosphere of growth and development. The investment yields positive returns to the mentor personal and professional life, thus impacting the greater good of our society. Metts and Yang (2000) contend, “Mentoring as we know it today is loosely modeled on the historical craftsmen/apprentice relationship; where in the past young people learned toshadow the master artisan.” Considerable efforts utilize mentoring as a key strategy for success for 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.

Lino, N.M.
Minnesota State University, Mankato Foundation
Sanita A. B.

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 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 the mentorship of others. “Mentorship is a process” and “Me” is a product of that process. This presentation explains how professional development and true mentorships are about more than just navigating the scope of one job. It is about how mentorship grows when that relationship is separated by time and distance. Those that are rooted in the fundamental belief of helping others develop their skills transcend any one job or location. These lessons can be learned across different business sectors, in different locations, and in 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
Sanita A. 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 mentors to refine their current practices, and from this on going collective practice, a more collective 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 functional primarily from an open coding system. In presenting this study, this methodology maintained the uniqueness of each mentorship narrative while sustaining consistent themes across all narratives. Thus, through the open coding process, this study generated theories 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. & Carbury, K.
Columbia Basin College

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 intent and letters of support, were reviewed by 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. Mentors 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.
Developing Talent: Mentoring Women in The Post-Secondary Education Environment (#353)

Female faculty at the collegiate level continue to be challenged by untenured student evaluations (Thiel & Franklin, 2001). Schmidt, 2014) and stereotypical gender assumptions (Burgess, & M. van Ryn, 2012; Mosby, 2012; Stockdale & Nadler, 2013) about their transferable competencies and suitability for advancement. Both of these obstacles have been documented in a wide and sparsely of experiential studies 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; Sas & Sas, 2008; Vaughn, 2003; Nanez, 2000) women continue to be plagued by gender-biased resumes to communication and approach (Gilligan, 1993; Tanon, 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.

Colianne, T.
Virginia Technical Institute
Sandia

Generalism Reborn: STEM and the Core Curriculum (#356)

My university, Virginia Tech, is a Research I Institution with traditional strengths in all the fields that fall within traditionally defined STEM areas of study. Until very recently those disciplines had 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 defined fields of 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 challenge is the diversity of our constituencies. On the one hand, we have scientists trained in the STEM fields who train future professionals well-versed in specific subject areas, and on the other, those whose interests are more expansive, faculty who seek to broaden individual students’ experiences across liberal studies. These programs have recently reconceived our core curriculum in a thoroqous way. Instead of classifying subjects using traditional headings, such as ‘humanities’ or ‘social science’, we have re-evaluated the methods and ways of linking within subject matter areas, especially for humanities and social sciences. The students’ work is largely based in writing about those 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
Amiga

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 students and partners across the country to help teachers and students make exciting new connections with scientists worldwide. With this model, students have the opportunity to meet and work with scientists, engineers, and other STEM professionals from around the world. The meetings take place virtually, which allows mentors and mentees to connect continually and maintain a long-term relationship. These represent two very different models for scientist mentoring through the virtual media platform provided by SAGANet.org. For the former, scientists mentor 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 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.
University School of Medicine
Amiga

A Centralized Faculty Mentoring Center to Support Local Student Efforts (#38)

Mentoring in academic medicine is critical to faculty vitality. An institutional approach to mentoring depends upon numerous factors. At our institution, the size, heterogeneity of faculty, and decentralized structure influenced our approach to enhancing faculty mentoring. We developed a novel, centralized mentoring website offering comprehensive resources to support local mentoring efforts. The objectives of the website include: implementation and maintenance of the Mentoring Center; development of the Faculty Mentoring Portal; methods in the Office of Faculty Affairs and Professional Development supported and directed the project while collaborating with critical feedback to guide future development. Incorporation of the tools 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. The most significant qualities sought of a leader are not brokeness. In many minds, brokenness corresponds with weakness or failure, but not brokeness. Paradoxically, brokeness may be the most powerful leadership quality. Brokeness 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 resilience to setbacks. 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
Ida

Tact Mentoring: The Tickle 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 skills. This study seeks to uncover the impacts of the mentor/protégé relationships affects present mentors’/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 students’ 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, administered through the U/PUCI 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 (Lockepeiser, O’Neilb, Thanl, & Muller, 2008). The program also offers pre-group programs designed to provide information about the campus and programs (Newton, 2007). 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., Formo, D., Chen, R., & White, N.
California State University, East Bay & California State University, San Marcos
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 have heavy teaching loads struggle to meet their responsibilities in this increasingly demanding area. To provide faculty support, encouragement, and the opportunity to develop interdisciplinary mentoring relationships, California State University, East Bay and California State University, San Marcos both formed faculty mentoring 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 community will discuss the advantages, program’s strengths and weaknesses, and limitations of their respective experiences, and provide recommendations for others interested in pursuing faculty writing communities.

Wednesday, October 22nd
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 coursework and play-activities. Teaching students with disabilities requires that special education teachers have a set of skills that allow them to deal with the job challenges in a diverse and a flexible manner (Rodriguez, Ralte, & Ellham, 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 concluded that 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 need to support beginning teachers through teaching content, such as classroom management and collaboration as a form of mentoring and support for beginning teachers’ success with the art of mentoring skills. How do you help mentor 21st century mentors? Huddles (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 embedded mentoring communication techniques, such as humor and giving feedback. They serve to provide a context for learning real life communication skills. Put role-play reflections reveal pre-service teachers’ increased sense of self-efficacy and positive outlook toward teaching.

Blaes, 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 on communication, flexibility, and trust. Increasingly, organizational leaders must invite, identify, and capitalize on individuals and collective strengths to maximize performance and minimize the collective stress of the organization. Increasingly, effective organizational leaders must not only rely on their employees’ intelligence, 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 recognize and engage strengths, and who are aware of the importance of establishing cultures that maximize performance and minimize stress across all organizational levels.

Ballinger, S. & Madame, G.
Lee University
Santa Ana B

Quality-Plus Mentoring Strategies for Mapping, Monitoring, and Leading Leader Development (46)
Leadership Matters! In its fifth year of eligibility after winning the The Broad Prize in 2016, Gwinnett County Public Schools (GCPS) was named the Broad Prize for Urban Education Finalist. In 2008, the district’s strategic plan identified the need to develop leaders to support the growth of the diverse student population. The district’s charter requires that all students graduate college and career ready. The district’s strategic plan is focused on developing leaders that ensure the school district’s mission and vision are met and that the needs of our District’s student community is consistent with the core values of the district’s strategic plan. In an effort to fulfill the district’s strategic plan to develop the next generation of leaders, GCPS has implemented various programs to support the development of leaders.

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

Partnering Undergraduate Research and Service-Learning Programs at a Teaching University (47)
Undergraduate research and service learning experiences have shown positive student success factors (e.g., Kuh, 2008). National Survey of Student Engagement (NSSE) results indicate that faculty faciliators have been challenged to balance high impact practices on campus, 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 learning opportunities. In Fall 2015, the 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 high impact research program focused on research projects led by faculty in an area of 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, student, and student-student mentoring groups, or mentoring circles, work to support and retain students in the courses. During the first year, the success of this unique, mixed 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.

Blea, 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 faculty, graduate students, 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 opportunities 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 supportive 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 Professionals as Newbie Mentors: Self-Study in Fostering Developmental Relationships (49)
For thirty years, the authors have worked together - first as teachers in an elementary school and for the past two decades as professors, preparing undergraduates college students to become effective teachers. This paper reports on the self-study project in which the authors used the results of a data analysis to inform the development and implementation of an effective teacher preparation program. To date, the authors have conducted four years of research and have identified the value of a mentorship that recognizes the complexity of complex and diverse student populations. 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 interdependent world. The authors do not claim that a mentorship model is the only way to develop these kinds of leaders, but they do claim that a mentorship model has the potential 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 experiences of mentors and mentees as they worked together to explore and understand their future roles. The authors also note that the use of mentorship and networking by the mentors and mentees during the study has led to the acquisition of new skills and knowledge. The study examined the strategies the two professors used to mentor the college students during the summer internship/research experience and during the entire development period. The students developed skills to foster mentor-generated growth through one-on-one meetings.

Canales, J. & Chahin, 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 Latina/os 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 in the 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
Amiga

Preliminary Examinations on Establishing an Apprenticeship Programmatic Curriculum for STEM Enrichment (51)
Graduates and professionals in many STEM fields are increasingly calling for more STEM education in K-12 classrooms to prepare students for higher education. Cognitive apprenticeship and mentorship were key pedagogies to guide learners in 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 program. The first year beta tests modeled middle school students utilizing a hybrid learning environment with one-on-one instruction from science mentors to apprentice students, found enriched educational experiences. Participants also spent time outside the classroom, and propped up 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 tested found participants had significant experience differential 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 apprentices in science learning. Cognitive apprenticeship through science mentoring was most effective with onset during early education with increased knowledge of the UNM culture, and networking opportunities. Reflecting on our Trades Apprenticeship program, individual success stories include 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 role models, and engage in active mentoring and role modeling. We need to provide professional development opportunities for both mentors and mentees, and encourage peer-to-peer interaction. Positive impact on persistence and retention that comes from the engagement of this relationship.

Gordon, A.
University of New Mexico, Taos

Mentorship Between Peer Tutors and Students in a Learning by Teaching Model (#56)
At UNM-Taos, a two-year community college enrollment, the Center for Student 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 allows them peer to peer interaction. There is a positive impact on persistence and retention that comes from the engagement of this relationship.

Pearson, E.
Lascell College
SUB Theater

STEPS for a Brighter Future (#57)
The Science, Technology, Engineering, Pre-college Studies’ (STEPS) program was developed in 1998 by Dr. Esther Pearson. The STEPS program has served thousands of students 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 engagement to STEM fields. This program has been successful in supporting students 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 area learn how to navigate from a desire for a STEM career to achieving one.

Perey, D. & Couch, J.
University of New Mexico

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 result has been observed by introducing an adaptive and flexible mentoring program based on the needs of the students. The study also found that the students were more engaged and responsible for both peer tutors and students, and the program has a positive impact on persistence and retention that comes from the engagement of this relationship. This is important as it is a factor in enhancing learning in classroom teaching. This kind of commitment needs to flow naturally from a deep-rooted belief that teachers are role models, and engage in active mentoring and role modeling. We need to provide professional development opportunities for both mentors and mentees, and encourage peer-to-peer interaction. Positive impact on persistence and retention that comes from the engagement of this relationship.

Redfield, C.
Seattle Pacific University

Intentional Intergenerational Interaction to Enhance Student Education and Aging Wellbeing (#60)
The Older Adult Partnership program (OAAP) has its frontline goal in helping nursing students break through 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 groups to make four visits with a community older adult over three quarters. Program evaluations showed that the expected benefits of stereotype distortions and professional
Mentoring as a Diurnal Leadership Strategy (#64)

Jamison, R.

Missouri State University

Ficata A

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 the adjunct faculty in the discipline. 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 participants. 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 Mills (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 credibility of the adjunct faculty workforce.

Martin, R.

University of Texas, El Paso

Ficata A

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

This paper will offer a critical look at the necessity of mentorship in online courses. Online students are unique and often require different kinds of support in order to succeed. Mentors play a critical role in the success of online students, and the use of peer evaluation is an effective way to provide this support. Mentors can provide 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 a more supportive environment for online students.

Boone, E.

Benedictine University

Sanita B

Concurrent Sessions

Wednesday, October 22

skill acquisition (such as communication, assessment, goal-setting, and conducting gerontology issue-specific discussions) were evident in students. The unexpected benefit of mentorship for the other party and the mentor was the increased understanding of gerontology. The unexpected benefit for the mentors was the 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 progression of the interactions 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’ attitudes towards older adults is also being evaluated. Results of study not have implications for college education but also health and wellbeing in older adults.

