

8th ANNUAL MENTORING CONFERENCE



Mentoring Institute

NEW PERSPECTIVES IN MENTORING

A Quest for Leadership Excellence & Innovation

◊ THE MENTORING INSTITUTE ◊
◊ A DIVISION OF STUDENT AFFAIRS ◊
◊ ALBUQUERQUE, NEW MEXICO ◊

◊ OCTOBER 20-23, 2015 ◊ ALBUQUERQUE, NM ◊

TABLE OF CONTENTS · QUICK FINDS

- President’s Letter • 3
- Welcome to UNM & UNM Executives • 4
- About the Mentoring Institute • 5
- Featured Speaker Bios • 6-7

Tuesday, October 20th • 8

- Pre-conference Workshops • Chris Cook & Dr. Jerald Willbur • 8
- Plenary Session • Dr. Lise E. Lewis • 8
- Concurrent Sessions • 2 - 2:45 pm • 9
- Concurrent Sessions • 3 - 3:45 pm • 12
- Concurrent Sessions • 4 - 4:45 pm • 16

Wednesday, October 21st • 20

- Concurrent Sessions • 8 - 8:45 am • 20
- Concurrent Sessions • 9 - 9:45 am • 23
- Concurrent Sessions • 10 - 10:45 am • 27
- Concurrent Sessions • 11 - 11:45 am • 31
- Keynote Session • Dr. Carol A. Mullen • 35
- Concurrent Sessions • 2 - 2:45 pm • 35
- Concurrent Sessions • 3 - 3:45 pm • 39
- Concurrent Sessions • 4 - 4:45 pm • 42

Thursday, October 22nd • 46

- Concurrent Sessions • 9 - 9:45 am • 46
- Concurrent Sessions • 10 - 10:45 am • 49
- Concurrent Sessions • 11 - 11:45 am • 53
- Plenary Session • Dr. Stacy Blake-Beard • 57
- Concurrent Sessions • 2 - 2:45 pm • 57
- Concurrent Sessions • 3 - 3:45 pm • 60
- Concurrent Sessions • 4 - 4:45 pm • 64
- Poster Session • 5 - 5:45 pm • 68

Friday, October 23rd • 73

- Concurrent Sessions • 9 - 9:45 am • 73
- Concurrent Sessions • 10 - 10:45 am • 76
- Concurrent Sessions • 11 - 11:45 am • 80
- Plenary Session • Dr. Diana E. Northup • 84
- Featured Speaker Panel Session • 2 - 2:45 pm • 84

- Student Union Building Floorplan • 85
- Conference Sponsors • 86
- Conference Contributors • 87
- Table of Contents • 90



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

On behalf of The University of New Mexico, we are pleased to welcome you to the 8th annual mentoring conference. The 2015 conference theme is *New Perspectives in Mentoring: A Quest for Leadership Excellence and Innovation*. The conference theme is focused on discovering new perspectives in mentoring and advancing mentoring best practices on an international scale.

The goal of this conference is to facilitate discourse on developmental relationships among a broad constituency, including divisions of higher education, academic researchers, educators, community leaders, administrators, non-profit partners, government agencies, and other professionals.

We would like to take a moment to commend your hard work and dedication to improving the lives of so many people through mentoring and other types of developmental relationships. We all have the capacity to make contributions to others during our lives, and the commitment of the individuals who have dedicated themselves to mentoring others, are following through on this potential. The university is proud to host this wonderful conference on our campus, and is looking forward to being a part of the mentoring dialogue for many years to come.

Since 2008, the Mentoring Institute, a division of Student Affairs at The University of New Mexico (UNM), has hosted the mentoring conference at the Student Union Building, situated on UNM’s main campus. For the 2015 conference, we anticipate a rich mix of conversation, networking opportunities, hands-on workshops, and engagement with professionals from a diverse variety of disciplines. Spanning four days, the 8th Annual conference will feature over 300 unique sessions, a presentation from our keynote speaker Dr. Carol Mullen, daily plenary presentations, a poster session featuring 98 posters, a featured speaker panel session, and two pre-conference workshops.

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

Sincerely,

A handwritten signature in black ink, reading "Robert G. Frank".

Robert G. Frank
President

A handwritten signature in black ink, reading "Chaouki Abdallah".

Chaouki Abdallah
Provost & Executive Vice-President
Academic Affairs

A handwritten signature in black ink, reading "Eliseo Torres".

Eliseo Torres
Vice President
Student Affairs

A handwritten signature in black ink, reading "Nora Domínguez".

Nora Domínguez
Conference Chair & Director
The Mentoring Institute



UNM EXECUTIVES



ROBERT G. FRANK, PH.D.

President, UNM

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



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 based in Albuquerque, New Mexico, since January 2, 1996. Before coming to The University of New Mexico, Dr. Torres not only served as Vice President for External Affairs but he also taught in the Bilingual Doctoral Program at Texas A&M University in Kingsville, Texas. He has served as Interim President, Vice President for Student Affairs and Special Services, Director of the University's Center for Continuing Education, and also as Assistant to the President. For two years preceding his appointment to the Texas A&M-Kingsville staff, he was with the Texas Education Agency in Austin. Dr. Torres has been involved in or been elected as an advisor to Mexican President Felipe Calderon for improving lives of immigrants in the United States. He also teaches the **Traditional Medicine Without Borders: Curanderismo in the Southwest and Mexico** class during the summer semester at UNM. This popular class is cross-listed with four departments and brings practicing Mexican healers to the UNM Campus. Dr. Torres received his doctorate in Education from Texas A&M University in Kingsville in 1980. His academic interests include studying, teaching and writing books about the Mexican-American tradition of curanderismo, the folk healing culture of the Southwest and Latin America.



CHAOUKI T. ABDALLAH, PH.D.

Provost & Executive Vice President for Academic Affairs, UNM

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



TIM GUTIERREZ, ED.D.

Associate Vice President for Student Services, UNM

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

ABOUT THE UNIVERSITY OF NEW MEXICO

Founded in 1889, The University of New Mexico (UNM) now occupies 600 acres along old Route 66 in the heart of Albuquerque, a city of more than 700,000 people. From the magnificent mesas to the west, past the banks of the historic Rio Grande to the east, Albuquerque is a blend of culture and cuisine, styles and stories, people, pursuits and panoramas. Offering a distinctive campus environment with a Pueblo Revival architectural theme, the campus echoes the buildings of nearby Pueblo Indian villages. The nationally recognized Campus Arboretum and the popular Duck Pond offer an outstanding botanical experience in the midst of one of New Mexico's great public open spaces.

THE PEOPLE

As a Hispanic-serving Institution, the University represents a cross-section of cultures and backgrounds. In the Spring of 2008, there were 24,177 students attending the main campus with another 6,658 students at branch campuses and education centers. UNM boasts an outstanding faculty that includes a Nobel Laureate, two Mac Arthur Fellows, 35 Fulbright scholars and several members of national academies UNM employs 20,210 people statewide, including employees of University Hospital. It has more than 120,000 alumni, with Lobos in every state and 92 foreign counties. Over half choose to remain in New Mexico.

THE PROGRAMS

The University is the state's flagship research institution. UNM research injects millions of dollars into New Mexico's economy, funds new advancements in healthcare, and augments teaching — giving students hands-on training in state-of-the art laboratories. Offering more than 210 degree and certificate programs, NM has 94 bachelor's degrees, 74 master's degrees and 40 doctoral programs. The Health Services Center is the state's largest integrated health care treatment, research and education organization. Among the University's outstanding research units are the High Performance Computing Center, Cancer Center, New Mexico Engineering Research Institute, Center for High Technology Materials, Design Planning Assistance Center, Environmental Law and Policy and the Center for Non-Invasive Diagnosis.



CONFERENCE CHAIR & MI DIRECTOR & FOUNDER



NORA DOMÍNGUEZ, PH.D.

Director of the Mentoring Institute and Conference Chair, UNM

President, International Mentoring Association (IMA)

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 M.B.A. from the Autonomous Technological Institute of Mexico (ITAM) and her Ph.D. in Organizational Learning and Instructional Technologies from the University of New Mexico. Nora has dedicated more than 20 years of her professional practice to develop and implement training and mentoring programs in the workplace. Her professional experience includes a combination of educational and management positions in the banking industry. Her consulting experience includes a broad scope of services helping entrepreneurs, small businesses and corporations to develop financial strategic plans, risk management strategies and evaluation programs. She is also member of several boards, including the International Standards for Mentoring Programmes in Employment (UK) and the Diversity Leadership Council (NM).

ABOUT THE MENTORING INSTITUTE

The Mentoring Institute was created in July 2007 in a centralized effort to recruit, educate, train, and develop qualified mentors for UNM, Albuquerque, and New Mexico's community. With the economic support of the 48th Legislature of New Mexico, House Bill 273, introduced by Rep. Antonio "Moe" Maestas, the Institute started formal operations in November 1st, 2007. Our mission is to further the reach and impact that mentoring has on the world on a local, state, national and international level.

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

The Mentoring Institute facilitates the development of quality mentoring programs by:

- Establishing a network of mentoring partnerships
- Promoting and disseminating interdisciplinary research in mentoring best practices
- Applying instructional design standards to training and certification programs

VISION

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

ANNUAL MENTORING CONFERENCE

Each year, the Mentoring Institute hosts its annual mentoring conference. Featuring four keynote/plenary sessions and over 300 presentations total, the 2014 conference brought close to 700 people to New Mexico. 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.

We invite faculty, staff and students of higher education, researchers, K-12 educators, community leaders, administrators, non-profit partners, government agencies, and other professionals to join us in a rich mix of conversation, networking opportunities, hands-on workshops, and engagement among scholars and professionals in the fields of mentoring, coaching, and leadership.

WHO ATTENDS THE CONFERENCE?

At the 2014 Mentoring Conference, 87% of attendees were faculty, staff or students from higher education. The remaining 13% are from the areas of health care, government, non-profit, and corporate/business.



2015 KEYNOTE SPEAKER



CAROL A. MULLEN, PH.D.
Professor of Educational Leadership, Virginia Polytechnic Institute & State University

Dr. Carol A. Mullen is an internationally known leader in the mentoring field and an innovator in research-based approaches to mentoring, leadership, and diversity. She is a Professor of Educational Leadership at Virginia Tech. She previously served as the School of Education Director and Associate Dean for Professional Education, Department Chair at the University of North Carolina at Greensboro, and Mentoring Director at the University of South Florida. An award-winning scholar and teacher, she is a Fulbright Scholar and Scholar of the Institute for Society, Culture, and Environment. Her program delivered in China led to research, teaching, and lecturing in mentoring, leadership, and development at many universities in various cities. The U.S. Department of State's Bureau of Education and Cultural Affairs sponsored the Fulbright visit, and Fulbright is America's flagship program in international education. This long-serving editor of the Mentoring & Tutoring journal (published by Routledge) was also President of the National Council of Professors of Educational Administration. She serves on the Kappa Delta Pi Presidential Commission and the University Council for Educational Administration's plenum, and she was a senior seminarian in the American Council on Education Women's Network. This sought-after speaker has authored over 200 journal articles and juried book chapters and authored/coauthored and edited/coedited 20 books, including The SAGE Handbook of Mentoring and Coaching in Education (Sage, 2012), The Leadership Identity Journey: An Artful Reflection (Rowman & Littlefield), and Education Policy Perils: Tackling the Tough Issues (Routledge, forthcoming). Her PhD was awarded from The Ontario Institute for Studies in Education, Canada.

2015 PLENARY SPEAKERS



STACY BLAKE-BEARD, PH.D.
Professor of Management, Simmons College

Dr. Stacy Blake-Beard is a Professor of Management at the Simmons College School of Management where she teaches organizational behavior. Dr. Blake-Beard is a Senior Faculty Affiliate at the Center for Gender in Organizations at Simmons. Prior to joining Simmons, Dr. Blake-Beard was faculty at the Harvard University Graduate School of Education. She has also worked in sales and marketing at Procter & Gamble and in the corporate human resources department at Xerox. Dr. Blake-Beard holds a BS in Psychology from the University of Maryland at College Park and an MA and a Ph.D. in Organizational Psychology from the University of Michigan. Dr. Blake-Beard's research focuses on the challenges and opportunities offered by mentoring relationships, with a focus on how these relationships may be changing as a result of increasing workforce diversity. She is particularly interested in the issues women face as they develop mentoring relationships. She also studies the dynamics of formal mentoring programs in both corporate and educational settings. Dr. Blake-Beard has published research on gender, diversity, and mentoring in several publications including the Journal of Career Development, the Academy of Management Executive, the Psychology of Women Quarterly, Journal of Management Development, the Journal of Business Ethics, Human Resource Management Journal, Journal of Management Education, and The Diversity Factor. She is co-editor of a volume focused on women's careers (Handbook of Research on Promoting Women's Careers). Dr. Blake-Beard has been the recipient of numerous grants and fellowships, including awards from the National Science Foundation, the Ford Foundation, and Fulbright.