Smith, M.D. & Watson, R.

Missouri State University

Ficata A

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

Mentoring new faculty members is essential as they often lack the support of experienced colleagues. The purpose of this presentation is to bring awareness to the importance of mentorship in attracting and retaining new faculty members. The presentation will be divided into four sections: purpose of mentoring new faculty, benefits of mentoring new faculty, challenges of mentoring new faculty, and recommendations for mentoring new faculty. The presentation will be facilitated by a panel of experienced mentors and new faculty members who will share their experiences and provide insights into the mentoring process.

Jamison, R.

University of North Florida

Luminaria

Mentoring as a Diurnal Leadership Strategy (#74)

The necessity of mentoring appears to be an intuitively obvious concept, and theories regarding professional development inspire a deeper look at how to effectively facilitate the mentorship process. To many individuals, mentoring is often viewed 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’ wellbeing in both students and older adults (currently underway). In addition, nursing students’ attitudes towards older adults is also being evaluated. Results of study not have implications for college education but also health and wellbeing in older adults.

Spirit/Trailblazer

American University of Ras Al Khaimah & Virginia State University

Osa, J. & Oliver, A.

American University of Ras Al Khaimah & Virginia State University

Concurrent Sessions

Wednesday, October 22

ability 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 this pilot, and how the pilot has shaped the roll-out of using peer evaluation to make mentoring pairings 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 planning such programs.

Concurrent Sessions

Wednesday, October 22

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

Bodden, K.

Purdue University

Sandid

Exploring Diversified Mentoring Relationships in STEM Fields (#65)

Minority women continue to be underrepresented in STEM fields. In graduate education, factors such as discrimination, stereotyping, 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 tremendous important role in the development of the graduate student, so understanding the mentoring relationship is vital. This paper will be an overview of the types of mentoring relationships 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 personal mentoring functions were used to analyze the data. Data collected included the students’ demographic information, their advisor’s academic background, and the mentor/advisor relationship. 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 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 engaged in especially effective mentoring relationships.

Anbar, M.E.B.

Kyreue School District

Amige

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 complementary stakeholders in order to build a cohesive, environment that provides a learning experience that connects various STEM experiences. One such ecosystem is emerging at Kyrene del Cielo Elementary School, in Chandler, Arizona, where a group of parents participating to provide 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 at 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 are presented in the DR. Pre-service teachers from the TeachAZ program at ASU’s Mary Louis Falotico’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 TeachAZ 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

An Effective Mentoring Culture for Nurse Faculty (#67)

Background – Evidence suggests that mentoring improves career success (Shetty & Black, 2011), fosters mentors to mentor others (Mijangos, Buhrly & Bond, 2013), and requires collaboration among mentors, mentees, and work organizations (Kalubik, 2008). Effective work settings promote concurrent relationships, professional growth, (Zagon, 2008). In other binding (Higgins, Chandler & Kean, 2007)  P erson – The stages of decade mentoring (Kean, 1983), Katzenbach’s Pathways to Empowerment (Zagon, 2008), and Sirota’ s Motivation Theory (Zagon) assisted in developing a mentoring paradigm to facilitate positive nursing faculty outcomes and produce a mentoring culture. - 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) (MCA) was completed prior to post programme. The tool comprises ten pairs 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 revised statistically significant differences between and within groups (F = p < 0.001) and post-testing mentoring. Analysis of the focus and evaluation groups resulted in 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)

Theorists (Thoms, 1986, 1993) suggested that support be 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 are better able to associate with others who have faced a similar crisis so that they can compare and learn effective coping strategies (Thoms, Holman, Hoffman, & Broussard, 2008). This theory is useful in promoting developing 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 junior faculty (3) suppose that the mentorship relationship has successfully met the same demand and can now provide good counsel and empathic understanding to help the mentee effectively complete the promotion and tenure process (Henderson, Hayes, & Bakkar, 2001; Smith, et al., 2006). This proposed session will share how the social comparison theory can impact (1) the mentee-mentor 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
Idela

Examination of Developmental Relationships within the Structure of Teaching Collaborative Teamwork (#69)
This paper proposes 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 runs on a ladder, guides the students first through directed and then self-directed learning, and participating students begin with a 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 collaboratively, in teams. At the end of the semester, data is collected to ascertain the process in 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, 2011. (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 mentorship is 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 CRUCS 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 Enable 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 mentoring, with the added benefit of inclusivity, shared leadership, and an attitude that views every participant as a leader and valuable. Group mentoring is intentionally inclusive. As a measure of justice, those who have traditionally been exempt from participating in mentoring experiences are purposely included. This approach to mentoring is power-distributed. Every member of the group is an active and engaged decision-maker. And this model does not discriminate. All participants are seen as valued and valuable contributors serving in both mentor and mentee capacities. Since The late 1980’s group mentoring practice and scholarship has been on the rise. Notwithstanding, much of this has been on the nationalism for group mentoring 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 Enrollment Program (#72)
GANAS STEP: Gaining Access N Academic Success Sophomore Transition Enrollment Program is a comprehensive program that will support Latinos and low-income students in their first two years of college at California State University, East Bay (CSUEB). GANAS STEP has four goals (1) Implement a cohort-based student retention model and degree attainment initiative (2) Implement a new developmental math course sequence that supports early and accelerated mastery of the knowledge needed for academic success, especially in science, technology engineering and mathematics (STEM). (3) Implement a Student Information System to ensure the success and progress of students with GANAS STEP and ultimately students deemed to be needed of added support and intensive counseling/care 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.
Sustaining Cross-Sector Networks: Case Studies of Networking in Rural and Urban Contexts (#77)

Networking is messy work. It requires a level of trust and risk-taking among members. To sustain network impacts, participants may need new ways of working together across silos, status, and stereotypes. 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 makes networks successful and what makes them not work. 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 cadre-to-career education partnership in an urban community in central New Mexico. The two initiatives share many common differences. Their differences reveal the strengths and challenges of networking in different contexts. The design elements were identified from review 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

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 faculty/career college/ university faculties grown proportionally larger, but also the economic uncertainties of the last 10 years have discouraged retirement. Whereas a substantial number of advanced career faculty continue to excel in teaching, research, and service, others have been designated as “not meeting expectations” in post-tenure reviews. In this decade, every faculty position requires someone who is creative, productive, and effective in his or her 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 work with advanced career faculty to encourage effective teaching, productive research, and to maintain a positive working environment. An analysis and categorization of best practices were identified. Lessons learned were shared with a goal of expanding this work to other institutions.

Landry-Meyer, L. & Miller, A.W.
Bowling Green State University

Luminaria

Developing Engaged Undergraduate Teaching Assistants (#79)

In 2013, we co-presented a paper on the intersection of engagement and undergraduate teaching assistants (UTAs) in the context of active learning courses, specifically course scripting and general education. While UTAs are not new (Mendelson & Burn, 1983), there is a renewed interest as a close academic relationship with faculty (Fingerson & Calley, 2001) that is a component of high impact practice (Chickering & Gamson, 1987). 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 (Wedderst et al, 2012; Wright et al, 2011). The presentation goal is to explain how an UTA-credit bearing course is organized and to practice the use 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 higher education, increasing computer technology, rapidly growing enrollments, changing student demographics, and continued cost containment requirements at many colleges and universities have contributed to changes in faculty roles (Eckert, et. al, 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 (Brenth & Bughe, 1993; Paloff & Pratt, 1999). Higher education institutions that offer courses online face the unique challenge of having faculty teach courses from distances 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, & Carie, 2002). In 2003, Doe 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 for 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 discuss 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.
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 commitment for developmental learning from both the mentor and the mentee. Mentoring relationships are dynamic, complex, and require much more than simply to converse with them to be successful personal relationships. For holistic development of the Mentoring relationship, the focus, commitment, and time to make learning happen for the mentee is the core. In any developmental relationship, and more so in Mentoring, experience, self-reflection is the key factor. 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
Merage/TurboHird

Mentoring Faculty through Writing Across the Curriculum (#86)

In response to General Education reform at Appalachian State University and the creation 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 new WAC courses, 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 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 requires the same, ongoing growth and development. Successful mentoring relationships are woven into the design of schemes in order to maximize the potential and minimize the difficulties.

State of NM Welcome/Keynote Session

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. 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, feedback, and is 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.

Concurrent Sessions

Southwick, H.S.
Central Intelligence Agency (Retired)
Lobe 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 (SO) and manager. Utilizing 10 reasons for mentoring, as identified on a poster encouraging mentoring within the CIA, the author will discuss personal experiences with mentoring and coaching from CIA managers, leaders, and colleagues. She will also identify significant mentoring and coaching 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 OSS and Manager. The author will also note mentoring initiatives experienced at the CIA and highlight the benefits provided to professional development and career success. She will also discuss her experience mentoring as she moved from the ranks to manage and mentor differing groups of intelligence officers.

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

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

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 (SO) and manager. Utilizing 10 reasons for mentoring, as identified on a poster encouraging mentoring within the CIA, the author will discuss personal experiences with mentoring and coaching from CIA managers, leaders, and colleagues. She will also identify significant mentoring and coaching 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 OSS and Manager. The author will also note mentoring initiatives experienced at the CIA and highlight the benefits provided to professional development and career success. She will also discuss her experience mentoring as she moved from the ranks to manage and mentor differing groups of intelligence officers.

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 potential scholarly research production. The desire for daily work shows that as little as 45 minutes of daily writing can result in a prolific output of studies, chapters, books, and proposals. The University of North Texas’ (UNT) 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
Sandia

The Paul Peck Program: A Multi-Year Student Engagement Program Case Study (97) The Paul Peck Program is a peer-led program where students apply skills learned in the classroom to real-world problems while at 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. The program is designed to provide them with a competitive edge in the global economy. Students will 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 a series of courses integrated into the engineering curriculum, as well as seminars and specialized courses that are targeted 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 one-through sharing our structure of a four-year program, emphasizing tools for extending first-year experiential programs, as well as discussing how to engage students as 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 are relying more and more on adjunct faculty for hire and to excel in higher education. Although the subject matter expertise of adjunct faculty is relatively easy to confirm, the same cannot be said for their teaching skills. Our model is based on the assumption that adjunct faculty in a university setting are better able to learn and excel if their mentors are involved in a structured model of professional development. Our model of mentoring and professional development is an ongoing cycle of professional growth that occurs by using a series of strategies to fully engage and support the professional development of the adjunct faculty. The model is an ongoing process as faculty members continue to learn and grow. Adjunct faculty members are provided with a mentor who works in tandem with the professional development team and the college administration to establish a professional development plan that is aligned with the individual’s needs and goals. The mentor and professional development team work together to create a plan that includes both formal and informal activities that are designed to help the faculty member reach their goals. The model is designed to be flexible and adaptable to meet the needs of individuals at different points in their professional journey.

Mattison, J.
University of Mary Hardin-Baylor
Fiesta B

Study Results and Recommendations on Developmental Experiences and Immigrant Educator Needs (93)

The present study will share the results and recommendations of an applied research study in which 111 immigrant professional educators reported their successes and difficulties during the first year of work in U.S. schools. The study was designed to identify the needs of immigrant educators and to provide recommendations for institutions of higher education to develop programs and strategies to support these educators. The study results revealed that immigrant educators face unique challenges, including language barriers, cultural differences, and lack of professional development opportunities. The study recommends that institutions of higher education develop comprehensive support systems to help immigrant educators adjust to their new environment and provide opportunities for professional growth and development. Recommendations include providing language support, offering cultural awareness training, developing professional development opportunities, and creating a network of support for immigrant educators.

Lenta, L. & Barra-Johnson, E.
Walden University e-Kaplan University Graduate School Luminaria

Increasing Retention and Graduation Rates in Face-to-Face & Virtual Graduate Programs via Mentoring (97)

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. Faculty mentoring, teaching, and motivating students to remain humble lifetime learners, as students embark on their own journey. Students follow in the already traveled and proven successful path of their mentor, who also serves as a professional role model. Unconditional 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. Students can be mentored via telephone, email, in-person, and online, or a combination of these. The network of personal and professional development resources are essential to success in our increasingly interconnected world. The mentor-mentee relationship is unique, accelerating the success of their mentor. The goal of this presentation is to demonstrate, through scholarly theory and research, the student 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, independent, and fully independent. Also discussed are the specific strategies that may be implemented during the mentoring process. Lenta and Barra-Johnson explored the optimal timing of introducing mentors to students, as well as current research findings addressing attention and graduation rates connected with mentoring. 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 (98)

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 new generations of women to engage in all aspects of the field. Mentoring is a key aspect of the program. Through collaborations, workshops, seminars, and science networking, the established artists form multiplex 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 include 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 make that opportunity available to them. The project integrates the unique disciplinary needs and standards that persist despite this interdisciplinary environment.
From Advisor to Mentor to Coach: Developing a Coaching Program in an Undergraduate Business Curriculum (#100)

Uncovering the Mentoring Needs of Contingent Faculty (#101)

Women Mentoring Support for Career, Psychosocial and Familial Functions (#106)

Mentoring and Retaining Special Education Teachers in Rural Areas (#107)

Informally reviewed by assessments of a wide range of mentoring frameworks (Domino & Hug, 2013) and supported by evidence based research, this paper considers the pros and cons of biological and peer mentoring for junior faculty across fields including art history, music, dance, and theatre, in order to consider effective models for mentoring in the arts.

Wednesday, October 22

Florida Atlantic University 3:00 - 3:45 PM

Florida Atlantic University

Alumni

Unintended Consequences of a Higher Education Program (#103)

Mentoring in a Women’s Coaching Development Program (#108)

Howell, A. & Hillery, J.

Florida Atlantic University

Lobo A

Howell, A. & Hillery, J.

Columbia College Chicago & University of New Mexico

Lobo A

Duffy, M.L. & Brady, M.P.

Florida Atlantic University

Lobo B

Warren, N.

University of Southern California

San Antonio A

When Theory Meets Practice: Peer Mentoring through Problem-Based Learning in a Competitive Space (#104)

What are the factors that build or prevent successful mentoring relationships? Kay and Shipman (2014) posit that women create their own self-doubt through lack of self-confidence and low 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.

Duffy, M.L. & Brady, M.P.

Florida Atlantic University

Lobo B

Unintended Consequences of a Higher Education Program (#103)

By and large, research on mentoring focuses on the relation of mentor and protégé (Griffin, Winn, Otis-Wilborn, & Kilgore, 2003; Smith, 2007; Smith & Ingersoll, 2004; Washburn, Wasburn-Moses & Davis, 2010). The SERTP utilizes research 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).

Title: The Importance of a Coaching Program in an Undergraduate Business Curriculum

Project Mentor-Lead is a doctoral preparation grant funded by the USED: Office of Special Education Programs. The Project funds doctoral education while providing teaching opportunities to doctoral students.

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 low 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.

Duffy, M.L. & Brady, M.P.

Florida Atlantic University

Lobo B

Unintended Consequences of a Higher Education Program (#103)

Alumni

From Advisor to Mentor to Coach: Developing a Coaching Program in an Undergraduate Business Curriculum (#100)

Uncovering the Mentoring Needs of Contingent Faculty (#101)

Women Mentoring Support for Career, Psychosocial and Familial Functions (#106)

Mentoring and Retaining Special Education Teachers in Rural Areas (#107)

Howell, A. & Hillery, J.

Columbia College Chicago & University of New Mexico

Lobo A

Duffy, M.L. & Brady, M.P.

Florida Atlantic University

Lobo B

Warren, N.

University of Southern California

San Antonio A

When Theory Meets Practice: Peer Mentoring through Problem-Based Learning in a Competitive Space (#104)

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Brown, E.  
Alabama State University  
Spirit/Trailblazers  

Mentoring to Create Successful Professional Business Leaders (#112)  

Organizations may provide professional development regarding how mentors can improve individual performance, promotion opportunities, and job industry value. However, few produce documentation, models, or templates that could demonstrate such claims. Nonetheless, these that decide to produce these models still may not provide viable guidelines to what is the major business in developing their own internal mentoring structure. One example of an excellent mentoring program is being performed across a lifetime, a program implemented by the 100 Black Men of America, Inc. This program involves one introduction and four modules. These modules entail three basic principles that are easy to adapt to fitting organizational needs. First, mentoring must continually challenge and engage the mentee. Second, it must provide relevant, valuable experience throughout the process and beyond. Third, it must use a high level of mentoring to build lifelong relationships. Without the aforementioned components, mentors may feel unprepared for the mentoring process. Business leaders will begin the mentorship’s childhood and continue across a lifetime. The mentoring process must result in the mentor developing a strong character base and being able to successfully contribute academically and professionally. This proposal examines organizational methodologies 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, mentor, and the protégé.

Paine, C., Sullivan, P., & Seitz, J.  
University of New Mexico & University of Virginia  
Ida  

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. However, for this discussion are the ways in which the college-based writing programs offer 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 present strategies for using the organic relationships networks that rise up spontaneously—often, 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  

Honor’s Mentoring: Expanding Honors Education beyond Academic Affairs (#114)  

Traditionally honors programs are focused on academic excellence and scholarship. However, a program such high achieving students provides additional potential for experiential learning and growth. Furthermore, honors programs develop environments in which academically competitive students must learn to work and support each other 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 to provide guidance and support for 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.

LaBrin, 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 provides an overview of HIP a mentoring program for under-represented 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, is a three-year in its first incoming freshman. In subsequent years guided by initial assessment, LAUNCH will provide a set of activities for sophomore students and adopt a developmental and sustainable model by involving past participants as peer mentors. This mentoring program includes not only with respect to the personal 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 students. 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 challenges to mentoring program, this presentation introduces to implementing a similar mentoring program, this paper/presentation will provide qualitative and quantitative data on the program outcomes and data. Finally, we include ideas for ‘next steps’ and reflections on program modifications to encourage greater participation—especially among male students— in future years.
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 success 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 globally connected 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: goals; respect; opportunity; work; transfer; and honesty. The Mentor-NET is a network approach demonstrated by the work of a four-year, non-profit, liberal arts university mentoring program.

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 principles on campus, I have been involved with mentoring students for the past six years. My role as a mentor has evolved into a developmental network. In coordination with my contact at Accenture, a management consulting, technology services and outsourcing company, I am able to take my students off campus and into the workplace, thus providing them with real-world experience and the chance to develop their networks. 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 stakeholders using individually 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 directors; (b) the development of a project management plan to minimize any disruption to the mentoring program when program responsibilities are transferred between personnel; and (c) the development of a mentoring program plan to assess the diversity, cultural, and other needs of the students.

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 in this paper. Counter-storytelling as a form of critical race methodology (Solórzano & Yosso, 2002) was the core for the methodological approach. In a collaborative study with African American colleagues, the research team implemented Critical Race Theory as the framework for the study. Specifically, the White faculty members, as participants, were in a subordinate 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 transferability of cultural knowledge, cross-cultural translation and acquisition of social capital.

Polito, J.
Spring Woods Enterprises, Inc.

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

The experiences of White faculty members at historically Black colleges and universities (HBCUs) are utilized in this paper. White faculty members 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.

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

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 in this paper. Counter-storytelling as a form of critical race methodology (Solórzano & Yosso, 2002) was the core for the methodological approach. In a collaborative study with African American colleagues, the research team implemented Critical Race Theory as the framework for the study. Specifically, the White faculty members, as participants, were in a subordinate 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 transferability of cultural knowledge, cross-cultural translation and acquisition of social capital.

Baltz, D. & Butler, A.
Oakland University & Birmingham Public Schools

STEM Research and Design: A Mentoring "Data Experience" (#124)

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 in this paper. Counter-storytelling as a form of critical race methodology (Solórzano & Yosso, 2002) was the core for the methodological approach. In a collaborative study with African American colleagues, the research team implemented Critical Race Theory as the framework for the study. Specifically, the White faculty members, as participants, were in a subordinate 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 transferability of cultural knowledge, cross-cultural translation and acquisition of social capital.
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 American gains access to health care services. The 2010 Institute of Medicine (IOM) report asserts that by 2020, achieving a strong and growing nursing workforce, improved quality of care and enhanced patient outcomes. The creation of competent, integrated medical teams are vital to successful healthcare delivery systems, patient expectation and the delivery of timely, high-quality, cost-effective care. In one Midwest academic medical center, staff turnover among NP/PA 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 was to address individualized medical knowledge and skills, as well as professional and 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 points, 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/PA into teams in primary care.

Moore, N.J.
Appalachian State University
Spirit/TrialBlazer

Diverse Cultural Communication Practices: Mentoring/Coaching in a Diverse Society (#126)

Developmental relationships are dependant on good communication skills, and good mentors and coaches would do well to understand the necessary skills for fostering good developmental relationships as well as building good mentoring relationships. Interpersonal communication skills in the diverse society in which we live are integral in building these relationships. In this paper, 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 different cultures effectively.

Hudel Smith, P.
University of Texas, Arlington
Idita

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, and an evaluation of the program. A 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, and an evaluation of the program.

One Feather, S.
Los Alamos National Laboratory
Mimic/Thundervib

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. Los Alamos National Laboratory established a formal institutional mentoring program in 2011 which focused on the professional development of proteges. For the first two years of the program, high potential proteges were either nominated by their management or self-nominated. However, the population of high potential proteges eventually shrank due primarily to a slowing of hiring due to budget constraints. This dynamic created a negative experience for the programs managers and institutional mentors as they had developed high expectations of proteges in the program. The key to continued success was to re-evaluate the program and change course. In 2014, a prototype pre-assessment tool was developed to be completed by proteges selected for the program. At the end of the program year, proteges will be given a post-assessment to evaluate how they have developed. In addition, to further engage proteges in their professional development, free project teams were created to work on an operational issue. This allows proteges 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 proteges to be active in their learning and mentoring experience in order to be successful.

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

Concurrent Sessions
8:00 - 8:45 AM

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 key elements of this model: discovering a “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 and comfortable mode of communication. This practice helps to shift a master-apprentice mentoring model to a reciprocal peer-to-peer model, which is much more appropriate for college classrooms from different areas of expertise. Ultimately, this model is portable to other colleges and universities. In addition to exploring Britton’s work, the panelists will also bring into play their own strategies for facilitating peer mentoring (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 need to ask each other the same questions as “outsiders” from the Humanities, thus creating a mentoring model that brings out multiple ways of learning scholarship and different lenses for healthcare knowledge.

Sovereign, A. & Nestingen, S.
Saint Mary's University of Minnesota
Ana A

Building a Bridge to the Real World: A Pilot Study of Professional Mentors (#132)

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 PsyD core curriculum. The focus of this study is to partner experienced professionals in the community to serve as mentors to psychology students and to examine the impact of having a mentorship component in a psychology program. The research questions addressed in the study focus on the role of mentors in the training of psychology graduate students. This involves exploring which mentors are selected, their training and how they enhance the learning of students. The study further explores student exposure to different mentorship experiences and the impact this has on career development.