LISE LEWIS, PH.D.
Master Coach Practitioner [accredited by the European Mentoring and Coaching Council (EMCC)] and EMCC International President

Dr. Lise Lewis works as a Leadership Coach/Mentor with people motivated to achieve professional development goals that leverage their existing strengths and gain results that can exceed their expectations. She also currently leads an international multi-cultural team who bring diversity and sometimes challenging individualism to strategic decision making for the organisation. Lise has contributed to the development of the mentoring/coaching industry through her voluntary work with EMCC over the past 12 years. Before becoming International President she actively contributed to the production of the EMCC Quality Award processes for accreditation of individual mentors/coaches, mentor/coach skills training programmes and coach supervision training. Lise was co-author of the first published capability indicators underpinning the EMCC competency framework. Her ambition in her role as International President is to promote the EMCC with its vision of 'being the go-to-body for mentoring and coaching'. This includes supporting the creation of a body of knowledge through research that will inform professional practice. She is also a founding member of the Global Coaching and Mentoring Alliance (GCMA) in cooperation with ICF and AC. In her own company Bluesky International founded in 2000, Lise also has extensive experience as a coach/mentor supervisor and provider of internationally accredited coach/mentor skills training and coach supervisor training. Lise has global presence as an international speaker on mentoring and coaching topics and the work of EMCC as well as having published research articles in professional journals.

2015 PLENARY SPEAKERS



DIANA NORTHUP, PH.D.
Visiting Associate Professor, Biology and Professor Emerita, College of University Libraries & Learning Sciences, University of New Mexico

Dr. Diana Northup has been studying things that live in caves since 1984. She has a Ph.D. in Biology from the University of New Mexico. She and her colleagues on the SLIME (Subsurface Life In Mineral Environments) Team are investigating how microbes help form the colorful ferromanganese deposits that coat the walls of Lechuguilla and Spider Cave in Carlsbad Caverns National Park; how microbes participate in the precipitation of calcium carbonate formations called pool fingers; and the microbial diversity located in the hydrogen sulfide cave, Cueva de las Sardinas in Tabasco, Mexico and lava caves in the Azores, Hawai'i, New Mexico, and California. Across these study environments, she also investigates "microbes that masquerade as minerals," to help better detect life on extraterrestrial bodies. She has mentored numerous and diverse high school, undergraduate, and graduate students and delivered a TEDxABQ talk about her mentoring philosophy. Diana has been honored by having her work featured on NOVA, CNN, Discovery Channel, National Geographic, and by being named a Fellow of the AAAS. In 2013, she was awarded the Science Award by the National Speleological Society for her achievements in Biospeleology. Currently, she is Professor Emerita in the College of University Libraries & Learning Sciences and a Visiting Associate Professor in the Department of Biology at the University of New Mexico. She is actively researching cave geomicrobiology using geochemical, molecular and microscopy techniques, and teaches Biology 110: Microbes: Friends or Foes, Biology 419/519: Communicating Science to the Public, and co-teaches Geomicrobiology.

2015 PRE-CONFERENCE WORKSHOP LEADERS



CHRIS COOK, MM, CPCC, ACC
Workshop Leader, Capiche Consulting

Chris Cook believes that an organization with shared values and vision inspires passion and purpose in its entire workforce, creating an engaging, productive, and positive environment. She helps organizations make a cultural shift that embodies these ideals, giving rise to happy customers, inspired employees and increased company profits. With 26 years' experience in marketing professional services and higher education, Chris has turned her focus to helping individuals and organizations define and live their brand. Chris is dedicated to leadership coaching, organizational development and marketing—with a keen focus on the importance of happiness in the workplace and positive psychology. A certified professional coach with a master's in management, Chris received her coaching training at The Coach's Training Institute and at CRR Global. She is an adjunct instructor at Southern Oregon University in the Master in Management and Innovation and Leadership degree programs. Chris serves as a mentor for Medford, Oregon's, Sustainable Valley Technology Group. Chris served as a mentor, coach and instructor at the first Jefferson University, a 3-month program for growth companies co-sponsored by the Oregon SBDC, Oregon Entrepreneurs Network, Sustainable Valley Technology Group, Jefferson Entrepreneurial and Angel Network, and The Oregon Community Foundation. She is a member of the Southern Oregon Regional Economic Development Inc.'s Business Recruitment and Retention Committee, and a member of the TAG (Technical Assistance Group) Team—as well as a strategist and contributor for SOREDI's new "Edge" campaign to attract businesses to southern Oregon. She is a board member and chairs Mt. Ashland Association's Community Outreach Committee.



JERALD WILLBUR, PH.D.
CEO of the Leadership Mentoring Institute

Dr. Jerald Willbur became interested in mentoring while studying for his doctorate. In 1986 his dissertation entitled "Achievement Motivation and Mentoring as Predictors of Career Success" was recognized as best research in the field of Human Resource Development by The American Society for Training and Development. He was also chosen as the outstanding new researcher in the field of mentoring by the International Centre for mentoring in Vancouver, British Columbia. In 1988 he joined the International Mentoring Association and served as Vice President for thirteen years. He is currently Director Vice President Emeritus for the IMA. Because of his research and establishment of programs he was chosen in 1994 to serve for six years on the British Petroleum and Imperial College of London advisory board for developing engineers and scientists. Over the years Dr. Willbur has served as a Senior Vice President for such large Fortune 500 companies as ServiceMaster and S.C. Johnson, establishing executive mentoring programs. He has also helped start up three different health care companies and an award winning Mentoring software company where he helped develop mentoring programs to help challenged youth learn academic and success skills. During his eight years as President of Help One Student to Succeed the companies mentoring programs were introduced to over 1,000 schools in the US and the academic mentoring program was selected as a mentoring model for the nation by the USDOE. Over the years Dr. Willbur has written three books on leadership and mentoring published by major universities and several articles published in ASTD Journal, Dental Economics, and several mentoring publications.

TUESDAY, OCTOBER 20TH

PRE-CONFERENCE WORKSHOPS

8:00 AM – 12:00 PM

<p>DR. JERALD WILLBUR <i>CEO of the Leadership Mentoring Institute</i> Lobo A&B</p>	<p>CHRIS COOK <i>Workshop Leader, Capiche Consulting</i> Santa Ana A&B</p>
<p><i>Developing Mentor Leaders: Wired to Win!</i></p> <p>This workshop will employ exciting new research from the cognitive sciences especially concerning neuroplasticity (brain growth) and the role of mentoring. Using new transcranial magnetic stimulation and scanning techniques we are learning new things about the brain and how mentoring and other interventions can actually change brain structure and functioning. Researchers are now observing the brain in real time as subjects go about learning and leading. Based on these revolutionary scanning results, we will look at seven major dimensions of leadership and how best to identify and develop mentor leaders using these new insights into the brain. We will discuss questions such as: What goes on in the brain when we make decisions? What is the best approach to goal setting? How can we best develop leaders to lead creative teams? What does a real serving leader actually look like? Is the effective leader's brain different? Can it be developed? This is pioneering research that is breaking down old myths and expanding the borders on what we know about leadership. The presenter will share his experiences from working with some of the leading health care and high tech companies and new entrepreneurial start-ups. This is not the old “industrial model” of leadership. It is transformational leadership. During this session we will also discuss the role of resilience, emotional savvy, strategic judgment, learning versatility and how to best use these concepts to execute and get results. You learn ideas and tools to better identify and develop the leaders of the future.</p>	<p><i>Developing Excellence in Leadership and Coaching—for Mentors</i></p> <p>It's important that mentees see their mentors as effective and resonant leaders both within their professional field of expertise and within their circles of influence. But that's not all. To be an effective and inspirational mentor, leaders must have an understanding of the framework and fundamentals of coaching—along with a working knowledge of the skills and tools used by the most successful coaches. In this workshop, you will learn about different schools of thought around coaching—specifically the co-active coaching model and the relationship systems model. Both models are built upon the belief that people/systems are naturally creative and resourceful. In other words, the belief that people/systems are capable of solving their own problems and achieving their personal and organizational goals—especially with the help of an effective coach. This hands-on workshop will focus on the development of leadership skills and coaching techniques critical for effective mentoring within the organizational context. You will explore your leadership capacity within different frameworks built upon academic research and best practices from thought leaders in today's business world. You will also practice working within proven coaching models using such skills and contexts as: listening, curiosity, playfulness, respect, acknowledgement, championing, challenging and requesting—with the goal of moving your mentee forward while deepening their knowledge necessary for sustainable change.</p>

WELCOME & PLENARY SESSION

1:00 PM – 1:45 PM

BALLROOM C

<p>TIM GUTIERREZ <i>Associate Vice President for Student Services, University of New Mexico</i></p>	<p><i>UNM's AVP for Student Services will welcome attendees to the conference.</i></p>
<p>DR. LISE E. LEWIS, <i>Master Coach Practitioner [accredited by the European Mentoring and Coaching Council (EMCC)] and EMCC International President</i></p> <p><i>An Evidence-based Relational Approach to Creating Powerful Feedback Conversations</i></p> <p>Feedback is generally accepted as being significant in improving leadership and ultimately organisational performance and is integral to coach / mentor practice. Given this emphasis there is scope for improving the activity when the anticipation of engaging with feedback can elicit feelings of anxiety sometimes escalating to fear. Whether you are a mentor or a coach, a direct report or a leader you will find yourself in situations where you're involved with feedback either as a giver or a receiver. Ask yourself as a mentor or coach how comfortable you are with offering feedback and how prepared you are to ask about the effectiveness of your practice. From an organisational perspective, some will say it takes courage to offer feedback to those in more senior positions. What perceptions exist about the possible impact on individuals' career development when giving the honest feedback that leaders say they want to hear? Leaders may believe they have the capacity to accept what others think of them. How realistic is this without an understanding of their own vulnerability and resilience to absorb what may be interpreted as criticism of their ability to lead. The default position can be that feedback is often avoided for areas perceived as ‘criticism’ and resorting to giving favourable comments only. The result can be that feedback is diluted which ultimately leads to disenchantment and reluctance to engage in what are perceived as sterile performance discussions. To support the developing emphasis on relationship in more recent coaching / mentoring text you will be introduced to case studies on feedback in leadership development and the PPR Coaching Framework© created from Lise's doctoral study. This framework offers guidance on a ‘way of being’ and approaches to the feedback discussion.</p>	

CONCURRENT SESSIONS

2:00 – 2:45 PM

INAGI, Y. & MARVIN, H.
City College of New York, CUNY
Lobo A

Critical Friendship: Striving Together for Scholarly Advancement (+ Poster Presentation)

Critical friendship is a form of non-hierarchical developmental relationship in which there is no mentor or protégé. In critical friendship, individuals with similar aims and differing experiences and knowledge aid each other in achieving goals by critically observing each other's performance and progress. Bonded with trust, critical friends serve as sworn friends who strive and struggle side by side and share joy and pain throughout their journey. Originating from within the field of higher education, the critical friendship methodology has primarily been used by educators to improve their teaching skills. While the literature on critical friendship demonstrates its effectiveness when applied to educators' pedagogical strategies, it has not been studied as a means to promote scholarly advancement in higher education, such as publication, service, and academic contribution for tenure and promotion. This article reports on the action research project conducted by us, two junior faculty librarians at an urban university, who have transferred the critical friendship methodology to a framework accessible to non-teaching tenure-track faculty members. For two years, we have implemented a practice of critical friendship as a way to assist each other to survive, strive, and succeed during our long journey to tenure. The article not only discusses the definition and history, methodology, benefits and challenges of critical friendship, but also spotlights the role of unique cultural understandings, in our case our disparate upbringings in mid-western America and Tokyo, Japan, that provide different perspectives which aid in strengthening and empowering each critical friend.

SINCLAIR, C.R.
University of Toronto
Lobo B

Re-Imagining Mentoring Perspectives for Graduate Students in the 21st Century Workforce (+ Poster Presentation)

Are today's graduate students prepared to face the challenges of the 21st century globalized world and workplaces? The “traditional” industrialized world is rapidly becoming a vision of the past. New technological innovations through the eyes of globalized and diversified planning in all aspect of society are sprinting towards a new construct in the workplace. While university education vigorously seeks to deliver educational programs comprising of sound knowledge base with critical, explorative and think-outside-of-the-box skills, are mentors and leaders keeping pace in helping students for the eventual workplace? Non-published results of a 2011 survey of graduate students at the University of Toronto shows two-thirds of the participants who chose graduate education, did so with a future career goal in mind while only about one-third of doctoral level graduates fulfilling pre-planned career trajectories. Considerable foci are placed on supervising and preparing doctoral students to reach research and academic excellence in doctoral level education (Tailor & Beasley, 2004). Attempts are made to defining intersectionality (McCall, 2005; Sondergaard, 2005) and clarifying what is supervision, especially in the context of women in graduate schools (Acker & Haque, 2011). With the changing 21st century workplace, re-imagining mentoring opportunities to prepare doctoral level students for the non-academic workforce is vitally important as academic stream positions become fewer and doctoral graduates end up settling for part-time sessional or non-academic work after graduation. This presentation reveals explorative imaginations for mentoring graduate students to augment opportunities for meaningful work beyond university graduation.

BOUTAKIDIS, I. & SEVIER, M.
California State University, Fullerton
Santa Ana A

Implementation & Effectiveness of a College-Wide, Multi-Department Peer Mentor Program (+ Poster Presentation)

The CSUF College of Health and Human Development recently piloted a student peer mentoring program designed to foster the power of peer mentoring to improve the social capital of traditionally at-risk students, specifically under-represented minority students (URMS) and First Generation to attend college. Student mentors (n=43) and student mentees (n=173/ 59% URMS / 46% Latino/ 44% 1st-Generation) were paired within 5 undergraduate majors (Child and Adolescent Studies, Health Science, Human Services, Kinesiology, Nursing). Program goals were integrated with department, college, and university priorities focusing on improving retention and graduation rates, and reducing gaps in these rates between URMS/1st-Generation and non-URMS/non-1st-Generation students. Adopting a “best practice” approach, course instructors within each major were trained on theory, research, and applied skills. Student mentors enrolled in this 16-week course combining curricular instruction with on-the-job training. Mentors and mentees maintained weekly contact, fostering developmental relationships and pursuing mutually constructed goals. A rigorous and comprehensive assessment protocol was designed to assess the impact and quality of the program, and to provide departments with information to improve upon their own student success initiatives (i.e., “closing-the-loop”). Utilizing a web-based portal specifically constructed for this program, students completed measures of academic motivation, engagement, perceptions of intelligence, ethnic identity, social support, and non-cognitive student "life" skills, at the beginning and conclusion of the program. Outcome measures included indirect and direct academic factors, including GPA and units completed from official campus records. The proposed presentation will include program evaluation findings. In addition, plans for scalability and sustainability will be discussed.