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

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 authentic dialogue, inspired, constructive, thinking and positive action. One goal of these practices is to engage life with minds that are open, curious and prepared to engage personal connections through a sustained reflective process. Contemporary practices can be helpful for students in terms of their mental health and learning (Karush & Schaal, 2006). They have been found to enhance critical thinking, imagination, self-awareness, and empathy for persons with differing and diverse cultural and life experiences (Hurt, 2004). They can also be a useful tools for helping professionals (Shapiro, Brown & Begel, 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.

Thursday, October 23rd
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 utilizes intercollegiate and interdisciplinary groups, including pre-existing qualitative research study design, and rigorous analysis to explore the experiences of the participants and investigate advantages and disadvantages of the mentorship program. This presentation will be of interest to those seeking to develop inventive mentoring programs in a variety of settings and situations.

Carson, J. Tilleson Union High School District
Santa Ana B

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

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 commonplace." (Gallicchio, Varis, Lyon, and Bogart, 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 individual improvement results and a commitment to improving quality instruction exists. One might argue the coach's role by stating that the teacher could simply generate solutions on-line. Nonetheless, the support provided by the developmental relationship between the coach and teacher could not be substituted for the on-line classroom experience. One clear result is in the trends of improvement in student achievement. This 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 relationship, the study uncovered consistent barriers to use of mentoring in the growth and development of novice teachers. Mentoring teachers now encourage the mentor to be 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, N. University of New Mexico & Albuquerque Public Schools
Fiesta B

Mentoring for Leadership Development (#135)
In 2007, the New Mexico Legislative Joint Task Force 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 UNM 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 the School Leadership Institute. Experienced principals: (third year and beyond): Experienced principals receive informal mentoring support and are 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
Luminary

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

The Texas A&M Health Science Center College of Medicine is committed to addressing the needs of women and minorities, and the College is dedicated to providing access to and success for clinical training for women, underrepresented minorities, and rural health professionals. The College has developed a mentoring model, the Mentoring Model for the trainer and trainee, to support the development of interprofessional collaboration. The model outlines a series of steps to develop a mentoring relationship, including: (1) the development of a mentoring relationship, (2) the development of an interprofessional educational Model; (2) the development of an interprofessional educational Model; (2) the development of the Mentor Model for the trainer and trainees; (3) the Court Visitor Program (CVP) Model; (4) the University of Texas at Arlington Community Health CVP Model; (5) the Blinn College Associate Degree Nurse CVP Model; (6) the Blinn College Clinical Model; (7) the University of Texas at Austin Public Health CVP Model; and (8) the Interprofessional Pedagogy 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)

Concurrent Sessions

West Virginia (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 a grant from the National Science Foundation (NSF) ADVANCE program in 2010. Through an inaugural ADVANCE grant, WVU identified key initiatives and areas of focus to be included within a comprehensive mentoring program. WVU mentors and scholars have completed over 50 faculty mentoring workshops and are supporting the research and career development of women faculty members from the WVU Department of Mathematics who have been awarded a Scholarship. We will show that the WVU ADVANCE Scholarship Program has impact in these areas and that 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 initiatives and efforts to develop a new mentoring program in the department.

Gaskins, W. University of Cincinnati
Amigo

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

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 of the role of their education to the workforce; and the lack of feedback from recent students. However, recent studies indicate that professors 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 this 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 undergirded by our students. After the training, doctoral students in an undergraduate class. Their performance and experience was tracked and compared to graduate students that did not participate. Results show that undergraduate students have a better overall experience with the trained doctoral students. We believe expanding this program 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)
Concurrent Sessions

In this paper we will share the methodology for preparing nursing students as coaches to empower patients 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 development by Coleman has been widely studied and shown to lower hospital readmissions. In a University-Industry partnership, Coleman's Care Transitions coaching model was used to prepare 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
Spit/Trailblazer

Mentoring through “Predicatecs” Develops Business Student Self-Efficacy (#140)
Concurrent Sessions

Mentoring in the classroom can be an effective method of increasing students' self-efficacy. Business students often lack a well-developed understanding of the world outside of school. Students can sometimes experience self-doubt, which has the potential to negatively impact their confidence and ability to succeed. The goal of this mentoring program is to increase students' self-efficacy in the areas of their business courses. This program pairs students with business professionals in a self-guided, professionally driven environment. Students are encouraged to ask questions, share ideas, and seek advice. The mentors can provide guidance and support to students, helping them overcome challenges and achieve their goals. Overall, this program helps students develop a sense of self-efficacy, allowing them to better navigate their academic and professional experiences.
Grayson, S.
University of Wisconsin, Milwaukee
Idaho
Beyond ‘Natural’ Mentoring: Developing and Maintaining a Mentoring Culture in the Academy (141)
Between informal and unstructured, there are numerous variations in the department responsibility of mentoring on- and off-campus student-mentors. This paper offers the implications and visioning; recognition of personal values and tapping into core strengths. This Course became a pre-requisite for participation in the Mentoring Program. Armed 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 time management. In addition, graduates could gain skills that would assist them in attaining higher levels of achievement in their professional careers. In order to be grounded in the rich Benedictine heritage and sending forth thoughtful leaders, the College of St. Scholastica will be widely regarded as an academic community where students are committed to serve and to transform the world. " Although graduates of the Master of Business Administration and Master of Arts in Management Programs: “The College of St. Scholastica will be widely regarded as an academic community where students are committed to serve and to transform the world. " Although graduates of the Professional Development PLUS Mentoring EQUALS Direction For Life (#144)

McQuay, R.
College of St. Scholastica
SUB Theater
Professional Development PLUS Mentoring EQUALS Direction For Life (#144)
Embodiment of the following vision, The College of St. Scholastica, Duluth, Minnesota, initiated its Mentoring and Coaching Initiative in 2012 for students of its Professional, Graduate, and Undergraduate Programs. The College sees mentoring as a tool for achieving its overall mission: ‘to educate men and women of diverse backgrounds and abilities, and to engage them in the rich Benedictine heritage and sending forth thoughtful leaders…’ This vision articulates the College’s commitment to mentoring and coaching as a means of preparing students for leadership roles in their careers and communities.

Bair, M.
University of Alabama
Santa Ana A
Mentoring Publications: Developing a Mentoring Culture in the Academy (97)
Mentors are important in shaping the professional trajectory of students. Effective mentoring requires a clear understanding of the role and responsibilities of both mentors and mentees. This paper discusses the challenges and opportunities associated with developing a mentoring culture in academic institutions.

Saucier, P.
College of St. Scholastica
SUB Theater
Using Literature and Success Oriented Skills to Mentor and Engage Challenged Learners (#147)
This paper will focus on the importance of literature and success-oriented skills in the mentoring process. It will review the research on the value of literature and success-oriented skills in mentoring, and discuss practical strategies for incorporating these skills into 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 develop professional skills needed to be successful in the 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 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 learning outcomes are transferable to other institutions like creating similar programs.

Lucas, L., J.
Walden University
Field A
Establishing and Maintaining a Mentoring Culture in Higher Education (149)
Mentoring is an important aspect of building and maintaining 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

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 administration, the training and support given to principals is imperative. The need for ongoing monitoring of campus administrators is something many school district administrators acknowledge. 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 tools, mentorship, and leadership. This paper presents the findings of a study that evaluates the impact of the website on the administration leadership effectiveness and the academic success of the school.
importance of embedding mentoring in the organization’s culture cannot be overstated. This presentation will share evaluative data from the first four years of the External Mentor Program at West Chester University. Of the mentors and mentees who filled out evaluation surveys, 80% 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 and prioritizing career goals; (c) acquiring new skills; and (d) time and scheduling challenges. The presentation will provide an overview of the program, and now currently in its fifth year, the Mentoring Continuum Model. Experiencing the multiple roles of mentoring provided a keen insight regarding how effectively a mentor 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 Pewst at Florida International University (FIU) in 2013 asked all colleges to initiate mentor program in response to faculty ratings on the 2011 COMCE 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 (monitor fia.edu). Participants included three cohorts of mentors and mentees 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 this presentation will be on: (a) identifying key issues for professionals 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 pre- and post-survey conducted in 2013-14. We will also discuss steps to continue the program in the future.

Shankar, R.
Florida Atlantic University, Boca Raton
Luminacon

Mentor and Mentee Pipeline in Smart Phone App Development (#151)

Steve Jobs embraced multi-disciplinary teams to bring products (Mac, iPhone, and iPad) to market. 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 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 art history from Florida Atlantic University (FAU) have worked together to create this experience. 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 600 Apps. Initially, we devised a project flow based on engineering design rules to ensure team success by semester end. Our initial teams made up of engineers 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 our experience in research and best practices at two levels: mentoring of the student teams by the faculty team for app development; and mentoring and monitoring 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 Coalition for Engineering (ACE) is an NSF S-STEM scholarship program that provides financial assistance, academic support, social support, and professional development to selected faculty members enrolled in Ohio University’s School of Computer Engineering and Technology. Through the various support services provided through the 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) upperclassmen-underclassmen students. These relationships exist within the context of one-on-one and cohort mentoring experiences. The goal of the ACE Program is to intentionally allow 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 approaches 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 system 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 (EMP) was established to provide female faculty members with the opportunity to develop their capacity for effective mentorship and collaborate with colleagues from off campus in mentoring and professional development. Forty women faculty were funded over a 5-year period (2009-2013): visiting the mentor’s institution typically including including a research seminar: (85% of grantees); visiting mentor (WSI) typically including a department research seminar: (65% of grantees); mentor co- attendance at national or international conference (50% of grantees). Professional accomplishments resulting directly or indirectly from the relationship developed with the external mentor was rated (74%) that would not have been possible or would have been unlikely without the advice or collaboration with the mentor) included: conducting research (73% of grantees); presenting at a conference (48%); 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 grantees’ field (76%). Overall benefit as rated by grantees was 3.85 ± 0.07 on a scale of 1 (waste of my time) to 4 (!very worthwhile). Long-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 Krueger Institute

Promoting a Diverse Public Health Workforce through Mentoring (#154)

Mentored 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 mentor research, community engagement and advocacy, and clinical experiences for undergraduate students with the goal of increasing the public health field and the diversity of the public health workforce. The MCHC: RISE-UP is a national consortium of institutions. (1) Kennedy Krueger Institute (Kennedy Krueger, lead agency) partnering with Morgan State University, a Historically Black University; (2) The University of South Dakota partnering with Tribal Service Institutions; and (3) the University of Southern California and their partner institution, California State University Los Angeles, a Hispanic Serving Institution. To date, 64 student-participated in the MCHC: RISE-UP Orientation consisted of two days at Kennedy Krueger 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 a mentorship program to build a center for global health research. Collectively, the student 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 public 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 < 0.005).

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

Developing Leaders: Keys to Effective Succession Planning (#155)

When many organizations single out development and succession planning as their most glaring development weaknesses, leadership development isn’t mysterious, accidently, or something that can be postponed. Whether it’s the leadership of c-suite, a community group, or a non-profit organization, succession planning is a systemic process that nearly every organization can implement.

DeWeerdt, D.
Marquette University
Idita

Alumni

Mentoring Students in Clinical Training: Beyond Cultural Competence (#157)

Based upon extensive feedback from alumni, students, faculty and parents, the Marquette University Alumni Association created a comprehensive 1:1 local and distance mentoring pilot 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- 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 disciplines of computer engineering, communication, and arts and sciences (specifically biological sciences, English, philosophy and mathematics). There are 30 majors in this college. For one year, the results were remarkable: 1. Students were 10 times more than 130 applicants in 5 mentor 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/receivers; 6. 84% indicated the program exceeded or met their expectations; 7. Students significantly benefited from the program, interest and recognition. 8. 63% of mentors are alumni. 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 this pilot’s success, the program will continue in 2014-15.

Carreón, L.
Pacific Oaks College
Alumni

Mentoring Students in Clinical Training: Beyond Cultural Competence (#157)

College level students are from a diverse pool of students that are from across depressed clients, families in crisis, and overwhelmed couples and calmly address their needs. However, one of the most important 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: LGB, cross-cultural, disability, elderly, and other special populations. These are important interculturally 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.
Inspire! How One Student Mentoring Program May Enhance Retention among Disengaged Students (*158)

Research indicates that there are 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 purpose expands. This presentation explains one initiative, Inspire! Student Mentoring Program, in which disengaged sophomores 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.

S. Holguin, J.
Eastern Michigan University
SUB Theater

Fundamentals of Building a Successful Mentoring Program (*160)
The Lobo Career Services & ONLINE Program (Lobo Mentor) 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 socioeconomic 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 development opportunities in order to facilitate an effective culture of mentoring within Institutions of Higher Education.

D.M. Gut, P. Beam, M.B. Trube, B.J. VanDerveer
Saybrook University

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

This presentation focuses on the methodology, results, and challenges of an exploratory study performed during the 2013-2014 academic year within “Department A”, a research-intensive university. 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; informal, or a combination); and investigate the perceived value of faculty mentoring within this Department. The selected population for this study included Department A full-time administrators, full-time tenured and non-tenured faculty. The survey was administered via PsyData, 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.

D.M. Gut, P.C., Trube, M.B. & VanDerveer, B.J.
Ohio University
Fiedra A

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

Foster youth are at a striking disadvantage over the past few decades. During the 1980s, 1990s, and 2000s school leaders were expected to be operators 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 (Luthans, Stajkovic, & Luthans, 1993). Principals are being held responsible for the quality of their teaching staff and the results of high stakes assessments. With the change of roles and responsibilities, the principal the researcher predicts that today’s building leaders have a low sense of personal self-efficacy in the area of instructional leadership. Perceived self-efficacy refers to the belief in one’s capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1982). This research explores the belief that there is a relationship between self-efficacy and instructional leadership quality 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 (Krout, 1985).

A. Holguin, S.
University of the Pacific
Lobo 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”, a research-intensive university. 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; informal, or a combination); and investigate the perceived value of faculty mentoring within this Department. The selected population for this study included Department A full-time administrators, full-time tenured and non-tenured faculty. The survey was administered via PsyData, 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.

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

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

Research indicates that there are 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 purpose expands. This presentation explains one initiative, Inspire! Student Mentoring Program, in which disengaged sophomores 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.

S. Holguin, J.
Eastern Michigan University
SUB Theater

Fundamentals of Building a Successful Mentoring Program (*160)
The Lobo Career Services & ONLINE Program (Lobo Mentor) 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 socioeconomic 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 development opportunities in order to facilitate an effective culture of mentoring within Institutions of Higher Education.

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

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

This presentation focuses on the methodology, results, and challenges of an exploratory study performed during the 2013-2014 academic year within “Department A”, a research-intensive university. 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; informal, or a combination); and investigate the perceived value of faculty mentoring within this Department. The selected population for this study included Department A full-time administrators, full-time tenured and non-tenured faculty. The survey was administered via PsyData, 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.

A. 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 over the past few decades. During the 1980s, 1990s, and 2000s school leaders were expected to be operators 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 (Luthans, Stajkovic, & Luthans, 1993). Principals are being held responsible for the quality of their teaching staff and the results of high stakes assessments. With the change of roles and responsibilities, the principal the researcher predicts that today’s building leaders have a low sense of personal self-efficacy in the area of instructional leadership. Perceived self-efficacy refers to the belief in one’s capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1982). This research explores the belief that there is a relationship between self-efficacy and instructional leadership quality 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 (Krout, 1985).

A. Holguin, S.
University of the Pacific
Lobo B
The Field Experience: The Role of Mentoring in the Transition from Classroom to Workplace (116) It is necessary for students to develop both practicum and internship experiences. By participating in these experiences, 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 mentor, 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, including seeking a placement, exploring options, and providing coaching and support 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, in finding methods of conflict resolution on the job. As the internship progresses and then concludes, students and their mentor will develop a plan for next career steps and the creation 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 fare well in this relatively new role.

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

Using Mentorship 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 1,000 faculty, staff, and administrators at Virginia Commonwealth University, this presentation examines formal mentoring through the university’s leadership development program —VCU LEADER. Designed and delivered by The Grace E. Harris Leadership Institute since 2001, this ten month leadership development experience offers current faculty and staff the opportunity to build professional skills and leadership competencies. The framework has become increasingly important as the mass exodus of seasoned leaders atop America’s colleges and universities becomes imminent (Elberse, 2014; Selings, 2006). This presentation will focus on the findings from VCU LEADER 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
Amherst

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 teams converged on a mentoring framework that is: 1. A faculty mentoring model that will be a work in progress. First, we assisted a steering faculty mentoring committee as assistant professors; to do this, we conducted individual interviews, a focus group, an informal survey of COE department heads, and a survey questionnaire to assist professors. Second, we identified promising practices in faculty mentoring, through literature review, expert interviews, and benchmarking peer institutions with successful models. Third, we developed a faculty mentoring framework from the first two objectives to accomplish the design of a comprehensive and robust framework. Fourth, a faculty mentoring framework for a mentoring educator, a mentor-mentee pair or COE student is now in development. Fifth, the mentoring framework is 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, to provide meaningful and specific feedback from a variety of mentors.

Toumas, L.J., Kuckarzki-Howard, J. & Babin, C.
Massachusetts College of Pharmacy and Health Sciences
Scholars

A Progressive Model for Developing Mentoring Skills in Physical Therapy Clinical Education (119) 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 pre-honors experience, faculty model clinical and professional expectations for all students. Year 1 and Year 2 students have mentor and mentor role 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 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/Direction

Mentoring to Replenish a Water Utility’s Engineering Leadership Talent Pipeline (170) Evaluating and establishing guidelines for successfully deploying mentoring within your 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 or more informal meetings during lunch, facility tours, and mentoring 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 share their career progression experiences and challenges with the entry-level and intermediate-level women engineers. Formal mentoring is offered one-on-one customized monthly pairings based on participant’s profile and goals. For a total of 16 mentor/mentee 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, R. & Thornton, D.
Pennsylvania State University
Ithaca

Mentoring Relationships in Music Education: Pre-service to Experienced Teacher (171) The field of music education, undergraduate engage in many apprentice type relationships as part of a two-tiered 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 mentor them during this capstone mentoring 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 articulate the types of mentoring relationships encountered during the music teacher preparation process through the lens of developmental relationships. A 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 examples 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 in an individual are said to be stable indicators that reflect how people think, feel and act in structured and unstructured situations. If it is true that personality traits are stable and that they have a potential chance of predicting change in social relationships, then 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 traits on the mentoring process. This study examined the relationship between personality traits 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. Those 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 mentor positively and significantly influenced the mentoring activities initiated by them.

Keene, A.
Drexel University
Miroir/Thetisbird

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 successful using the mentoring model to the greatest benefits of the students, most of who identify as first-generation college students. Specific research questions that guided this study were: 1) How do mentors perceive the mentoring program? Is the mentorship partnership effectively meeting the needs of the participants? 2) 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 mentor, what are the perceived effects (positive and negative) of the mentoring component 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? With the dynamic perspective of both parties, which 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 others, 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, P. M.
Pennsylvania State College of Medicine
SUB Theater

Teaching Professionalism: The Role of Relationships in Training Compassionate Physicians (136)

Extramural funding has given me the opportunity to enter a new phase of my career as I am now in a full-time position training medical students to develop the empathetic, humanistic skills that they need. By starting out in a primary care residency program, I was able to develop a strong foundation in understanding the patients' perspectives and needs.

Dr. Mary Fernandez
MentorNet

Creating a Sustainable STEM Talent Pipeline

Over the past 10 years, U.S. growth in STEM jobs has been slower than growth in STEM fields. 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 long careers. But because these students drop out and disengage into non-STEM fields at much higher rates than majority students, they need comprehensive, personal, and professional support to help them persist to degree completion. Since 1997, MentorNet has matched more than 32,000 STEM student partners with professionals working in STEM fields to guide mentees in academic and professional activities. The benefits of this program are clear:

- Mentees are more likely to persist and graduate in STEM programs.
- Mentees report higher levels of academic and professional success.
- Mentors gain valuable experiences in outreach and mentoring.

In conclusion, we must continue to invest in programs that support diversity and inclusivity in STEM fields.

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

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 in managing the demographics of the modern workforce. Mentees can be used to the greatest advantage as the program is new. A limited number of students will be selected to participate in this program.

Dr. Jerry Willbur
The Leadership Mentoring Institute
Balloon C

Cultivating a Highly Efficient Mentoring Culture via Neurological Breakthroughs

Based on research conducted by The Leadership Mentoring Institute, and recent breakthroughs in brain science technology, this paper will discuss mentoring strategies for establishing highly effective systems, 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 connected to the environment, and how we can use this new knowledge to improve the mentoring experience, and complement existing trends identified by The Leadership Mentoring Institute.

PhD, L.
University of Chicago
Lobby B

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

The Fellows Mentoring and Support Initiative (FMSI) was created to expand intern and outreach efforts to 60 underrepresented minority graduate fellowship recipients at the University of Chicago (UC). The specific aims of this initiative were to build community among these graduate students, to provide support to potential careers, and to aid in doctoral retention. Since 2012, faculty and staff in the Graduate College (GC) have provided 63 one-on-one meetings and 12 monthly networking meetings. These 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 journeys. The FMSI will continue in 2016, with an emphasis on 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, and 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 year one 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 myriad of areas. These include significant health problems, high unemployment, low educational attainment, unemployment, housing, low representation in adult and parental correctional institutions and high levels of substance abuse, domestic violence and mental. Mentoring has been used as an instrument to provide professional development support is increasingly being demonstrated as an effective and influential means of encouraging career success (Kenna 2012). Mentoring’s methodology and principles resonate strongly with the culture (respect for elders, passing on knowledge from one generation to the next and the importance) and (visual, sensory, 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 tenures 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 Spa’s change model (Sittig, Bannen, Gerber, & Gomis, 1993) as a theoretical framework, this year-long reflective study examined eight first-time community college presidents’ experiences during their first one-year term in office. The study identified: a) the role of the mentor, b) the nature of the mentoring relationship, and c) the outcomes of the mentorship experience. The findings indicate that the mentorship program provides: a) personal and career development support for mentors; b) a framework for personal and career development for mentees; c) a learning environment that supports the professional development of community college presidents; and d) an opportunity for community college presidents to build relationships with colleagues and peers.

Thorp, T.
The Millennials Mentor
Lobo A

The Millenials Mentor You: The Benefits of Mutual Mentoring (175)

A diverse group of careers and job opportunities are vital to attracting, training, and retaining a workforce of students. Mentoring can be used to the greatest advantage as the program is new. A limited number of students will be selected to participate in this program.

Ford, L.
University of Illinois, Chicago
Lobby B

Evidence-Based Mentoring in Nursing Practice: A Knowledge Translation Initiative (177)

According to the World Health Organization, mentoring opportunities are vital to attracting, training, and retaining a workforce of students. Mentoring can be used to the greatest advantage as the program is new. A limited number of students will be selected to participate in this program.

Nowell, L.
University of Calgary
Field A

Concurrent Sessions
Learning Partners: Pairing University Students to Promote Achievement, Engagement, and Retention (#178)

Talley, R. & Carter, J.
Western Kentucky University

Abstract: 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 collaboration, communication, 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 5-9 in a disadvantaged public school using as content the core experience of democracy.