GOODMAN, M.
Eckerd College
Santa Ana B

Individual Differences in the Efficacy of Mentoring College Students (+ Poster Presentation)

Although academic mentors often play a significant role in an undergraduate's experience, the mentor-mentee relationship at the college level is not a topic that has received significant empirical attention. Eckerd College strongly emphasizes its mentorship program. Each student is assigned a faculty mentor from their major who works with them for their entire academic career. The present study administered a series of self-report questionnaires to 105 Eckerd students in order to assess their utilization of their mentor and satisfaction with the mentorship program. The study also assessed whether there were predictable individual differences in students' perceptions of their mentorship experience, focused particularly on their affective symptomatology and adult attachment style. This was based on previous research looking at the mentor-protégé relationships in other contexts (such as graduate school) and at similar types of relationships (such as therapist-patient), which has demonstrated that an individual's willingness to seek or take advice is related to their own dispositional attributes. Results indicated that students' symptoms of depression and social anxiety were significantly negatively associated with their willingness to seek their mentor's counsel and take their advice, and with their overall satisfaction with the mentorship they received. Similar negative associations were found amongst students higher in attachment avoidance/anxiety. These findings suggest that the most vulnerable students may be those who are currently benefiting the least from the mentorship services available to them. This research presents important implications for how college mentorship programs should be reformed to better meet the needs of at-risk students.

SCHADEMAN, A.R., PIERRO, D. & McMAHON, G.
California State University, Chico
Fiesta A

First-Generation, First-Year College Students: Developing Academic Tenacity through Reciprocal Mentorship (+ Poster Presentation)

REACH (Raising Educational Achievement in Collaborative Hubs) at California State University, Chico is an academically focused and mentor driven program that supports first-generation, low-income students in their first year of college. The REACH model is collaborative by design and aims to foster reciprocal mentorship amongst faculty, peer mentors, and students who are positioned as mutual learners. These reciprocal relationships lead to academic and professional growth for both faculty and students. To facilitate these relationships, REACH students are placed in hubs along with ten other peers. Each hub is assigned a faculty and peer mentor who attends two-hour study sessions called study jams and monthly social events along with the students. The study jams facilitate academic achievement while the social events promote community connections. Students work as academic support systems for one another by enrolling in courses with a similar collaborative design. The effectiveness of this model is demonstrated by increased student persistence rates and grade point average for first generation, low–income college freshmen. For this workshop, a panel of REACH faculty mentors, peer mentors, and students will interact with the audience by engaging in conversations around the primary components of REACH: mentorship, community connection, academic tenacity, and relationship development. We aim to emulate the REACH model by working in conjunction with the audience to generate new ideas and share ways of creating meaningful mentor programs across campuses.

CLARKE, J. & HAUSERMAN, C.
Thinking Collaborative
Fiesta B

Leader2Leader: Principal Coaches Successfully Mentor First Year Principals

Experienced principals who have had training in Cognitive Coaching mentored first to third year colleagues over a one year period. All principal coaches had completed the Cognitive Coaching Foundations Seminar and the Cognitive Coaching Advanced Seminar Part 1. One third of the coaches had completed the full Advanced Seminar. Coachee principals were responsible for conducting their own action research during to assess their effectiveness. They were supported in their thinking and actioning of professional goals, planning and in reflection. Coaches also supported their colleagues' self-evaluation using a "calibrating" conversation whereby coachees self-assessed and self-modified their own thinking and behavior in the context of the approved Principal Professional Competencies for the Alberta Teachers' Association and Alberta Education. Results indicated that the principal coachees found the coaching support they had received as an integral part of and contributing factor to the success they had. They identified the coaching role and skills,as they experienced as coachees, as assets that all administrators should have. The coaching relationships that developed contributed to the enhanced capacity and effectiveness of the principals in the coachee group.

WELLS-EDWARDS, A., BALACHOWSKI, M., EVANS, T. & MUNOZ, L.
Everett Community College
Acoma A

Mentoring New Adjunct Faculty to Improve Instruction and Increase Student Success (+ Poster Presentation)

At Everett Community College (EvCC), we have implemented a successful mentoring program for new Adjunct Faculty. In our third year of a five-year federal grant, we have valuable lessons to share. Our program pairs experienced faculty mentors with new Adjuncts in their first quarter at EvCC. The duration of the formal program is one quarter; the relationships formed have proven to last for years. We offer new ideas and best practices for successful developmental relationships. In building an online Canvas course to deliver relevant module content, we introduce new faculty to our campus culture within the platform that they will actually be using to convey instruction. We meet twice a quarter as a large group to introduce new faculty to their peers and mentors; in addition to this cohort setting, 1:1 time with individual mentors is encouraged. As well, we are able to demonstrate the effectiveness of our existing mentoring program, as we are in our third year. We have seen a marked increase in faculty enrollment/participation as our reputation has grown. The goal of our Title III grant is to increase student success and retention by increasing faculty success, and we have evidence of this. EvCC plans to assume funding responsibility for our mentoring program once our federal funding expires in 2017, which illustrates the strength of our program and the support we have garnered. We are eager to share our replicable model with conference participants, beyond the attention we have already gathered in our home state of Washington!

PORTER, R., CARTHON, J. & WRENSFORD, L.
Albany State University
Acoma B

Mentoring: A Catalyst for Institutional Change in a STEM Professional Development Program (+ Poster Presentation)

Professional development for Science, Technology, Engineering, and Mathematics (STEM) faculty is crucial to remain effective in the classroom consequently increasing retention and student performance. Preparing Critical Faculty for the Future (PCFF) initiated a professional development program that included an integral mentoring component. PCFF is an externally funded grant through Association of American Colleges & Universities (AAC&U) and National Science Foundation (NSF) which sought to improve STEM education at minority serving institutions. This professional development program included an orientation of PCFF, overview of workshop series, and implementation phase. Each faculty member was assigned a mentor to facilitate his/her matriculation through the program. During the implementation semester, the faculty taught a portion of a targeted course using a non-lecture based strategy. Participating faculty members were required to administer, collect, and submit pre-test and post-test content data. The mentorship component included both mentee and mentor attending orientation and workshop series during the summer; guidance with syllabus revisions, expected outcomes, curriculum mapping and alignment, suggested strategies to use; individual meetings prior to implementation of strategy; classroom observations; and follow-up meetings after implementation of strategy. Student data were collected to show the effectiveness of strategies. Student attitudinal data were collected to examine their dispositions towards non-lecture based activities. Faculty participants were surveyed to determine dispositions towards non-lecture based activities and towards the overall professional development program. Finally, data were collected from mentors to show their dispositions toward the professional development program. PCFF core team members will share results and lessons learned from implementing a STEM Professional Development Program with an integral mentoring component.

KEMP, K.
University of Arizona
Luminaria

A STEM Undergraduate Program to Help Middle School Youth through Cognitive Apprenticeship

In order to supplement Arizona under-resourced middle schools, wherein the majority of non-White students are not meeting the Arizona's Instrument to Measure Standards 2011 Science Exam, this study aims to increase positive shifts in STEM (Science, Technology, Engineering, and Mathematics) oriented possible selves (what one hopes to become, what one thinks they will become, and what one is afraid of becoming) through a 15-week, in-school cognitive apprenticeship program. Undergraduate STEM major students enrolled in an

experimental education course at the University of Arizona will mentor STEM interested middle school mentees (N= 64) from seven under-resourced Tucson middle schools. STEM mentors will act as experts in their STEM field to help middle school mentees analyze their possible selves. Through seven possible selves activities, mentees will learn how to avoid becoming their feared future self, and thus balancing their idealistic future self with their realistic future self. Between possible selves lessons, mentees will engage in hands-on STEM activities to improve their STEM competency and motivation to pursue a STEM college major and career. At the end of the semester, self-assessed motivation, competency in STEM fields, identification of possible selves, balance of possible selves, STEM major and career plan of action, school attendance, and school STEM assessment scores will be compared to baseline measurements. The researcher hypothesizes that there will be a significant improvement between pre and post-assessed measurements due to the further impacts of possible selves curriculum on the cognitive apprenticeship model used in the baseline mentoring program, Project SOAR.

BEST, R., LECCESE, P., GHINCEA, C., BLEVINS, T. & DE LA CRUZ, S.
University of Colorado School of Medicine
Sandia

Development of an Advisory College Program at the University of Colorado School of Medicine (+ Poster Presentation)

Medical schools are increasingly emphasizing peer- and faculty-student mentorship to prevent burnout and promote wellness. During a 2012 survey at our institution, many students reported feelings of burnout, emotional hardening, and depression; a decreased sense of community as their training progressed; and inability to identify supportive faculty mentors. Modeled after similar initiatives, we implemented an Advisory College Program (ACP) in December, 2012 in which students are split into eight advisory colleges, each led by two faculty advisors (FAs) and four fourth-year student advisors (SAs). Program goals include regular mentor-mentee contact to build relationships, maintain wellness, provide career advice, and promote personal and professional growth. Students were surveyed on a 3-point Likert Scale at 6 (N = 246) and 18 months (N = 497) and 5-point Likert Scale at 30 months (N = 286) post-implementation to determine program impact on wellness, advising, mentorship, and academic community. Six-month results are available from first- through third-year students (61% response rate); 18-month results, from first through fourth-year students (84% response rate); and 30-month results from second through fourth-year students (91% response rate). Results demonstrated consistent contact between FAs, SAs, and mentees each year. Informal college events across class years with FAs and SAs are now occurring monthly. Although student feedback has been positive, surveys have not yet shown significant improvements in wellness or personal and professional growth. Thus far, the program has facilitated peer- and faculty-student mentor relationships. Future work will target increasing frequency of contact and encouraging relationship-building among students, SAs and FAs.

HUNT, I.
Shippensburg University of Pennsylvania
Spirit/Trailblazer

How Do You Recover? Comebacks after Negative Mentoring Experiences

Termination of a mentor or mentee in a corporation or business can lead to a negative climate that lingers and permeates the work environment long after firing occurs. Another negative mentoring experience results when a new mentee complains to upper management that his/her mentor is overly critical after a constructive criticism provided was taken out of context. Similarly problematic in the mentoring relationship is the failure to communicate to the mentee that he/she was assigned a mentor, and instead of feeling supported when asked to coffee and/or lunch, after a few requests begins to feel that the person (his/her undisclosed mentor) is overly attentive and making unwanted advances. The authors of this paper have experienced these and other mentoring situations. This paper examines the roles of the mentor/mentee in creating a negative mentoring experience. Situations such as mentor/mentee mismatch, uncoachable protégés, and ineffective developmental networks are discussed. Techniques used in business settings are examined in terms of their potential for contributing to recovery from mentoring relationships gone wrong.

RIDER, J.
Fort Lewis College
Scholars

e-Collaboration: Challenges, Successes and Tips for Co-Teaching in Higher Education

Co-teaching has been a focus of experimentation in all levels of education and carries advantages and disadvantages for both teachers and students when compared to a traditional one-teacher classroom. Two post-secondary instructors compiled their time, knowledge of theory, and expertise in practice to deliver a course for pre-service teachers: Emerging Technology in the P-12 Classroom. Through the use of Google Drive, Canvas Learning Management System, email, and text messaging, the instructors heightened their collaboration in the team-teaching experience, thus influencing students to engage with new programs and create advanced digital artifacts that can be used in the classroom. This article analyzes the strengths and challenges of co-teaching and presents strategies for integrating technology in order to collaborate and communicate in a higher education course design and delivery.

WELLING, S., LUOMA, K.L., FERLUGA, K. & BERENS, M.M.
Davenport University & Chamberlain College of Nursing
Amigo

Utilizing Mentoring to Examine Esteem, Efficacy, and Connectedness in New Employees (+ Poster Presentation)

The purpose of this study is to investigate new faculty's sense of belongingness to an educational institution within their first two years of teaching. The primary motivation is that of faculty retention, as building a committed community through mentoring of instructors may ultimately impact employee and student retention. The research utilized for this study is a mixed methods approach. The study was intended to gauge new faculty's sense of belonging within the university community when participants engaged in formal mentoring through the measurement of efficacy, esteem, and connectedness. Prior to the implementation of formal mentoring, new faculty do not feel that they are supported in their new role. The results from the quantitative study indicated that there is a significant difference in the variables of esteem and connectedness. Extrapolating from preliminary findings, the researchers have reason to conclude that opportunities for new employees to come together in structured programs that imbue a sense of value, such as those that provide mentoring, and can build and reinforce the sense of institutional and professional belonging that leads to retention. Data from this study was utilized to redesign a formal mentorship program where mentors were paired with protégés. The paired groups participated in the formal mentorship program focusing on supportive and valuing exercises to enhance esteem and connectedness for the newly employed educator to improve the sense of belongingness.

TRAVIN, M. & FARRAND, B.

TechShift Consultants

Mirage/Thunderbird

Global Perspectives on Mentorship Design and Practice for Technical Leadership (+ Poster Presentation)

Mentorship in program design for Science, Technology, Engineering, and Mathematics (STEM) leadership training in the target group of technology managers (1-5 years) is a critical factor in the effective adoption of core skills and capabilities. It is well established that mentoring new managers in this group can have a profound positive impact on their career and research shows that mentored managers in STEM/Technology leadership have a much higher success rate than programs that do not include relationship building and point of need support. This paper will detail the outcomes of two Fortune 500 case studies of global participants within a six-month pilot phase, and feature benchmarks leading to the adoption of best practices and personalized learning and mentorship strategies. Farrand and Travin (2015) have created a virtual mentorship lab program for new managers. This program is a blended solution of cutting-edge curricula, responsive platform design for scalability, and success-case measurement for learning outcomes. The design encourages shared informal learning communities through YouTube, video, chats, groups, adjunct resources and direct support mentorship from established role models with success in their technical field of practice.

GIBSON, L. & SODEMAN, W.

Hawaii Pacific University & Martin Methodist College

Alumni

How Technology, Power and Culture Can Lead to Negative Mentoring Experiences

The globalization of business has led to many changes in how individuals communicate and businesses interact across the world. Technological advances have assisted in this shift. Individuals communicate via text, tweet, IM, images, and email; businesses share information through social media and other portals. The 21st century business organization landscape is venturing into uncharted territory: there are deep implications on how power is exercised as well as how predominant cultural norms translate through technological forms of communication. These concepts become even more important when considering mentoring relationships. This research paper and presentation investigates how technology, power differential, and culture can influence the potential for success or failure of a mentoring relationship. Specifically, we will investigate three main areas of literature: Technology: how technology has impacted communication, feedback, and message context in mentoring relationships. Power: how the imbalance of power in a mentoring relationship can shape behavior and expectations of both mentors and protégés. Culture: an investigation of Hofstede's dimensions of culture and how different perceptions of respect, communication, authority, and trust can impact the quality of the mentoring relationship. Building on theory by Eby and colleagues (2000, 2002, 2004a, 2004b, 2008, and 2010) we analyze how negative mentoring experiences can occur and the potential for technology, power, and culture to play a major role in tipping the scales in a negative direction. We then propose solutions that increase the likelihood for successful mentoring relationships in a multi-cultural context.

IRVINE, T. & HATCHER, T.

North Carolina State University

Isleta

Why Mentor? Andragogy Answers the Unasked Question between What We Do and How We Think

TED talks, tweets, blogs, academic journals, popular intelligentsia, and self-help books have individually and collectively described and prescribed numerous “successful” techniques and strategies for the “best” ways to lead, learn, mentor, coach, inspire, and model what are deemed to be contextually-appropriate, relevant, necessary, and essential knowledge, skills, and attitudes. A recent prescription is “mindfulness.” We learn how we should think and act to be a successful Job Title and we learn what we should do and say to provide evidence to others that we are, indeed, a successful Job Title. Our choice of inspirational models, methods, exemplars, and tools are based on an underlying but rarely articulated assumption that answers the following core questions: Why am I doing this? Why do I believe this is how I should do this? In the answers to these two questions lie our purpose, assumptions, beliefs, and values—in other words, our philosophy. Using Malcolm Knowles’ andragogy (the art and science of helping adults learn) as our philosophical foundation, we will facilitate an activity in which participants examine their own words and actions (i.e. “best practices,” mission and vision statements) as mentors as well as their own mentoring exemplars in order to understand and articulate the philosophy that is the heart that lies between what hopefully will, as a result of philosophizing, become more purposeful, meaningful, and successful mentoring relationships.

CONCURRENT SESSIONS

3:00 - 3:45 PM

MARINA, B., JOHNSON, J., McWILLIAMS, A., BEN, L. & BERTRAND-JONES, T.

Georgia Southern University, Bowie State University, Wake Forest University, BenMentored, LLC & Florida State University

Lobo A

Mentoring Away The Glass Ceiling in Academia: A Reflective Analysis

This reflective analysis furthers discussions regarding how higher education institutions can be more proactive in mentoring and preparing qualified women for upper level administration and leadership positions. It is a goal and purpose of this session to incite reflection and introspection to consider the possibility for successful mentoring relationships in academe where difference may be associated with inferiority and marginalization. This session seeks to bridge some of the knowledge gaps among women differently situated but engaged in academic work spaces. The diverse stories shared will assist to bridge some of those gaps of differences between us as women pursuing similar goals in higher education. Insights gained will assist students, faculty, administrators and managers in understanding how women perceive their mentoring experiences or the lack of mentoring experiences in the academy based on their cultures and experiences. This discussion goes beyond the focus on the experiences; this session attempts to provide a space for envisioning strategies and practices to improve mentoring practices and the collegiate environment for women. This presentation looks beyond retaining women of diverse backgrounds and various disciplines; it broadens the discourse to thriving within the intersections and beyond the margins of the academy as a result of the mentoring process.

McWHIRT, V., FISCO, R. & KEENER, C.

University of Colorado, Colorado Springs

Lobo B

Effects of Peer Mentoring within Graduate Higher Education

Developmental relationships are crucial to help support students through their higher education experience. A new approach is proposed to maximize the benefits of mentor relationships between first- and second-year master students in the Student Affairs in Higher Education (SAHE) program at the University of Colorado Colorado Springs (UCCS) in fall 2015. This program empowers the second-year cohort members to provide mentorship and developmental professional and personal support to first-year cohort students during their time at UCCS. Findings from a survey and interviews with program alumni will be shared which formed the basis of the mentorship program. The survey and interview questions focused on the mentorship needs of recent graduates as defined by the Professional Competency Areas for Student Affairs Practitioners, as followed: Advising and Helping; Equity, Diversity, and Inclusion; History, Philosophy, and Values; Law, Policy, and Governance; Personal Foundations; Assessment, Evaluation, and Research; Ethical Professional Practice; Human and Organizational Resources; Leadership; and Student Learning and Development, which were developed by the American College Personnel Association (ACPA), the National Association of Student Personnel Administrators (NASPA), and the Council for Advancement of Standards (CAS). The goal of this mentorship program is to address the knowledge, skills, and attitudes related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals of the SAHE program at UCCS. The mentors will be assigned based on areas of interest and similar hobbies. This program will include participants of different nationalities, different levels of experience, and mentors/mentees at different stages in their career.

SEARCY, Y. & ROBINSON, Q.L.

Southern Connecticut State University

Santa Ana A

Strategic Academic Mentoring of Undergraduate Black and Latino Males: Initial Findings

Slightly less than one-third of Black males and slightly more than one-third of Latino males who begin college education at four-year public institutions of higher education complete their studies within six years. Only five percent earn degrees within three years at community colleges. While research shows the importance of formal institutional academic support services to assist with retention and graduation rates, Black and Latino males report using academic support services at higher rates than white males who have the same GPA yet graduation rates for Black and Latino males stubbornly lag behind white males by roughly 20 percent. This suggests that academic support services are not enough to improve graduation and retention rates of Black and Latino males. As an approach to increase retention and graduation rates of Black and Latino males at a regional comprehensive public university, high-impact, youth-centered practices were utilized in the creation of an informal program that utilizes a strategic academic mentoring framework (SAM). SAM is comprised of three components: (1) Space (establishing a safe space for expression and disclosure); (2) Support (peer-based and through faculty/staff mentors); and (3) Resources (linking students to summer internships, academic opportunities, and employment). This qualitative study introduces SAM as an important mentoring approach to improve retention and graduation rates and presents the initial findings from year one of the Brotherhood of Scholarship and Excellence program (BroSE) at a New England regional comprehensive state university.

BLANCHARD, K., TANNENBAUM, E. & TURPIN, L.

SIT Graduate Institute

Santa Ana B

Mentoring Graduate Student Learning in a Community of Reflective Practice (+ Poster Presentation)

Faculty at an intercultural graduate institute uses a collaborative mentoring process to engage together in our professional development. Based on work by John Dewey, as described and taught to us by Carol Rodgers, this simple structure is built around Dewey’s premise that reflection is a rigorous, structured, meaning-making process best achieved within a supportive, open community that has an hospitable attitude to exploration of the unknown (Rodgers 2002). While have found this process to be very useful, faculty had never before attempted to understand how and when learning actually occurred within or across our sessions or included students in our process. This presentation will describe a graduate level course which four faculty developed together across discipline areas to mentor fourteen culturally diverse graduate students to learn this community-based reflective learning process. Our secondary goal was to understand and evaluate learning that occurred. Central to the course was recording and analysis of moments when learning or changes of perspective were perceived as happening. Our presentation will include: A short demonstration of the Dewey-inspired process that we used; A description of reflective practice skills of listening, questioning, transcribing and analyzing moments of learning; A description of the complex and iterative picture of collaborative learning that occurred over the course; How findings enabled faculty and participants to more deeply understand Dewey’s work and the nature of learning to learn in community.

NISBETT, N., SIMPSON, R. & KOTKIN-JASZI, S.

California State University, Fresno

Fiesta A

Implementing a Faculty Mentoring Program

Using findings from a pilot project and literature review, the College of Health and Human Services at California State University, Fresno is implementing a formal mentoring program for its probationary faculty. This program has two overarching goals: 1) To increase retention rate and overall job satisfaction, to encourage a sense of belonging, and 2) To increase the ability of new faculty members to contribute to student success. Key components will include training for both the mentors and probationary faculty; mentor development; deliberative selection process; support for both mentor and mentee from a mentoring coordinator; and on-going program evaluation. While probationary faculty in the college have always been assigned a mentor, in the past there have been no guidelines or training for this relationship. Without structure, which included a lack of goals and evaluation process, there was often a disconnect between the expectations of the probationary faculty and their mentors and no way to measure results (Berrett, Nisbett, & Lowe, 2014). Using the results of an interdisciplinary pilot project, the college is working to provide a framework that will strengthen the developmental relationship between mentor and probationary faculty member and ultimately impacting the personal and professional growth of both (Johnson, 2006; Mijares, Baxley, & Bond, 2013). This presentation will provide an overview of the program being implemented in the College of Health and Human Services. Program mentors will share reflections of program impacts for themselves and probationary faculty.

BLACK, D., CUPER, P., PELKEY, H. & DURR, T.

[Keene State College & Winchester School District](#)
Fiesta B

Using a Co-Mentoring Model in a School/College Partnership to Strengthen STEAM Teaching

Mentoring teachers of young children in the STEAM fields often rests on a hierarchical mentoring model. The “expert” mentor provides the content and support needed for the mentee – “the apprentice”. Moving away from this mentoring model to a horizontal co-mentoring model in a school/college partnership allows for a shift in the roles and responsibilities of partnership members as well as a shift in the focus for mentoring. The notion of partnership members being on equal footing and bringing multiple perspectives and strengths to the mentoring relationship can help build trust among partnership members. Developing a curious mind and a deep sense of wonder toward discovery and understanding can become as central to the mentorship relationship as performance and achievement. In this session a panel of school/college partnership members will share their insights and experiences with this emergent co-mentoring model and its impact on relationships, engagement and learning – for all involved. Key components of the co-mentoring model will be presented using mind-maps to represent the unique developmental journey of each participant as a mentee and as a mentor and the impact of these dual roles on their professional growth. Using narrative and self-reflection on the relational components of the co-mentoring model, pre-service teachers, grade-level teachers, and college instructors will expound on the power of developing curiosity and a sense of wonder within a mentor/mentee relationship and their combined impact on professional development in STEAM fields.

KINNEY, D., DUNN, C., GREEN, C. & McLACHLAN, N.

[Central Michigan University](#)
Acoma A

Culturally Relevant Mentoring: Native American College Students Mentor Ojibwe Children

The Nijjkewehn* Mentoring Program is a university-community partnership between Central Michigan University and the Saginaw Chippewa Indian Tribe that pairs Native American college students with local Ojibwe 5th through 8th graders to increase the numbers of Native Americans graduating from high school, attending college and graduating from college. This culturally relevant mentoring program fosters strong nurturing bonds between Native American college students and children that motivate both the mentors and their protégés to increase their cultural knowledge, academic effort and healthy behaviors. The caring connections between the Native American children and college students are created and maintained by their frequent participation together in an array of cultural, educational and recreational mentoring activities. In our mentoring program, both the mentors and protégés benefit as they inspire each other to lead productive lives. It is important to note that a unique feature of the program is that over time, when the middle school protégés become high school students they will still be mentored by college students, but at the same time they will become responsible for mentoring Native American elementary school students. In our presentation we will share data that highlights the effectiveness of the Nijjkewehn Mentoring Program from all the participants’ perspectives: (1) Saginaw Chippewa children and youth who are being mentored; (2) Native American college student mentors; (3) parents of the Saginaw Chippewa children being mentored and (4) mentoring program coordinators. We will also share information regarding the various cultural, educational and recreational mentoring activities that we have implemented. *Nijjkewehn: “The one that I walk on my path with” (Ojibwe Elder).

MORALES, E., AMBROSE-ROMAN, S. & PEREZ-MALDONADO, R.

[New Jersey City University & Columbia University](#)
Acoma B

Transmitting Success through PUMP!: Proven Effective Comprehensive Peer Mentoring

P.U.M.P! (Peer Undergraduate Mentoring Program) is a peer-mentoring initiative implemented at a public urban university that focused on increasing pass rates in developmental mathematics courses. The program was created as a partial response to the high numbers of students being placed in developmental courses, as well as large percentages of these students not being able to pass. Throughout the United States, difficulty with disciplines of science, technology, engineering, and mathematics (STEM) has negatively impacted retention rates, particularly for ethnic minority and first generation college students. The session presentation will provide an overview of the literature on the effectiveness of mentoring on college retention and how this research informed the creation of this structured mentoring program. An outline of the program design, implementation, and evaluation will be presented, along with insights and best practices related to peer-mentoring. Over three semesters 45 mentees participated in the program, many of whom are ethnic minority and first-generation students. Results include substantive increases in developmental pass rates (37% higher than non-program participants), as well as increases in self-efficacy and social integration. Rigorous and comprehensive assessments were used to evaluate program efficacy. The peer mentors’ ability to translate and transmit academically effective behaviors to the mentees, as well as ongoing program assessment and modification, were found to be central to the success. A detailed description of the program, as well as possible future directions, will be provided.