Carlson, K., Hary, K. & Karas, S.
Luminaria

Reflective Dialogue Journals Support Emerging School Leaders through the Internship Year (#179)

Moulton, C. & Lerney, S.
Washington State University Extension

Abstract: The purpose of this paper is to describe a method for supporting school leaders during the internship year, focusing on the reflective dialogue journal approach. The authors argue that the reflective dialogue journal is a tool that can be used to support emerging school leaders during their internship year, providing them with an opportunity to reflect on their experiences, challenges, and learning. The paper outlines the components of the reflective dialogue journal approach, including the purpose, benefits, and implementation strategies. The authors also provide examples of how the reflective dialogue journal approach can be used in practice, along with insights from emerging leaders who have used the approach. The paper concludes by discussing the potential for further research into the effectiveness of the reflective dialogue journal approach in supporting emerging school leaders.

Philadelphia, N.

Is E-Mentoring Really Mentoring? (#184)

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

Abstract: This paper will explore the use of e-mentoring programs to support student retention, engagement, and success in higher education. The authors will present an analysis of the benefits and limitations of e-mentoring programs, along with case studies and examples of successful e-mentoring initiatives. The paper will also consider the role of technology in shaping the future of mentorship, and the potential for e-mentoring to bridge gaps in traditional mentoring relationships. The authors will conclude by discussing the potential for e-mentoring to support student success and promote equity in higher education.
Mentoring & Coaching: Tools for Retaining the Next Generation (#186)
Success in the advertising industry is determined in part by strategic relationships, and respondents indicated they will be more likely to mentor as their careers progress. The survey indicates a significant factor in developing successful relationships is the ability to build trust and rapport. Respondents also indicated they will be more likely to be mentors to others as their careers progress.

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

Thursday, October 23

Lobo A

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 skills that are important in the professional environment. This presentation will give an overview of the mentorship program established at AdLab, a student-run advertising agency at Boston University, and describe the skills and interests of students who participate in the program. The presentation will also discuss 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.

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

Thursday, October 23

Fiesta B

Social Justice At Home: Building a University Faculty Mentoring Program (#192)
Social justice is a core value of Slippery Rock University, 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. Formal mentoring structures are less intuitively part of the university culture. However, investing in such efforts can have great potential to enhance the university community. This presentation will discuss the importance of establishing a mentoring program for faculty members. The presenter will discuss some of the challenges involved in forming such a program and will share the experiences of Slippery Rock University.

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

Thursday, October 23

Luminaria
Escaping the Dyad: An Examination and Evaluation of Co-Mentoring Taxonomies (#194)

O’Brien, K.R.
Bayler College of Medicine

Sandia

The Peer Active Learning Approach for Clinical Education: A User Friendly Model for Health Care (#196)

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

Student's model can be adopted by other health and related professional schools. 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 beyond their problem solving real world thinkers. Gender, the complexity and acuity of patient conditions today, fostering critical thinking (CT) in nursing students and RN intentions to chart quality, safe patient education. Students need to employ active learning strategies can improve critical thinking skills in clinical health care contexts. Traditional instructional methods (e.g. lecture, power point), and assessment (e.g. multiple choice test questions) do not assure that students employ a problem solving approach. Innovative mentoring strategies are essential for more students from concrete to conceptual to understand assumptions. Peer intervention is one of the most significant changes. The PALS approach was developed to provide collaborative frameworks 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 preceptors’ improved self-esteem, reduced anxiety and attitude change. Collaborative peer intervention especially in pairs, leads to faster progress and broader adoption of flexible and safe practices than working individually.
The One Minute Preceptor Model: A 5-step Tool for Teaching and Mentoring New Employees (204)

Kertis, M.
Pennsylvania State University

The One Minute Preceptor Model is a widely used teaching model originally designed to educate family practice residents. This model is easy to learn and provides a 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 constructively imparting the new employee. By using the 5 steps of the OMP preceptors can facilitate learning and assist new employees gain the ability to learn, assess, and correct their actions. This paper introduces the One Minute Preceptor Model: A 5-step Tool for Teaching and Mentoring New Employees. The paper describes the content and the structure of the re-designed MA TESL practicum and then explores its implications. The paper proposes that the One Minute Preceptor Model 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 affective, memorable and powerful way.

Arshavskaya, E.
Utah State University

A Re-Designed MA TESL Teacher Practicum: Role Of Mentoring Sessions For Learning-To-Teach (206)

This paper explores on a Master of Arts (MA) in Teaching English as a Second Language (TESL) pre-service teacher practicum that has been re-designed to include supplementary face-to-face mentoring sessions. This model is easy to learn and provides a framework to teach, support, and provide feedback to new employees. The practicum is an opportunity for pre-service teachers to gain practical experience in teaching English as a second language. The practicum is intended to prepare pre-service teachers for the challenges they will face in the classroom. The paper describes the content and the structure of the re-designed MA TESL practicum and then explores its implications. The practicum involved four major components: (1) provided pre-service teachers with opportunities for practical experience in teaching English as a second language, (2) provided pre-service teachers with opportunities for practical experience in teaching English as a second language, (3) provided pre-service teachers with opportunities for practical experience in teaching English as a second language, and (4) provided pre-service teachers with opportunities for practical experience in teaching English as a second language. The paper explores the role of mentoring sessions in the practicum. The findings of this study suggest that mentoring sessions can be an effective tool for improving the quality of teaching. The paper concludes with recommendations for future research on mentoring in teacher education programs.
"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 is to present to new professionals a set of guidelines for success in this process. The presentation will be used as a building block to provide a tool for new professionals to create a mentoring program that will work for them.

Methodology

This presentation will be a discussion of the tools and techniques used to create a mentoring program. The presentation will include a discussion of the benefits of sharing mistakes and how to create a mentoring program that will work for you.

Results

We will discuss how to create a mentoring program that will work for you. The presentation will be a discussion of the tools and techniques used to create a mentoring program. The presentation will include a discussion of the benefits of sharing mistakes and how to create a mentoring program that will work for you.

Limitations

The presentation will be a discussion of the tools and techniques used to create a mentoring program. The presentation will include a discussion of the benefits of sharing mistakes and how to create a mentoring program that will work for you.

Conclusion

The presentation will be a discussion of the tools and techniques used to create a mentoring program. The presentation will include a discussion of the benefits of sharing mistakes and how to create a mentoring program that will work for you.

Easton, S. & Osei, 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 is to share the mistakes we have 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," 57 U. L. Rev. 867 (2014), which is actually a long-length essay or long-paper length essay. The longer essay is encouraged to share mistakes, but instead to embrace them as both inevitable and as tremendous learning opportunities. Mistakes then are not to be avoided at all costs, but to embrace them when they happen despite our best human efforts to avoid them. They are career-building, not career-killers.

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

Mentoring new special education faculty can be a complex endeavor. The objective is to provide guidance to new special education faculty on how to navigate the challenges of the profession and develop effective teaching strategies. This presentation will include a discussion of the steps involved in mentoring new special education faculty, including setting goals, providing feedback, and offering support. The presentation will also provide examples of successful mentoring relationships and strategies for overcoming common challenges.

Methodology

The presentation will be a discussion of the steps involved in mentoring new special education faculty. The presentation will include a discussion of the goals, feedback, and support involved in mentoring new special education faculty. The presentation will also provide examples of successful mentoring relationships and strategies for overcoming common challenges.

Results

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Bucholz, J. & Duffy, M.L.
University of West Georgia & Florida Atlantic University

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

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Hill, A. & Gurko, K.
Utah State University

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

Home visiting is a highly developed and well established program for parents. Parallel developmental relationships exist to child, home visitor, parent, and supervisor to home visitor — facilitating positive growth for each. This complex set of relationships benefits from strengths-based approaches to care and home visitor relationships. This presentation will include a discussion of the benefits of strengths-based approaches to care and home visitor relationships. The presentation will also provide examples of successful home visiting programs and strategies for overcoming common challenges.

Methodology

The presentation will be a discussion of the benefits of strengths-based approaches to care and home visitor relationships. The presentation will include a discussion of the benefits of strengths-based approaches to care and home visitor relationships. The presentation will also provide examples of successful home visiting programs and strategies for overcoming common challenges.

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Bucholz, J. & Duffy, M.L.
University of West Georgia & Florida Atlantic University

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Conclusion

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A Flexible Design for a Structured Organizational Mentoring Program (#219)
In 2008, West Chester University, a medium-sized public state university in Pennsylvania developed the Faculty Mentoring Program that has become a thriving and successful platform for professional development and community building. Both mentors 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., Myers, L. I. (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 mentors 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. Students choose their own graduate students and are organizationally supported, structured mentoring programs (Ely, 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.

Lafrie, 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 Lafrie's master's thesis. The 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. It is suggested that this will be one of few studies to show the associations of mentor and mentee characteristics with satisfaction of the mentoring relationship and with mentorial 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 researchers 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 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 Kame and Jankowski's three types of peers identified in workplace settings. The study also identifies the social and 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 critical. 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. This 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.

McGinney, K.
Shippensburg University

Connecting Academic STEM Women: STEM-UP PAs 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. Currently garnering support from a department 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 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 online tools. OASIS (Online Assessment and Support for Institutional Success) 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 can 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, 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. For more than ten years, 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 minority faculty, who are underrepresented themselves, encourage underrepresented women of color toward academic careers.

Anbar, M.E.B.
Kennesaw State District

The Impact of STEM-Mentoring Ecosystems on Elementary Students, School Community, and Families
See page (723) to read full abstract.

Boone, E.
Benedictine University

A Study of the Business Adjunct Faculty Peer-Mentoring Program
See page (722) to read full abstract.

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

Mentorship and the Integrated Healthcare Team
See page (730) 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 (769) to read full abstract.

Conn, C.
Stephen F. Austin State University

Peer Mentoring for Freshmen and Transfer Students: Strengthening First Year Success
See page (727) to read full abstract.

Crutinger, C., Wilson, D., Wilson, A., Prybutok, V. & Golden, T.
University of North Texas

Faculty Mentor Networks: Strategies for Increasing Scholarly Output
See page (729) to read full abstract.

Greenberg, B.
Elizabeth College

From Advisor to Mentor to Coach: Developing a Coaching Program in an Undergrad Business Curriculum
See page (721) to read full abstract.
Grossman, S.
Fairfield University
Promoting An Effective Mentoring Culture for Nurse Faculty
See page (72) 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 (75) 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 (78) 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 (73) to read full abstract.

Moylinah McCoy, T.
University of the Incarnate Word
In The Workplace: An Authentic Gamesmanship Coach
See page (76) 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 (76) to read full abstract.

Politto, J.
Spring Woods Enterprises, Inc.
Evolving Urban Mentoring Models: Marginalized Populations Redefining the Learning Community
See page (73) 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 (72) 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 (72) to read full abstract.

Redfield, C.
Seattle Pacific University
Intentional Intergenerational Interaction to Enhance Student Education and Aging Wellbeing
See page (72) to read full abstract.

Reed, L.
Ashford University
Think Tanks & Other Strategies for Building Developmental Networks in Higher Education
See page (73) to read full abstract.

Sand, G.
Midway College
Mentoring by “Pracademics” Develops Business Student Self-Efficacy
See page (74) to read full abstract.

Soules, A., Formo, D., Chen, R. & White, N.
California State University, East Bay & California State University, San Marcos
Faculty-to-Faculty Mentoring through Writing Communities
See page (77) to read full abstract.

Timmons, M.
University of Georgia Marine Extension
Mentoring and Evaluating Interns, Teachers, and Graduate Students
See page (75) to read full abstract.