BACHTEL, B. & NAKAGAWA, E.

[United States Coast Guard Academy](#)
Luminaria

Professional Mentorship of Civil Engineering Students: The Coast Guard Academy’s Approach to Developing Successful Civil Engineers

The United States Coast Guard Academy is very committed to mentoring students and has a unique institutional approach that has been successful in developing engineering leaders of character. Active involvement within the Civil Engineering industry through professional societies and field trips as well as hands-on experience through capstone design project and internships are two of the avenues that lead to successful mentorship. Students are actively involved in the American Society of Civil Engineers, Engineers without Borders and the MOLES program. These organizations enable students to meet engineers that are actively working in the field through society meetings, presentations, volunteer work and site visits. All of the interactions introduce students to the diverse fields of Civil Engineering and the unique challenges of those fields. The Civil Engineering students at the United States Coast Guard Academy also gain experience with design and project management through internships and capstone projects. During their academic career, students have the opportunity to work as interns for a variety of engineering organizations including Sandia National Laboratories, NASA, and Coast Guard Civil Engineering. In addition, every civil engineering student must complete a senior capstone project, which is a year-long assignment that challenges them to complete the design of a current engineering issue. The Coast Guard Academy’s approach to mentoring Civil Engineering students focuses on exposing them to many diverse settings where they develop professionally; preparing them for the demanding jobs they will have in their careers.

LLASUS, L. & ROSENBERG, N.

[Nevada State College](#)
Sandia

Academic Nursing Programs: Mentoring is the Key to Succession Planning

This presentation focuses on developing healthy mentoring relationships among leadership teams in academic nursing programs. There is an overwhelming need for experienced academic nursing professionals, to co-create rigorous academic programs with new leadership partners to ease the transitions of academic leadership while maintaining the necessary depth and direction of existing programs. The American Association of Colleges of Nursing (AACN) reports that 74% of member deans and directors are over the age of 55 and retirement eligible. According to 2012 AACN data, only 2.8% of member deans and directors are under the age of 45. During the growing number of transitions in nursing leadership, it is imperative that experienced nurse leaders are poised to successfully nurture and facilitate the succession of their important roles to new nursing leaders. Mentoring is a key component in the successful development of new nursing leaders in the academic environment. AACN’s Leadership for Academic Nursing Programs (LANP) targets the development of new nursing academic leaders. The fellowship focuses on key leadership competencies required in complex nursing education and healthcare environments. Most notably, the mentoring component of the program is the development of a long-term partnership, which will enhance the fellow’s leadership capabilities through shared growth and development. The presenters share their LANP experiences of mentoring relationship and career success. The heuristic nature of this discussion explores the perception of transition, inclusion and next steps for nursing academic leaders as they navigate the path of successful transitions in a fast-paced and growing nursing academic unit.

HOLLYWOOD, K., BLAESS, D. & SANTIN, C.

[Concordia University Chicago](#)
Spirit/Trailblazer

Holistic Coaching to Support and Sustain Innovation: A Model for Maximizing Performance and Productivity

General leadership consensus seems to support the premise that disruptive innovation has become the new organizational norm. Leaders face challenges of creating learning organizations, communities, and systems in which innovation and change processes promote the full human potential of every worker while attaining organizational goals and objectives. The new work environment must sponsor and support personal growth and professional development as workers adapt and adjust to the challenges of disruptive innovation processes and procedures. A model of holistic coaching is described to increase performance and productivity as well as to support and sustain organizational change and innovation. The model is based on four theoretical leadership frames: strengths-based leadership, emotional intelligence, courageous conversations, and Appreciative Inquiry. Holistic coaching offers leaders the opportunity to realize innovative organizational goals and objectives as well to enhance professional growth and development of workers and the organization.

CEBALLOS, N.A. & NAJERA, I.

[Texas State University](#)
Scholars

The First in My Family: Mentoring First Generation College Students in Academia and Beyond (+ Poster Presentation)

First Generation College Students, those from families where neither parent completed more than a high-school education, comprise a diverse and growing group that faces cultural, social and academic challenges both in the university system and after graduation. For over 15 years, the faculty and staff of Texas State University have worked together with students in the First Generation College Student Organization (FGSO) to build developmental relationships that address these issues. Along the way, these activities have been captured in two documentary videos, in which FGSO members describe their experiences, first as students in the 2003 video and then, in 2013, as young professionals. These students have gone on to become teachers, novelists, counselors, performers, small business owners, and international businesswomen. Our presentation will describe the evolution and key strategies of our successful mentoring program and will be accompanied by video clips in which a diverse group of FGSO students reflect on their struggles, challenges, and successes both as first generation students and in their chosen careers, where many have gone on to become mentors themselves.

HILL, L. & PERSONS, C.

[California State University, Fresno](#)
Amigo

Building Quality Mentoring Relationships with Local Businesses through Linked Learning (+ Poster Presentation)

Linked Learning (LL) is a structured program that seeks to engage students’ interest in classroom education by associating or linking the curriculum in English, Math, Science and elective classes to a professional field outside of the classroom. The available pathways prepare students for both four-year college readiness as well as career training within the same pathway. Porterville Unified School District (PUSD) has implemented LL to varying degrees in each of their four high schools. One small charter school has a 100% participation requirement in LL. Each of their comprehensive campuses has optional avenues for student participation with one to five LL Pathways on each of the sites. The capstone experience for LL is the opportunity for the student to be placed in a mentorship at a local business through a yearlong internship. Our research focuses specifically on the level of quality mentorships that the business partners are able to establish with students through the internship placement.

SCHILLING, D., SNYDER, S., HIRAYAMA, G., LIGGAN, L. & ARMSTRONG, D.

[Western University of Health Sciences](#)
Mirage/Thunderbird

Growing Your Own: How To Successfully Identify & Mentor Students for Faculty Positions (+ Poster Presentation)

Higher education, particularly in the area of Allied Health Professions, such as nursing, physical therapy, and public health are facing faculty shortages. Factors contributing to the faculty shortage include budget constraints, aging faculty, and increasing job competition from clinical sites (Puta 2009). Additionally, the Association of American Universities has predicted a dramatic shortage of PhDs by the early 21st century (Robezniek 2015). As a result, institutions must begin to explore strategies by which to attract and develop future faculty, the leaders of tomorrow. The purpose of this panel presentation is to describe a low cost extremely effective mentoring from within strategy to address faculty shortages and report on the positive outcomes associated with this strategy. The “grow your own model” is founded on the belief that there are excellent faculty within the student population that can be identified early and via a clear, concise, multiphase process can be mentored on a successful journey to the role of faculty. Mentoring from within increases retention of the best and brightest, builds a reservoir of talent, speeds employee growth, shortens the learning cycle, and engenders loyalty. Outcomes will be supported by evidence in the form of student evaluations, senior faculty feedback, service production, and research production. Both senior faculty mentors and the “grown from within” faculty will discuss the process and personal perspectives. At the conclusion of the presentation participants will have the knowledge to replicate all or part of the components of this “grow from within” mentoring strategy.

FUNCHI, G., STEIN, M. & WOLF, T.

California State University, Chico
Alumni

Mentor Use of Communities of Practice Theory: Jump-Starting College Identity and Learning

This presentation reports on the results of two case studies conducted in interdisciplinary first-year courses at California State University, Chico. "U-Courses: Learning By Design" is a two-year-old program developed to increase student engagement, provide integrative learning opportunities, and support new students through embedded mentoring. Mentors are trained, experienced college students, who learn to use communities of practice theory to assist the development of "membership" in learning communities and to promote learning of course material. Mentors are not tutors; they are more capable peers who provide strategies for tackling difficult college-level projects. Mentors learn how to offer three kinds of resources to promote membership and learning within student learning communities: material, relational and ideational resources. Mentors learn to offer material resources in the form of e-tools, texts, group structures, and research protocols. They offer relational resources both through expressing an interest in each student and through assisting connections among all students in the learning community. Mentors also provide ideational resources: the recognition of students' contributions and social worth. Using theory and research by Lave and Wenger as well as Nasir and Cooks, mentors offer appropriate resources on an as-needed basis to support student success. Direct observations of mentors at work in U-Course contexts, as well as interviews with mentors and students, and students' reflective writing reveal how these resources help to ease the transition from high school to college for new students, promoting both learning of course material and development of confidence in one's own ability to succeed in college.

SMITH, M.L., DIXON, A., CURTIN, S. & GELETA, N.

Edinboro University
Isleta

Transformational Mentoring: Success Working with Students of Color in a PWI Institution

This presentation details a successful journey of using transformational mentoring to guide students of color in a Predominately White Institution also referred to as a PWI. A unique opportunity presented itself when a budget crisis occurred which resulted in the curtailment of personnel, including the Multicultural Affairs Director, resulting in the loss of services provided by the Office of Multicultural Affairs. Students of color reacted strongly to the loss of a space for connectedness and a mentor who provided a critical bridge between their world and the larger university community. This event affected their emotional well-being, academic progress, identity and a sense of belonging to the larger community. The presenters share how they helped students gain their voices, grow and transform their thinking about themselves and build their relationships with the university administration and the Student Government Association (SGA). Specifically, this presentation shares how a group of committed faculty and staff used the Guideposts on students path to transformation and meaning (Speer, Fink, & Frazzini, 2015) as a model to assist students in their efforts to increase self-knowledge, especially discovering their unique strengths; cultivate a capacity to express themselves in an authentic manner; demonstrate their ability to speak, act and live in concert with their values, and beliefs; and uphold a commitment to the common good and the building of a more vibrant and just culture.

CONCURRENT SESSIONS

4:00 - 4:45 PM

TUBERVILLE, K., TAYLOR, R. & LAWHEAD, J.

University of Memphis
Lobo A

Innovative Models In Student Mentoring: A Comparison of Three Integrative Approaches

Mentoring in higher education is becoming more prevalent based on the increased focus of first generation students as well as millennial student needs (Fifolt & Searby, 2010; Fisher, 2013). At the University of Memphis, three distinct models exist for mentoring students enrolled as business majors. These models collaborate to develop unique approaches to mentoring that are independent yet supportive across a diverse student population at a large public institution. These models include: The Memphis Institute of Leadership Education (MILE)-a formal mentoring program where business majors are paired with local professionals in a year-long experience. Mentors support the program with involvement and financial support to be a mentor. This program is the most prestigious of mentoring programs in the Fogelman College of Business and Economics. This program includes a research component, program funding, and an interview selection process of protégés. The Professional Connections program, housed in the university Student and Involvement office, provides a monthly, informal mentoring approach for all students, including business majors, where industry professionals engage with students to develop career connections and provide career guidance. The Complete Professional Program, designated for business majors, is a comprehensive professional development program which encourages mentoring through employer-driven professional development programs to enhance employability and personal branding. Presenters in this panel presentation will compare these three models so that participants learn how these programs collaborate to recruit students and engage with industry professionals. Learning outcomes will include program development and program maintenance content for session attendees.

SCHNEIDER, M. & LOBBAN-VIRAVONG, H.

Grinnell College
Lobo B

From Failure to Success: Using a Mentoring Community to Improve Undergraduate Habits

Annette Lareau, in her book Unequal Childhoods (Lareau 2011), describes the different socializations experienced by affluent children and those of working class families; while those upbringings may be well adapted to their respective childhood environments, they put the children of affluence at a sizable advantage in a college setting. Many colleges with a mission to serve the underserved address these issues from the outset, often with considerable success, building strong communities where habits well suited to academic success are developed. However, at highly selective colleges, the range of student backgrounds frustrates such efforts, and support efforts can be seen as stigmatizing, particularly after a pattern of poor performance has set in. We describe an experimental effort at Grinnell College to take a small group of students who underperformed in their first semester at college and form a mentor-supported community to rebuild that socialization—through self-assessment, group sharing of responsibility for success, and the formation of successful habits of academic success such as utilization of resources, effective planning, good health habits, and teamwork. Starting with a three-day retreat, the group then connects up to 15 hours a week with two post-baccalaureate mentors and less frequently with four faculty/staff mentors. As the program enters its second year, we are implementing improvements based on the first year's results. In addition to describing the program, we will share qualitative and quantitative assessment of the effectiveness of the program relative to a more traditional academic success intervention as well as relative to no intervention.

CORONADO, M., CHOW, K. & MALONE, B.

De Anza College
Santa Ana A

Developing Relationships through Familia Formation and Civic Engagment

The LEAD program (Latina/o Empowerment at De Anza) focuses on developing reciprocal human interactions that embody enduring emotional attachments through the familia structure used in our classes. These interdependent mentoring relationships become progressively more complex patterns of joint activity when students participate in meaningful civic engagement work, and ultimately the familia structure creates a balance of power between mentors and their proteges. This workshop will introduce participants to the familia structure of our classes, provide examples of civic engagement work familias have done, and give participants and opportunity to consider how this methodology might be used in their own work.

SMITH, J.L. & HOLMAN, T.R.

University of Texas, Austin
Santa Ana B

Mentoring Beyond Academic Support: Peer Mentors as Professional Development Coaches

The role of the peer mentor has been proven to be an effective resource for the positive influence of fellow college students. According to Astin (1993), “The student’s peer group is the single most potent source of influence on growth and development during the undergraduate years” (p. 398). The University Leadership Network (ULN) program at The University of Texas at Austin (UT Austin) has created a peer mentor model that extends the role of the peer mentor relationship one step further from academic success to include professional development. The ULN program was featured as an innovative incentive-based graduation program with a focus on leadership, professional development, and experiential learning in Paul Tough’s (2014) article “Who gets to graduate” in the May issue of the New York Times Magazine. The ULN mentor program offers 75 ULN undergraduate peer mentors (sophomore through senior level students) the opportunity to serve as professional coaches for 500 first-year students participating in the ULN program across all majors and departments at UT Austin. This session will demonstrate how the ULN program successfully utilizes a peer mentoring model to increase the academic success, professional development, and sense of community for underrepresented students at UT Austin. The session will introduce participants to the structure and implementation of this mentoring model that is changing the way underrepresented students at UT Austin engage in preparation for their future as professionals.

BLACK, L.& ALFORD, B.

Stephen F. Austin State University & California State Polytechnic University, Pomona
Fiesta A

Benefits, Challenges, and Lessons Learned from E-Mentoring: Voices of Preservice Teachers

Mentoring holds the power to transform lives by opening doors to new opportunities, realizations, and aspirations as well as enhanced knowledge and skills for the mentee. This transformative power of mentoring generally stems from the strength of the developmental relationship; yet, the benefits that result from the relationship can be experienced by both the mentor and the mentee. This qualitative case study included data spanning seven years of the implementation of an e-mentoring component in a secondary teacher preparation program in which prospective teachers were paired with rural secondary students from schools serving predominantly low-income families in order to achieve an enhanced understanding of the needs of adolescents by preservice teachers and enhanced college and career readiness by secondary students. The purpose of this study was to illuminate the benefits that preservice teachers identified as primary results of their participation in the e-mentoring process and the challenges. From this data, lessons learned in implementing the e-mentoring process were also identified. The mentoring relationships developed within the length of a semester and included weekly exchanges relative to aspects of college and career readiness. Data sources included reflective writing assignments over the 7-year period of e-mentoring pairings as well as student observations and interviews. Data were analyzed using both open and axial coding to discern themes. An audit trail and peer debriefing were processes of validation and trustworthiness. Benefits for the preservice teachers, challenges, and lessons learned will be presented in the session.

COVELLI, B. & WASHBURN, J.

University of St. Francis
Fiesta B

Mentoring Adjunct Faculty: Model, Evaluation and Best Practices

Within higher education, a growing number of institutions are relying on the use of adjunct faculty to teach courses both in the classroom and online. However, these adjunct instructors are typically part-time employees often with little physical or emotional connection to the institution. Research indicates that the faculty members need administrative support, professional development and mentoring by full time faculty to feel connected to the university or college and to the student. Mentoring helps provide a sense of acculturation for the adjunct to the institution and supports process improvement and employee satisfaction. This paper/presentation presents a model to incorporate an adjunct mentoring program into an institution of higher education and outlines the evaluation techniques to be used to measure the effectiveness of the program. The paper identifies relevant theory as related to team mentoring practice involving both administrators and full time faculty. Best practices are also shared identifying mentoring techniques and programs that are effective in higher education environments.

KILLPATRICK, K. & SCHAFFER, R.

Pepperdine University
Acoma A

A Mentoring Pod Program for Female Faculty at Pepperdine University

In January 2015, Pepperdine University began a pilot Mentoring Pod Program for female tenure/tenure track faculty. This new 18-month mentoring program placed five female faculty members across a range of rank and discipline together in a mentoring group called a pod. Twenty-nine of fifty-five eligible female faculty members volunteered for the program, forming six different pods. The pods are primarily constructed with one full professor, two associate professors and two assistant professors. The Mentoring Pod Program has four major goal areas: Successful professional development in the areas of teaching, scholarship and service, Institutional awareness, Self advocacy, and Facilitate discussion on work-life balance issues. The Mentoring Pod Program began in January with a required half day retreat at which participants met the other members of their pod and outlined specific challenges and questions related to each of the four major goal areas. Participants also completed a pre-program assessment survey. In March, program participants were encouraged to attend a local conference on mentoring sponsored by the Pepperdine Graduate School of Education and Psychology. Pods were required to meet once in April to discussion professional development and were encouraged to meet socially at least one additional time. In our presentation we will discuss the initial survey results along with focus group feedback from early fall of 2015 (the halfway point of the program). Participants informally report that their pod has provided a helpful forum for asking questions about the Pepperdine professional culture and has provided an increased sense of community.

BRYANT, S. & PERSHELL, K.

Sylvia Bozeman & Rhonda Hughes *EDGE Foundation & US Department of State, Foreign Service Institute*
Acoma B

The EDGE Program: Mentoring Women Pursuing Careers in the Mathematical Sciences (+ Poster Presentation)

Dr. Sylvia Bozeman of Spelman College and Dr. Rhonda Hughes of Bryn Mawr College founded the Enhancing Diversity in Graduate Education (EDGE) Program in 1998. This program was designed to support the pipeline of women, particularly those from underrepresented minority groups, pursuing PhD's in mathematics. In the last 18 years this program has mentored over 215 women, leading to 65 PhD's and counting! The program's mathematically-intensive four-week summer session targets the challenges posed by the transition from undergraduate to graduate programs in mathematics. With a strong networking and mentoring system, the EDGE program addresses the issues that affect attrition in graduate programs head-on. EDGE also supports an annual reunion conference, travel for research collaborations, travel to present research and other open-ended mentoring activities. These activities further the goal of placing more women in visible leadership roles in the mathematics community. We will discuss the philosophy of the program's mentoring structure, what that looks like in practice, and how we are monitoring and evaluating EDGE's success.

MENDEZ, S.L. & CONLEY, V.M.

University of Colorado, Colorado Springs
Luminaria

A Mentoring and Advocacy-Networking Paradigm: Pairing URM and Emeriti Engineering Faculty

Current and past literature, and practice, has placed significant attention on the need to create developmental relationships for underrepresented minority (URM) engineering faculty to ensure their retention, tenure, and promotion in academia. This session addresses this critical need through the introduction of a new mentoring and advocacy-networking paradigm, which brings together two stakeholder groups: URM early career engineering faculty and renowned emeriti engineering faculty. The paradigm encompasses three domains of advocacy: (1) “sponsorship” (emeriti faculty creating opportunities for networking with those who are established in all domains of the professoriate—research, teaching, and service/leadership); (2) “exposure and visibility” (emeriti faculty promoting the sub-disciplinary expertise and scholarly research contributions of URM faculty within their networks of senior faculty); and (3) “coaching” (emeriti faculty sharing knowledge of the discipline and providing advice about ways to successfully navigate academic careers). A National Science Foundation grant proposal related to our work has been awarded in response to a call on Increasing Minority Presence within Academia through Continuous Training. Beginning mid-fall 2015, the mentoring paradigm will be piloted with a group of emeriti engineering faculty from Georgia Tech and an initial group of URM faculty from across the country that will be matched on shared disciplinary and technical expertise. The project has the potential to impact the engineering faculty ecosystem by demonstrating a new method with which to support and engage diverse faculty through inclusion of an often-overlooked resource—senior emeriti faculty.

SHEROD, A.

Kingdom Workers
Sandia

Mentoring Apache Leaders through Participatory Learning: A Case Study from San Carlos

The Ten Seed Technique (TST) is a tool used to facilitate participatory learning and action while supporting local leadership. This paper outlines mentoring strategies used by NPO Kingdom Workers (KW) in the neighboring Peridot and San Carlos Apache reservation while using the TST tool. The TST was developed by poverty reduction strategist, Dr. Ravi Jayakaran, to structure community members’ discussions around issues of concern. The TST utilizes visuals: primarily a “wheel” with the community’s survival strategy represented on various spokes, along with “seeds” placed on each spoke to indicate the community’s locus of control. KW recognized the history of paternalism in the Peridot community as well as its current stressors: high levels of chronic disease, addiction, suicide and generational poverty. Complex, overlapping social ills on the reservation have led many in the community to depression and apathy. In Apache culture, tools based on consensus-building are required for leaders to initiate action toward transformation. The TST can be used by external partners to support leaders in building consensus while translating local input into action, resulting in positive change in the community. This paper offers qualitative evidence from the TST participants and facilitators while suggesting the complementary nature of the TST with mentoring leaders in marginalized communities.

PEARSON, M.A.

California Baptist University
Spirit/Trailblazer

Online and Hybrid Mentoring and Intern Program Year Two

The connection between mentoring and internships was supported by my doctoral research and dissertation completed in 2010. The research findings from the dissertation showed students valued personal communication through mentoring relationships to support the learning and work activities done through internships. Additionally, students valued continuing this personal communication through social media, texting and online work groups facilitated by learning management systems or online networking platforms. Year one of the CBU/ Online, Riverside Downtown Partnership internship program took place during the 2013/2014 academic year. Over 25 students were placed in paid and unpaid internships and were coached and mentored in person and online. Students were required to communicate with mentors on a weekly basis. This communication was done through Web Ex conference calls, in person meetings and direct messages through social media platforms. Year two of the internship/mentoring program brought continued success. Many of the businesses that found interns through our program hired them. Others asked for additional interns. We placed 18 interns in the program for the 2014/2015 academic year and we improved the process for mentoring the interns. The research explored through the 2010 dissertation and while facilitating the CBU/Online and RDP internship/mentoring program for two years provided data to confirm the importance of online and physical mentoring to successful internships. A process and best practices for establishing the online and physical mentoring relationships was developed and will be explained through the presentation.

SANTESTEBAN, P., McELYEA, V. & NIELSEN, A.

Arizona State University
Scholars

Mentoring the Mentor: A Multi-Step Approach Raising Effectiveness of School Leaders (+ Poster Presentation)

This session will highlight the impact of a multi-step approach utilized by mentors of school leadership personnel who mentor classroom teachers. There is overwhelming agreement among researchers that effective leadership is important to successful school improvement and student performance (Bryk et al., 2010; Fullan, 2011; Desimone, 2002; Hallinger & Murphy, 1985, Fullan, 2007; Goddard et al., 2008). Indeed, both meta-analytic research (Marzano, Waters, & McNulty, 2005; Robinson et al., 2008) and a recent research synthesis (Leithwood & Louis, 2012) indicate a statistically and practically significant relationship between the strength of school leadership and student achievement. Over a four-year time

span, school level leaders were mentored through bi-annual feedback that documented qualitative and quantitative measures. The session will focus on a simple yet powerful multi-step approach that directly improved the job-embedded mentoring actions of school leaders. This mentoring the mentor project was consistently applied with over 100 school level administrators in 60 Title I public schools. Key factors in this process included both video samples and written planning documents submitted by school level leadership aligned to a framework for effective mentoring of classroom teachers. Results of this initiative indicate influencing positive change in teacher practices, increasing awareness of effective mentoring practices and developing a repository of longitudinal data of mentoring practice and mentoring support. Participants will leave this session with insight, information and specific materials to replicate this multi-step process at a school, district or state level.

YOUNG, M.R.

Johnson University
Amigo

The Future of Past Mentoring: Ancient Philosophy and Intellectual Virtue Development

Much of the impetus for ancient philosophic investigation, especially for the great ones, Socrates, Plato, and Aristotle, was how to live well. How they proposed to accomplish this was, in part, through self-knowledge and dialectic (Socrates), aiming for the Good (Plato), and by the development of virtue, both moral and intellectual (Aristotle). This paper seeks to recover, re-introduce, and advocate the dynamics of ancient mentoring theory and praxis for today’s mentoring and coaching practices. The focal point will be a description of the concept of virtue and a depiction of the method of acquiring virtues with special attention to the intellectual virtues as portrayed by Aristotle in his Nicomachaen Ethics. Recent developments from the burgeoning field of study of virtue epistemology and intellectual virtues are especially applicable to those mentoring and coaching in education and business. It is the hope of this paper and presentation that it will encourage the incorporation of virtue development in general and intellectual virtues specifically within mentoring and coaching practices.

BIGHAM, G., MARTINEZ, J. & NIX, S.

West Texas A&M University & Lazbuddie Independent School District
Mirage/Thunderbird

Authentic Mentorships for Incoming Public School Superintendents

Public school superintendent mentorships are uniquely challenging in that scant research specific to superintendents is recorded in the literature, and because school districts have only one superintendent, superintendents in other school districts typically serve as mentors. Whereas these mentors may be able to relate to mentees’ issues on a general level, they can never genuinely understand their mentees’ situations simply because they are not personally immersed in their actual environments. The phenomenological single subject case study design was employed to collect empirical evidence to assess the value of an onsite superintendent mentor in a small Texas school district. The professor/researcher (and past superintendent) served as a co-interim superintendent for the school district while simultaneously serving as the incoming superintendent’s mentor, who was sharing the co-interim superintendent’s position. Empirically collected data, analyzed through an intent – role – involvement model, revealed considerably higher levels of onsite mentorship success than an offsite mentorship as perceived by the mentee. Qualitative analyses revealed factors contributing to the evolvement of this particular onsite mentorship into a developmental alliance, adding value to the overall mentorship experience. These findings suggest promising implications for future development of much improved, more meaningful, and truly authentic mentorships for incoming public school superintendents. *Keywords: mentor, mentorship, superintendent, public school, phenomenology, case study*

RAMOS-DIAZ, M. & STROM, H.