Toomey, A. & Toomey, A.
Mustard Seed Community Learning Environment
Preliminary Reflections on Establishing a Cognitive Apprenticeship Program for STEM Enrichment
See page (79) to read full abstract.

Tribian, P.
Cardinal Stritch University
Adjunct Faculty Management through Developmental Relationships
See page (76) to read full abstract.

Tsolmas, 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 (78) to read full abstract.

Welch, J.
Indiana University School of Medicine
A Centralized Faculty-Mentoring Portal to Support Local Mentoring Efforts
See page (78) to read full abstract.

Friday, October 24th
9:00 - 9:45 AM

Zhuang, K.
Dickinson College
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 interactive activities were successfully introduced to establish the developmental relationships between instructors and students with a high quality outcome of teaching effects and student feedbacks.

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McIntyre, D.D.
Georgia College & State University
Sanite Aa A

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

This paper will provide a detailed overview of the University System of Georgia (USG) and the USG Minority Advising Program (MAP). MAP is designed to provide minority students with the resources and support they need to succeed in the USG. The program includes a variety of services, such as academic advising, career planning, and personal support. The paper will discuss the history and development of MAP, as well as its current structure and goals. The focus will be on the role of mentoring in the program, including the types of mentors and the ways in which they work with students. The paper will also examine the impact of the program on student success and the lessons learned that can be applied to other institutions.

Brocato, K.
Mississippi State University
Fistia B

College of Education Faculty Mentors: Embracing a Studio Based Learning Model (#278)

This paper will describe the development of a mentoring program at a public university with a focus on providing meaningful and effective mentoring experiences for undergraduate and graduate students in education and related fields. The program includes a variety of activities, such as peer mentoring, mentor training, and a mentorship match program. The paper will discuss the strategies used to create a supportive and inclusive mentoring environment, as well as the challenges faced in program development and implementation. The focus will be on the role of technology in the program, including the use of online tools and platforms for communication and collaboration. The paper will also examine the impact of the program on student success and the lessons learned that can be applied to other institutions.

Celoría, D.
South Georgia State College
Sanite Aa A

Developing a Culture of Advising as Learning through New Faculty Mentoring (#226)

This paper will explore the development of a new faculty mentoring program at a public college in the southeastern United States. The program includes a variety of activities, such as peer mentoring, mentor training, and a mentorship match program. The paper will discuss the strategies used to create a supportive and inclusive mentoring environment, as well as the challenges faced in program development and implementation. The focus will be on the role of technology in the program, including the use of online tools and platforms for communication and collaboration. The paper will also examine the impact of the program on student success and the lessons learned that can be applied to other institutions.

Reiman, R.
South Georgia State College
Fistia A

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

This paper will examine the intersection of mentoring praxes in three different contexts: higher education, vocational education, and community organizing. The paper will explore the ways in which mentoring relationships are shaped by the unique characteristics of each context, as well as the commonalities that exist across these contexts. The paper will draw on case studies and interviews with mentors and mentees to illustrate the ways in which mentoring relationships are formed and sustained. The paper will also discuss the implications of these findings for the development of effective mentoring programs in a variety of settings.

Browning-Keen, V., White, J. & White, R.
Sam Houston State University
Sanata A

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 identified 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 a way to increase the numbers of women in STEM careers. The NSF (2010) reports that women are underrepresented in STEM fields and that the majority of STEM faculty members are male. This study seeks to determine the number of women who are enrolled in STEM courses at UWM and to examine factors that may influence their decision to pursue a career in STEM.

Kane, I. & Cook, J.
University of Pittsburgh School of Nursing
Amiga

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

This paper will present the evidence of the University of Pittsburgh School of Nursing RN Options RN-MSN-DNP curriculum track Nursing Professional Development Pracitce Core Course 1 which focus on mentoring the RN in a leadership role executing an evidence-based clinical project. The RN is examined in critical thinking, leadership abilities, communication, and decision-making skills to develop and implement their self-selected, faculty-principal 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 learning process in 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 with following lecture, discussion results in: 1) developing, communicating evidence-based clinical learning (QSEN-oriented) 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 a larger population of professional colleagues to potentially impact nursing care outcomes through sharing practice advances. These mentoring professional development courses foster independence and self-direction to advance leadership skills relevant 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.
Constituting Work: Mentoring as a Community of Practice: A Family of Researchers and Scholars (Panel) (#295)
Concurrent Sessions

University of Delaware & University of North Carolina, Greensboro  
Santa Ana A

Developmental Mentoring Relationships: A Case Study in Higher Education (7:292)  
Mentoring relationships are often divided into formal and informal categories. In higher education, the relationship between doctoral student and advisor is a classic 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 student-mentor relationship as part of the dyadic relationship, 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 (7:293)  
It is well known that relationships between coachees and mentors, as well as that with other mentors, are critical to the advancement of an individual’s career. The mentor-mentee relationship is often focused on the development of a career and of an individual, and mentees frequently seek to find their role in the professional field. However, this relationship is not a one-way street and mentors also benefit from their relationships. It is important to understand the features of an effective mentoring relationship to better understand how to approach the development of formal mentoring programs while also potentially increasing mentor’s effectiveness by creating informal networks of mentors.

Ryan, R.  
University of Oklahoma  
Fiesta A

Developing and Hosting an Associate Professor Leadership and Promotion Workshop (7:294)  
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 industries (Laff, 2007) indicate that while more women are entering the workforce, women are still underrepresented in the executive levels (Laff, 2007). Indeed, reports indicate that while more women are entering the workforce, women are still underrepresented in the executive levels (Laff, 2007). Therefore, this program seeks to identify and address the unique challenges faced by women in accessing and developing strong mentor relationships. This will be accomplished by creating a program that fear leaders, and networking and discussion will occur.

Bargreen, K. & Cassidy, D. I.  
University of Delaware & University of North Carolina, Greensboro  
Santa Ana A

Concurrent Sessions

Boehm, B. & Lueck, A.  
University of Louisville  
Luminaire

‘The Difference’ in Graduate Mentorship: Groups, Diversity, and Interdisciplinarity (7:296)  
Graduate education is often characterized by an apprenticeship model of education, whereby a single or primary faculty mentor 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 mentorships based on a broader sense of intellectual community (Walker et al., 2010). 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 habits, 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 portfolio of networked graduate mentors that can best prepare graduate students to solve the complex research problems of the 21st century, both within and outside academia.

Cruz, A. & Joseph, S.  
Texas Tech University Health Sciences Center  
Santa Ana B

Mentorship in Surgery for Gay Medical Students: An Opportunity and a Conundrum (7:297)  
I decided to become a surgeon because of my family, and family that I was gay. I can still remember a family member saying I was a disgrace and would wind up in hell. It was in support in the world does not seem to desist, (I had my physician) 1. My parents were very supportive. I was very supportive of my parents. He was a surgeon that I was a gay person. The world does not seem...
Mentoring Future Leaders, Qualities of Effective Leadership: Principles of Dr. Peter Drucker (+300)

As we approach the third millennium, America craves out of leadership at all levels of society and society organization that comprise us. 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 today’s modern society. In contrast, ineffective leadership deters 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 who inspire others and cause them to gelivate their efforts and achieve change. Managers, on the other hand, will follow standard operating procedures to their grave, if necessary, because they do not possess the ability to change course.

Krdli, S.
Oakland University School of Nursing

Improving Health Behavior of Female College Students (+301)

Rates of overweight and obesity have been steadily increasing among American adolescents, 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 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 (Group 1: adult-led, no parental engagement) compared to the same content delivered by an adult group/leader in a classroom setting with no parental engagement. Aim 2: Assess the effect of a culturally-specific lifestyle intervention targeting parents. We will assess the effectiveness of an 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 2: teacher-led, 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 Cornell Entrepreneurial Hoteliers (CEH) Network is a mentorship platform created to engage alumni at all stages 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 Pillbury Institute for Hospitality Entrepreneurship (PIHE) at Cornell University’s School of Hotel Administration (SHA), CEH provides mentorship opportunities for SHA alumni and students, known as hoteliers, 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 hoteliers at all stages of the entrepreneurial lifecycle. With the SHA connection, the shared experience, and a network of hoteliers interested in working toward fulfilling, mentorship in a position to provide mentorship with career guidance, educate them about unexplored avenues, and bring out their untapped strengths. Leveraging Orgygen’s platform for mentor session accountability and Quality and for documented feedback loop and routine surveys to measure the impact of mentoring efforts on both mentor and mentee. CEH officially launched in Spring 2013. This research aims to expand upon work from Dowson’s 2014 work in Educational Researcher. The research will evaluate the effectiveness of the design of the CEH program as compared to the framework proposed by Dowson (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 Brief Magazine article’s call to action.

Oosterle, U.
Syracuse University
Mirage/Thunderbird

Music Business Mentoring (+303)

A major misconception is this 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 is this 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 level of education 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

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 methodologies for developmental relationships and suggests new ideas and best practices for successful developmental relationships. If college is a laboratory, then a primary purpose of higher education is to function as learning and testing ground for artistic and disciplinary practices, knowledge, and possibilities. Many faculty-directed productions, however, shortchanging a department’s “best” work, relapse product-oriented values and behavioral 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 today’s theatre in which participants are expected to devise pieces, work in an artist manner, and utilizes skills and sensibilities of more than one theatre area. If 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 processes 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.

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 paper will address the importance of fostering emotional intelligence and professional 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 I3MD program for STEM junior 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 Scholar Mentoring Groups (GSMG) was created for freshmen, sophomore, and transfer students from underserved 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 student 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 Impostor Syndrome and Impassion Bias, and best practices for success in scientific research fields.

Dr. Carlos E. Cortes
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. Cortes, Professor Emeritus of History at the University of California, Los Angeles. In his play, Cortes 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, Cortes 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.

Dr. Schwartz-Patt, S.L.
University of South Carolina
Lobby 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 (GMM) are modeled on the Work of Reflectivity, Reflectivity, and Reflectivity. GMM themes include: Team Building (i.e., morale, teamwork, conflict resolution), Social Media Responsibility (i.e., cyber-bullying, blogs, chatrooms, YouTube, Facebook, Instagram), Self-Care & Self-Err (i.e., gendered constructs of body image, stereotypes, film industry), and Higher Education (i.e., 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 (Hillis-Black & Leonard, 1997) and the ethnomethodological method (LaCapra & Prudeau, 1995) to understand the cultural patterns in human behavior and to describe the cultural patterns 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 proteges participated in GMMs over the spring of 2014.
Allen, P.R.  
Lee College  
Lobo B  

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

Since 1986, Lee College, an HBCU, has had a recognized mentorship program in correctional education. The mission of Lee College/Huntington 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 necessary to also place in special work assignments while incarcerated such as (CJA) truck driving, welding, and culinary arts. This presentation will discuss how Lee College utilizes former students as special mentors and instructional aids to assist in the educational training of currently enrolled students who are ultimately placed in special work assignments within TDCJ industries. Those type 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 90% 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 same 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. Key elements are: the mentors chose their own regional based mentor, the mentoring coordinator conducts a brief training with mentor, a memorandum of understanding is signed by the mentor, mentor and mentoring coordinator, and 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 increased 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 M. 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? In the current study, 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 their impact 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 important 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 at Pan American has experienced an unacceptably high turnover rate of its full-time faculty, particularly among tenure-track faculty. Not only is this rate in-turn unfortunate, robbing the campus of good faculty, it is expensive for all parties. A comprehensive and effective mentoring program is one component of the College of Health Sciences and Human Services at the University of Texas, Pan American that can provide meaningful support to new faculty members and also impact faculty retention rates. This presentation will provide preliminary results of an evaluation model developed by the College, including an overview of the plan, assessment protocol and pre-test results. An informal mentoring has been used at various times in the College, this effort will make the program more systematic and structured, thus formalizing integrating into the College’s process and procedures. The mentoring program, including an evaluation component, will be fully implemented beginning in August 2014. Our prominent elements include: pre-test, including guiding 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 pairwise of mentors and mentees; monthly online assessments; group meeting with all participants two times per semester to reinforce the model, problems and share information; midway 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) often lack the developmental and situational knowledge when needed, and generating new ideas (Barclay, 2012). Specifically, students with EFCs 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 campus resources and services can have a successful college career” (Culpepper, 2011, p. 30). The As-U:R program is a multi-faceted 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.
Up Against a Wall: Developing a Mentoring Program for Disparate Nursing Faculty (#314)

The presentation reflects that a significant shortage of nursing faculty has been reported for years, with qualified mentoring programs continually 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 recruit, form, cultivate, and maintain mutually beneficial developmental relationships between mentors and mentees. This presentation will 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 programs of support comprise of multi-cultural faculty and academy 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 best practices of best practices for establishing successful developmental relationships within a multicultural landscape. Suggestions will be provided for mentoring, nursing practice, and nursing research settings to consider.