Pacific Northwest University of Health Sciences & Mount Adams School District
Alumni

Roots to Wings: Using Mentoring to Form a Health Science Degree Pathway for Native Americans

Research has demonstrated the positive social effects of school-based mentoring programs between students and adults. Such programs provide a platform for public schools to seek 3rd party partnerships with local universities to improve student outcomes and facilitate entrance into higher education. In this context, medical schools pursue adolescent-focused mentoring programs as opportunities to expose their students to contextualized information about adolescent growth and development, to recruit students to the field of child and adolescent psychiatry, and to develop classrooms as a venue to address adolescent health issues. A common interest for both public K-12 schools and medical schools is the use of mentoring programs to improve College and Career Readiness (CCR) skills for teenagers and provide graduating seniors with a direct conduit to an education in the health care field; the CCR goals are of particular importance for minority student groups. The current literature contains a dearth of case studies which provide insight into the practical steps necessary when creating a dynamic mentoring program that connects minority medical school students with Native American secondary school students. This presentation will provide a case study focused on the development and operation of the Roots to Wings mentoring program, which connects rural and minority students in the Mount Adams School District (serving the Yakama Nation Reservation) with students studying osteopathic medicine at Pacific Northwest University of Health Sciences in Yakima, Washington.

STONEY, B., NEIL, M., WRIGHT, D., GONZALEZ, E. & HILL, J.

Kansas State University
Isleta

Mentoring Black Fraternities: The Modern Day Intellectual Talented Tenth (I.T.T.)

This research explored the experiences of an African American Greek organization on a predominately White campus (PWI). The research focus was to determine if relationships existed between mentoring, academic success, relationship building, and the role of an African American non-Greek female faculty. The primary emphasis of this research was to determine whether the Phi Beta Sigma Greek members and the mentoring relationship with a African American female mentor and advisor was linked with their academic success. Tinto's Model of Retention was used as a framework to provide further understanding of the role of mentoring and the success of Black Greek male students on a PWI campus. The following questions guided this inquiry: (1) What are the mentoring experiences for Black Greeks on a PWI campus? (2) What are the relationships between mentoring and academic success for Black Greeks? (3) What factors contribute to Black Greeks seeking a female advisor as a mentor who is not Greek? A hermeneutic qualitative phenomenological method was used to guide this study. The author looked at the lived experiences of 10 Black Greeks and mentoring experiences on a Predominately White campus. Their experiences were based on relationships, race, gender, and mentoring. The findings of this study supports the research regarding African American student experiences on predominately White campus that did not seek assistance, which often leads to academic difficulties. Building trusted relationships with an African American non-Greek female mentor, contributed to their academic success. *Keywords: African Americans, Mentoring, Greek Life Experiences*

WEDNESDAY, OCTOBER 21ST

CONCURRENT SESSIONS

8:00 – 8:45 AM

McKENNA, K. & CARRINO, A.

Gateway Community & Technical College

Lobo A

Imbedded Coaches: Focused Support for Coaching Success

An interesting dichotomy exists within the world of Community Colleges. College administration understands the key to improving student persistence rates is through highly skilled and engaging classroom experiences, yet the typical Community College budget does not allow for a Center of Teaching and Learning. At Gateway, we decided to overcome this contradiction – and with limited funding – designed the sustainable Gateway Active Learning Institute. The primary mission of this institute is to provide our students with exceptional learning experiences. We are accomplishing this mission through a two part approach: Faculty Cohort participation in intensive Professional Development and the individualized attention of a personal active learning Coach. Cohort faculty receive 24 concentrated hours over a predetermined topic; this workshop series is then reinforced by providing cohort faculty with 10 – 15 hours of seamless and continuous consultation with a Coach to design, implement, evaluate, and reflect upon current lessons and instruction. Come explore our Institute and Coaching program as we discuss how our strategically planned Professional Development series is elevated to the next level. Learn about how we reinforce our Professional Development through imbedded coaching in a way that celebrates individual teaching styles while simultaneously improving individual performance. Find out how our philosophy has allowed us to develop a culture of continual improvement and innovation by overcoming teaching silos through the feedback and expertise of colleagues. Finally, this session will explore the professional development series and delve into the training, expectations, successes, and challenges of our Coaching model.

FAULKNER, B. & HELVIE-MASON, L.

Tarleton State University

Lobo B

Mentoring to the Max: An Innovative Approach to Embedded Mentoring

Answering a charge from the President of a 4 year public university, the directors of Diversity and Inclusion and the Center for Academic Readiness and Success created a multi-level mentoring program to provide academic and social support to 500 first-time in college students. Considered at-risk based upon Pell eligibility, first-generation status, Scholastic Aptitude Test (SAT) and American College Testing (ACT) scores and time from application to the first class day, the students were enrolled in 15 first year seminar classes (FYS). Peer mentors were paired with FYS faculty and attended their classes. These mentors, in turn, held mentoring sessions beyond the classroom once a week. The mentors were part of a three-tiered internship program providing increasing responsibilities with each year and were involved in extensive weekly training presented by both peers and key faculty and staff on the campus who provide support services to students. In addition, graduate research assistants were employed to research best practices and collect and aggregate data. The daily oversight was the responsibility of a program specialist for day-to-day operations. This program promoted developmental relationships on multiple levels from the directors of the support programs to the faculty members who welcomed the peer mentors into their classrooms to the direction of the program specialist for the creation of additional activities for the 500 students and to the graduate assistants with their first guided foray into research. This presentation would provide the first year results from the activities of the program.

HU, Y.

Hunter College, City University of New York

Santa Ana A

Using Video-Mediated Mentoring Cycle to Facilitate In-service Teachers' Growth

Effective teacher mentoring is intensive, on-going (Darling-Hammond, et al, Horn & Little, 2010), includes contextualized problem-solving, as well as feedback from mentors and colleagues (Joyce & Showers, 1995, McAndrews & Msengi, 2013). The use of the video as a tool for teachers to document and reflect on their teaching practice provides direct evidence of growth, change and impact on student learning (Rosaen, et al, 2008, Dozier & Deeney, 2013). Building on the existing literature in mentoring teachers and the social pedagogies with the use of video in the mentoring cycle, the presenters, each with nearly 20 years of mentoring in-service literacy teachers, will delineate a cyclical process of teacher mentoring that not only includes the mentor-mentee collaboration, but also peer-collaborative learning facilitated by the use of video. The mentoring cycle is developed in our work as teacher educators, as well as our grant-funded teacher professional development work in New York City. We have published a book and several articles based on this work. For the presentation, we will describe the mentoring cycle in two steps. The first focuses on constructing understanding, involving mentor observation and coaching alongside the mentee, who needs feedback and support in a specific area of literacy practice. The second step focuses on extending understanding, including a follow-up video recording of practice, video-analysis, collaboration with other peer mentees who provide feedback besides that of the mentor. We will use examples to illustrate these steps, as well as providing take-aways on social pedagogies in the cycle.

CUMMINGS, K.

University of Missouri, St. Louis

Santa Ana B

First '5': A Mentoring Program for Beginning Art Teachers

The first years of teaching are the most difficult. It is estimated that 1/3 of all new teachers leave after three years, and 46 percent are gone within five years. Upon hearing stories expressing exhaustion, frustration, and failure from art educators new to teaching, a group of beginning and veteran educators joined together and established the First '5' in the St. Louis area. First '5' is an informal group dedicated to providing mentorship and peer support to art teachers in their critical first five years of teaching. The strategies implemented in the St. Louis First '5' have become a model for mentoring teacher programs across the state of Missouri. Participants in First '5' know that even if they are the only art teacher in a school, they are never alone or isolated. 'First 5ers' meet monthly. During meetings, the participants share challenges, successes, and explorations; they discuss and collaborate finding solutions to fulfill their needs. Frequently a veteran career art teacher joins the group to provide an experienced perspective on the processes of teaching and learning and offer additional support and encouragement to the beginning teachers. This presentation highlights the significance of mentoring for beginning art teachers and reveals the positive impact of groups such as the First '5' on the attitude and enthusiasm of educators. The importance of camaraderie on teachers' attitudes and the value of sharing, receiving support, and gaining confidence in teaching practice will be discussed. The strategies utilized within the First 5 will be shared.

GUT, D.M. & BEAM, P.C.

Ohio University

Fiesta A

Modeling & Supporting Co-Teaching & Co-Mentoring Relationships in a University STEM Program

Graduate level STEM career changers in a clinically-based teacher education program face challenges that include developing the necessary pedagogical foundations, classroom management, and instructional strategies in a short period of time to ensure their effectiveness in a classroom. Modeling plays a critical role in the instructional process for those with little to no P-12 classroom experience and when placing candidates in P-12 classrooms for a full year. Pre-, post-, and delayed-post surveys tracked the development of co-teaching and developmental co-mentoring relationships central to co-teaching for three years (3 cohorts) of graduate teacher candidates. In addition to participating in a co-taught course at the university, candidates were required to co-teach two lessons with their cooperating teachers using a co-teaching model and reflect on the experience. Candidates also completed weekly online reflections based on observations of co-teaching in the university classroom and their own co-teaching experiences, which provided a platform for the development of co-mentoring relationships. Data from three years of reflections and surveys reveal challenges and progress made in navigating and establishing developmental relationships specific to co-teaching. Findings indicate post-test scores were significantly different from pre-test scores. Findings indicate significant differences for the first two cohorts' pre-post and delayed post scores. Findings suggest a significant difference in candidates' perceptions, indicating the co-teaching experiences' impacted participants' perceptions of co-teaching, revealing challenges and progress made in navigating and establishing these developmental relationships.

BESSELL, A. & BARTER, A.

University of Miami & Barbara Bush Foundation for Family Literacy

Fiesta B

Teen Trendsetters™: Enhancing Academic and Social Development for Youth

This session will present the Teen Trendsetters™, implemented by the Barbara Bush Foundation for Family Literacy. This cross-age peer mentoring program provides an opportunity for high school mentors and elementary school students to interact and participate in mentoring experiences with a focus on literacy. The one-on-one mentoring sessions provide an appropriate educational setting for social interaction, reinforcement of positive behaviors, and the strengthening of reading skills for struggling readers in Florida, Maine, Michigan, Oklahoma, Tennessee, and Texas. With a STEM (science, technology, engineering and math) emphasis, the program uses Brainstorm™, a 40-minute science-based reading curriculum designed jointly by the Teen Trendsetters™ program and Scholastic, Inc. The Brainstorm™ series has three topic areas: Wild Weather, Animals at Risk, and Great Lives. Each of the three topic areas is presented in a skill-based student magazine with ten sessions, an associated comprehensive teaching guide and supplemental books to be read at home with parents as part of the mentee's at-home library. Since its inception in 2002, Teen Trendsetters™ has reached nearly 21,000 teens in over 1,000 high schools and 19,000 elementary students, resulting in over 350,000 volunteer/contact hours. Results have been consistently positive with elementary school students showing statistically significant gains in reading and high school mentors exhibiting increased confidence in their leadership skills and ability to teach others. Of particular note, 98% all 12th grade mentors graduate from high school and nearly 90% of them indicate they are college bound with the majority indicating they will be receiving some type of scholarship.

HALL, D.M. & HUGHES, M.A.

James Madison University

Acoma A

The Mid-Valley Mentoring Project: Expanding Mentorship Skills to Support Beginning Teachers

Good mentoring programs can help to recruit new teachers and improve teacher retention rates as numerous research studies have reported. Because of this, many school districts require mentoring programs for new teachers. The dilemma, however, is that many school districts do not have the resources to fully prepare their teachers to mentor beginning teachers. A regional consortium of four colleges and universities and seven school divisions has been training teachers, called clinical faculty, who guide student teachers in their classrooms. In an effort to enhance the skills of these teachers to more effectively mentor beginning teachers, a curriculum was designed to focus on equipping clinical faculty to better mentor beginning teachers in identified critical shortage areas. The curriculum centered on deepening and expanding clinical faculty capabilities to more effectively model, observe, and explore data collaboratively with first year teachers in critical shortage areas. Additionally, an innovative electronic community of practice was developed to maintain professional dialogue among these highly skilled mentors. The curriculum was field tested with 60 teachers from the consortium service area. Evaluation data from the initial training, including evidence of mentoring effectiveness and participants' sense of self-efficacy, is being used to shape future plans and make revisions to the curriculum.

GOEDHART, C.M. & McLAUGHLIN, J.S.

Citrus College & Pennsylvania State University, Lehigh Valley

Acoma B

An Educative Mentoring Framework to Transform the Undergraduate Biology Lab Experience

While science education associations have recently called for more authentic (aka, inquiry-based) research experiences in all biology courses, these types of learning experiences remain rare at the undergraduate level. An effective way to increase these experiences is through novice instructors who are still early in the process of developing their teaching philosophy and practices. Educative mentoring is a developmental relationship in which novice instructors work with experienced veteran instructors to both solve immediate issues and to develop long-term and reform-based teaching practices. Already shown to be successful in promoting science education reform at the K-12 level, educative mentoring has great potential to increase the amount of authentic and inquiry-based research experiences in undergraduate STEM courses. We have developed an educative mentoring framework to support the implementation of a pedagogical framework for higher-order inquiry research experiences to engage undergraduate introductory biology students in scientific discovery. In this four-step mentoring framework, veteran instructors work with novice instructors to: 1) help novice instructors become familiar with the pedagogical framework and with evidence-based teaching practices, 2) identify ways that the pedagogical framework can be adapted for successful implementation at novices' unique institutions, 3) help novices plan and prepare all necessary materials, assignments, and assessments, and 4) support the novice instructor and help him/her troubleshoot any issues that arise during the lab experience implementation. Throughout this process, mentors continuously encourage mentees to engage in thoughtful practice and reflection, ultimately shaping the long-term teaching philosophy and practices of the mentees and promoting overall reform-based science education.

based on research into the needs, cultural and family patterns and gender issues of this population. College students meet weekly with two teenage Latinas on Fordham’s Bronx campus. Mentors help with homework, talk about college and issues in girls lives including living as a Latina in the US. Latina college students are familiar with mentees’ backgrounds and barriers they face and what it’s like to dwell in two cultures. The college Latina becomes a role model for her mentees, a Latina who has achieved against the odds. My presentation will cover the creation of Mentoring Latinas, its history and implementation at Fordham and other locations. I will discuss the rationale and implementation of gender- and culture-specific programming and reactions of Latina mentees and mentors to the program. Results of both quantitative and qualitative evaluations will be included. A 123-page Mentoring Latinas Handbook will be available for those interested.