Leslie, L. & Hobson, L.

Prairie View A&M University

Spirit/DualBlazer

Concurrent Sessions

Institutional Citizenship: How a Cohort of New Faculty Found Its Voice (#317)

The purpose of this study is to investigate the impact of mentoring on leadership capacity development of school administrators in a Southeast Texas County. In 2010, all secondary school administrators in this county were assigned to mentor a new administrator. The inclusion of a master’s degree in educational leadership was a prerequisite for this role. This study will examine the relationship between leadership capacity and the number of years an administrator has been in leadership. The study will also examine the relationship between leadership capacity and the number of years a mentor has been in leadership. The results of this study will be used to inform mentor selection and leadership development programs.

Berkenfield, C.

Bellecor College Alumni

Concurrent Sessions

A Coaching Model for Teachers to Adapt Writing Instruction for Students with Disabilities (#320)

With the changing demographics of our school classrooms, it is important to help teachers gain critical self-assessment and test-taking skills. This study investigated the effectiveness of a coaching model to help teachers adapt writing instruction for students with disabilities. A pretest-posttest design was used to assess the effectiveness of the coaching model. The results of the study indicate that the coaching model is effective in helping teachers adapt writing instruction for students with disabilities.

Rabkin, M.

University of California, Berkeley

Santa Ana A

A Double Concept of Mentoring: Vertical Learning Communities at a Large Research University (#319)

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, 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 PIs as mentors and teachers.
Alqhtani, F.  
Salman bin Abdalaziz University

Sanja Ana B

The Factors Influencing the Relationships among the Gifted Group Telementoring Program (#322)  
This study identified the factors that influence the relationships among the Gifted Group Telementoring Program on the Moodle website that uses both forums and emails of a ten-week period. Students involved were from different areas in Saudi Arabia and were grouped into five groups of four 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 typical modifications such as the addition of some new features to permit the full use of the Arabic language. The data showed that the five groups involved in this study were characterized by five different types of relationships. The data of the study also show that the relationship between the mentors and their mentees can be influenced by different factors such as selection, 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
Field A

Adjunct Faculty Management through Developmental Relationships (#323)  
This paper is to be utilized to facilitate discussion on creating and maintaining a venue for developmental relationships between program chairs and adjunct faculty in an academic setting. Additionally, it explores the advantages and disadvantages of developmental relationships. According to the CBM Faculty Lifecycle, there are four types of developmental relationships: mentorship, coaching, coaching/mentoring, and developmental relationship. This study was conducted on one academic setting with the help of the CBM Faculty Lifecycle. Participants in this study were a total of 18 full-time faculty who have been teaching at Iowa State University for at least one year. The purpose of this study was to examine the perceptions of first and second year music teachers regarding the Iowa Arts Education Program. The sample included first and second year music teachers who hold a Bachelor of Music Education Degree and are 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 regarding 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 mentors.

Royster, N.S.  
Iowa State University
Field B

Perceptions of the Iowa Arts Education Mentoring Program by 1st & 2nd Year Music Teachers (#324)  
Mentorship has been shown to be one of the most effective and important helping new teachers transition into the profession successfully, and confidently. In Iowa, a statewide mentoring program was established 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 held 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 regarding 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 mentors.

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 Lawrence 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, 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 their students and engage them in opportunities to develop the skills needed to be successful in acquiring leadership and influence.

Fields, D.J.  
Eastern Michigan University
Samual

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 in the resolution of applied problems in conjunction with industry, community, and professional partners. This project was conducted in partnership with OfWheels 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 Bucket 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 and capstone courses. The project’s primary goal was faculty coaching, while the sponsor representative 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

Matching and Relational Coordination within Nursing: Underused Paths to Success (#327)  
The nursing literature consists of many research and explanatory papers that monopversions mentoring and largely fail to address coaching as a developmental relationship. Mentoring has been represented as the way to correct a number of nursing environment problems, while coaching has been largely ignored. Few leaders in healthcare, and particularly in nursing, understand the differentiation between the two career development relationships (CBPRs): precepting, peer coaching, career coaching, and mentoring. Therefore, they are too focused on teaching and development of skills. Coaching/mentoring was provided: nurses learned to identify learners’ coaching needs, and mentors learned to provide feedback. This project will provide an overview of coaching and relational coordination is linked in acute care healthcare environments (hospitals). Relational coordination has been evaluated at the level of the bedside nurse and the care provider team, but has not sufficiently been explored within nursing leadership teams. Data from a descriptive, correlational study (underway) on 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 a participatory approach to collaboration 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-centred mentoring theory can also be used to strengthen social justice in public health practice and research. The Getting People to Sue Prevention Program (GPSP) 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 Portet (2011) propose a person-centric 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 valued research. In addition, a person-centric mentoring method complements CBPR’s researchers’ role in program implementation and co-learning.

Sobers, S.T.  
Whittier College
Spirit/Phalaeze

A Mentor’s Role in the Advancement of Black Women In and To Senior Administrator Positions (#329)  
In the competitive world of higher education, it is imperative for individuals to take proactive measures to avoid being left behind. One of the strategies for reducing the barriers for Black women advancement in higher education is effective mentoring and coaching. 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 talk on the shoulder by mentors was a catalyst that led their career advancement. Three positions they might not have been considered for. A key finding from the study is that the dominant model of mentoring (where a person intentionally seeks a mentor for guidance) actually transformedegemonic practices. The new model that emerged was for potential mentors, supervisors, or colleagues to make the initial connection to 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.

Dolence, N.R.  
University of Virginia
Idalia

Self-Directed versus Apprenticeship: Comparing Mentoring on Two High School Robotics Teams (#330)  
Mentoring and coaching roles are often viewed as one-of-the-same according to Kotter (2005). Our study examined whether it was necessary to examine roles played by mentors and the student-mentor relationship on two veteran robotics teams. On one team, mentors deployed a high directive nature toward their students as they built their robot. On the other team, mentors deployed a low directive nature toward their students. Using a survey designed to identify roles (Coaching, Mentoring, or Co-Mentor) of team members, we found that the mentors on one team were significantly more coaching- oriented and more mentoring-oriented than the mentors on the other team. This finding suggests that mentor role may be more influential on student learning than the mentor-mentee relationship.
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 utilized 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 the larger scale project will be shared.

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.

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 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 mentoring and induction of novice teachers.

Winters, R.
Winona State University

SUB Theater

Developmental Networks in Practice: Featured Speakers Panel Session

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

The featured speakers panels session will be presented as a moderated panel session. The panel, comprised all 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

Featured Speakers Panel

Developmental Networks in Practice: Featured Speakers Panel Session

Level 3

Level 2

Level 1

Student Union Building (SUB) Floor Maps

Level 3

Level 2

Level 1

Location of keynote and plenary sessions, and lunches.

Rooms hosting the concurrent sessions and/or special presentations.

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 each other.

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 is downstairs, on the lower level of the Student Union Building. During the conference some concurrent sessions will be held in SUB Theater. The rest of the concurrent sessions are held on Level 3.

Featured Speakers Panel

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

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Dr. Tim Gutierrez, Closing Remarks
Associate Vice-President, Student Services, UNM

Buildýngs and areas.

Room for keynote and plenary sessions.

Ballrooms A, B, and C.

Location of keynote and plenary sessions, and lunches.

Rooms hosting the concurrent sessions and/or special presentations.

Location of keynote and plenary sessions, and lunches.

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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 Andre 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, consultants and 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 context of 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 and activities designed to help 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.

Contents: Introduction, Frances K. Kochan; SECTION I: EXPLORING CULTURE WITHIN MENTORING RELATIONSHIPS: The Individual, Culture, and Mentoring, Andre M. Green; Women’s Ways of Collaborating: A Study of Cross-Cultural Peer Mentoring, Ann Unterseher, Joanne De Fauw, Anne L. Kau, and Ke Wu; Strength-Based Peer Mentoring in Undergraduate Education: An Avenue for Mutual Growth and Understanding, Cathleen Morrero and Heather Hagerboer; Examining the Influence of Mentor Sociodemographic Profiles on Mentoring Activities, Mary P. Gwag; A Cultural Connection to Identity Development for Graduate Female Students of Color, Brenda Marano; Navigating Cross-Cultural Mentoring Relationships to Assure Success for Immigrant Entrepreneurs: An In-Depth Analysis, Runa Kwon; SECTION II: THE IMPACT OF ORGANIZATIONAL CULTURE ON MENTORING, The Organization, Culture, and Mentoring, Andrea M. Kent; Sectioned Mentoring: Factors that Influence Online Mentoring Experiences for Secondary Science Teachers, Emalda Bong, Stacey S. Wong, Annet K., and John A. Led; Constructing a Professional Learning Community of Mentors and Researchers: Cultural Dimensions of a Process, Alma Maria de Madesj-Freitas, Raquel R. de Madesj-Freitas, and Maria de Carla M. Rodriguez Dela Sierra; Re-Veering Mentoring Relations: Culture, Contexts, and the Complexity of Being Person(s)-in-Relation in Mentoring, Linda Craig; Developing a Culture of Collaboration Using Mentoring Tandems in a Preservice Teacher Program, Angeline Amborski, John Dokters, and Bruce Allen Knight; Cultural Influences that Facilitated and Hindered the Mentoring Process: A Longitudinal Review, Gary M. Kibbey; SECTION III: THE INFLUENCE OF SOCIETAL CULTURE ON MENTORING, The Organization, Culture, and Mentoring, Frances K. Kochan; Culture and Mentoring: Teacher Preparation in the U.S. Mexico–Borderlands, Laura Gay Larralde and Estrella Ochoa; Enhancing Multicultural Competence and Communities Through Transformative Mentoring within International Immersion Programs, Saleyoun Sah and John Dogley; A Culture of Trust or an Ideology of Distress: Comparing Finnish and Swedish Educational Culture and the Impact on National Mentoring Approaches, Goran Fransson; The Cultural Dynamics of Mentoring in the Sociopolitical Context of Teacher Education in the Republic of Ireland, Gerardine Mooney-Simms and Joanne Myles; An Old Tradition and the New Beginning: Mentoring in Africa, Hilary George; Enhancing Career Success for Aboriginal Professionals: Uncovering the Cultural Interplay within Mentoring, Al Dawson, Naomi Kooka, and Ann Riddle; Love Panks: Digital Creativity and Young People Making a Difference, Stuart Campbell and Dave Pulver; About the Authors.

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