MYERS, N.
[University of Charleston](#)
Lobo B

The Effect of Mentoring on Learning and Employability: A Graduate Business Model
At the University of Charleston, the graduate program in business provides opportunities for students to develop and build their skills through several required experiential courses: Professional Practice, Professional Mentoring and International Practicum. Our Know, Do, Be model integrates traditional didactic learning with a heavy experiential component, emphasizing skills acquisition and personal and professional development: What do you know, what can you do and who are you as a business professional. While the program was designed as a way to reinforce a problem-based approach to business learning, this approach has significant implications for students’ employability in general, and specifically for the right career path for each individual student. This presentation and paper will focus on the Professional Mentoring courses: outline the learning outcomes, develop and design the learning experiences, procure mentors and establish the relationship with the business community, train and support mentors, match mentors with students, connect mentoring courses with the rest of the curriculum. Then the paper will discuss how we gather data on student learning and skills, how we analyze the data and use it to improve our program each semester, what students are actually doing with their mentor and in the classroom, and the effect of the mentoring relationship on student employability. Participants should leave with an understanding of how they can establish a mentoring course and improve employability, even in non-metro areas.

COLLIER, P.J.
[Dr. Peter J. Collier Consulting](#)
Santa Ana A

How To Establish That Your College Student Mentoring Program Positively Impacted Students
Program evaluation is critical to whether a mentoring program continues over time, yet many times more attention is paid to identifying appropriate content, mentor training and how to best deliver materials to mentees rather than to assessing if collected evaluation data actually makes the case that the program realized its goals. There are two major parts to this paper. The first introduces a 3-step evaluation model for establishing college student mentoring program success. Step 1 involves using descriptive data to capture key program characteristics (e.g. demographics, number of mentees and mentors, frequency of contact). Step 2 involves gathering institutional data on mentees’ college success (e.g. retention, GPA). Step 3 involves developing measureable goals, linked to the theoretical and conceptual foundations of your program, that explain how participating in the program contributed to mentees’ college success. Examples from successful mentoring programs will be used to illustrate the model. The second part of the paper examines differences in evaluation design – e.g. descriptive, comparative, change over time, and comparative change over time – as well as the data requirements for each design and the relative strength of the program effectiveness arguments that can be made with each design.

OLMSTED, B.
[Nipissing University](#)
Santa Ana B

Enhancing Associate Teacher Support for Mentoring Teacher Candidates in Ontario Schools
Teacher Preparation Programs (TPP) rely on classroom teachers to welcome teacher candidates into their classrooms and provide meaningful teacher training experiences. Historically, classroom teachers have not received formal training to prepare them for their role as associate (mentor) teachers (Valencia, Martin, Place, & Grossman, 2009). In this paper we examine support mechanisms to enhance mentoring relationships. As a TPP relying on 52 school districts, the purpose of this project is to explore and create online professional development opportunities for associate teachers. Self-determination Theory (SDT) serves as the lens for this study as it positions mentoring within the context of teachers’ motivation for the associate teacher role. SDT describes the relationship between internal and external motivation based on autonomy, competence, and relatedness (Deci & Ryan, 1985, 2000; Ryan & Deci, 2000). The project is guided by the following research questions: 1) What types of professional development, training, and support do mentoring teachers perceive as most beneficial for their role? 2) Using online support, how can our TPP strengthen the connection between the university and field placements? We are using a mixed methods design to invite associate teachers from ten school districts representing the geographic regions of the province to participate in an online survey and individual semi-structured interview. The results of this study will further guide the development of supports to enhance mentoring relationships. Methods of analysis for the data included the three streams of activity identified by Miles and Huberman (1994): data reduction, data display, and conclusion drawing and verification.

NICKESON, T.
[University of Dubuque](#)
Fiesta A

Mentoring Saudi Arabians in U.S. Higher Education
The University of Dubuque (UD) is a small, private Christian university in Dubuque, Iowa. UD has a diverse population of students from many countries. But the Saudi Arabian contingent is by far the largest. Phyllis Garfield, UD’s Dir. of International Studies, reported that according to those attending the Iowa State International Educators conference this year, UD has the second highest number of Saudi students of any college or university in Iowa, including big schools such as the University of Iowa and Iowa State. Only the University of Northern Iowa has more. The first Saudi Arabian students arrived four years ago. At the end of the 2014-15 school year, about 80 of the about 2100 UD undergraduate and graduate students were from Saudi Arabia. At the time of this writing, 35 more are planning to come in the fall of 2015. This paper will describe the experiences I and others at UD have had, and the adaptations the school and faculty have made, and will continue to make, to mentor and help our Saudi Arabian students be successful in college and beyond.

GOTHARD, K.
[Eastern Florida State College](#)
Fiesta B

Faculty Mentoring in Higher Education: Moving Beyond a First Year Program
The New Faculty Mentoring Program (NFMP), in place since August 2008, provides support for all newly hired full-time faculty members during their first year at Eastern Florida State College. Activities facilitated by departmental mentors and the program coordinator are designed to assist faculty in building community and relationships on each campus, acclimate to the culture of the College, and prepare for their first performance evaluations. While the program coordinator and many of the mentors stay in contact with the new faculty beyond their first year, consistent formalized support is not provided to all faculty. In January 2015, to address this gap and ensure all mentors and new faculty understand the major changes recently made to tenure requirements and procedures, members of the college-wide Tenure Council, Center for Teaching Excellence, and Faculty Union charged the NFMP steering committee with expanding its program to provide support for full-time faculty through attainment of tenure. A needs assessment was conducted that included a review of current literature, practices at other teaching colleges in Florida, internal faculty committee structures, practices, and supporting documentation, and the faculty contract. In addition, feedback was collected from new and recently tenured faculty, mentors, department chairpersons, program managers, academic deans, and faculty supervisors across all campuses of the College. During this session, the expanded framework for the NFMP will be shared. As a result of attending this session, participants will be able to identify core components for developing a new program and strategies for improving or expanding an existing program.

HANSMAN, C.
[Cleveland State University](#)
Acoma A

Graduate Education Challenges & Rewards: Models for Developing Mentoring Relationships
The value of mentoring within graduate programs and as preparation for academic careers has been addressed in several empirical studies (Creighton, Parks, & Creighton, 2007; Hansman, 2012; Kram, 1985; Mullen, 2009; Marsick & Maltbia, 2009; Mullen, Fish & Hutinger, 2010), and many students and faculty members consider these relationships essential for students to create successful future careers. There are various forms of mentoring in higher education, such as traditional mentor-protégé pairing, peer mentoring, mentoring mosaics, mentoring cohorts, and e-mentoring (Hansman, 2012; Mullen, 2009). Other types of mentoring may include individual mentoring dyads with one-on-one mentoring relationships, formally organized cohort mentoring programs, informal mentoring between faculty members and students, and peer mentoring groups formed among graduate students (Hansman, 2014). Many graduate students desire mentoring relationships with faculty members to prepare them for their future roles in higher education or other professions. But in these challenging times of budget cuts in higher education which reduces faculty numbers and increases faculty workloads, how do students and faculty members develop and sustain supportive mentoring relationships given the many struggles and challenges to faculty members’ and students’ time, competing interests, and workloads? Other questions include: What creative and innovative ways are students and faculty members using to develop and maintain mentoring relationships? What mentoring models or research guides them? How can peer-to-peer mentoring models guide students to support each other? This paper focuses on theory and mentoring models that further understandings of developmental relationships in empowered student/student and student/faculty mentoring relationships.

HARDCASTLE, V.
[University of Cincinnati](#)
Acoma B

Advancing Women and URM in STEM: Enhancing Publishing and Professional Mentoring Networks
Research documents that women and underrepresented minority (URM) faculty in the STEM disciplines do not develop formal professional mentoring networks or social networks centered related to research in the same manner as their white male counterparts. To address this issue, UIC LEAF (Leadership Empowerment Advancement for Women in STEM), an NSF-funded ADVANCE program at the University of Cincinnati (UC), held a three-day manuscript-writing retreat aimed at facilitating the completion and submission of a research paper. Participants included fourteen women (five of whom were URM) faculty at varying ranks and in varying fields. Analysis revealed that a focused, intensive, and expert-led discussion of the participants’ professional writing allowed the women to identify and overcome barriers to writing and develop opportunities for peer-to-peer mentoring around research and publication that eluded them in their home departments. This presentation will highlight how a faculty writing retreat can be used as a model to promote peer-to-peer research-focused networks for women while promoting professional development (writing, work-life balance, promotion and tenure). We will report on the evaluation data and publication outcomes of this experience, in comparison to other comparable UC STEM women who did not attend the retreat. Evaluations of this program indicate that its greatest strength was the strong and targeted peer mentoring relationships that developed during the retreat (100% reported as valuable). Group discussions with peers were also rated as valuable (100%). Following the retreat, organized writing circles were offered as ongoing commitment to participants’ projects and peer support.

MUSGRAVE, S.
[California State Polytechnic University, Pomona](#)
Luminaria

Addressing a Need: Creating Opportunity for Vertical and Lateral Support for Women in RUME
While women are increasingly pursuing advanced careers in science, technology, engineering and mathematics (STEM) fields, they remain underrepresented in these fields in academia. The 2011 Women and Girls in STEM Report from the Executive Office of the President calls for support systems designed to attract and retain women in the STEM workforce at every career stage. For the last two years, the leadership team for MPWR: Mentoring and Partnerships for Women in RUME (Research in Undergraduate Mathematics Education) hosted a daylong seminar to bring together women in our research field in hopes of creating such a support system. The goals of the first and second meetings included: (1) providing an environment for women in our research field to discuss shared concerns – both personal and professional; (2) creating informal and formal opportunities for mentorship and partnership among graduate students, junior and senior faculty; and (3) creating a sense of community for women in a field that often entails research isolation. In this report, we provide a summary of the structure and participants of each seminar, design choices based on participant reactions gathered through follow-up surveys, and lessons learned trying to establish a sustainable structure for supporting vertical and lateral mentoring relationships. We further share feedback from participants about their experiences at MPWR I and MPWR II, and discuss future work for sustaining the program and formally researching its impact.

NORWOOD, A.
University of Central Missouri
Sandia

Facilitating Factors in Mentoring (+ Poster Presentation)

Purpose: The purpose of the study was to gain deeper insight into the lived experience of nurse mentors involved in mentoring nurses during various transitions in the protégés professional career. Design: This qualitative study explored the phenomenon of lived experience of 13 nurse mentors in various practice settings, specialties, and roles. Methods: Initial participants were recruited through a convenience sample with additional participants obtained through snowball sample. Semi-structured interviews were used with 13 registered nurses; the data was coded, and thematically analyzed for theme development. Findings: Seven themes were identified as part of the relationships important for mentoring success: (a) organization support; (b) intentional mentor; (c) program structure; (d) communication skills; (e) trust, flexibility, and respect; (f) reflection; and (g) previous experience as protégé. Themes identified during the analysis suggested significant relationships occur more in informal instead of formal matched mentoring pairs. Conclusions: Preparation for the role was identified as occurring from the positive and negative experiences of being mentored. Study findings identified facilitative practices, which included characteristics of mentors, institutional and professional factors. Clinical Relevance: Facilitative practices support the framework for mentoring, leading to the success of formal and informal mentoring process. By developing an understanding of facilitative practices in the mentoring process, nursing faculty, nurse leaders, and administrators can promote mentoring and develop a culture of support for professional development.

CASSIDY, M.
Town of Holliston, MA
Spirit/Trailblazer

Public Safety Mentoring Programs: Benefits and Effectiveness

Many public safety organizations have implemented formal new-hire mentoring programs, while others have chosen to utilize more informal mentoring relationships. By initiating a comprehensive mentoring program, organizations can improve effective recruitment, retention, and personnel leadership development.

WEBER, C. & NELSON, J.
North Dakota State University
Scholars

Exploring the Relationship between Mentoring, Leadership, and Climate (+ Poster Presentation)

In this research presentation, we explore the relationship between mentoring, leadership, and the gender climate through a review of theoretical literature on mentoring and climate change. Drawing on research done on relational cultural theory (Baker-Miller & Stiver, 1998 and Jordon, 2009) and developmental mentoring networks (Murphy & Kram, 2014), our goal is to better understand how mentoring can support women’s roles on campus as leaders in order to improve the gender climate. We ground our research in relational cultural theory (RCT), as well as mentoring strategies that emphasize this theoretical context. What has emerged from recent literature on mentoring (Sorcinelli and Yun, 2007, Murphy and Kram, 2014) is that relationships are an essential and sometimes missing components of mentoring programs. Traditional mentoring models are not always effective at providing faculty the resources they need to be successful in their careers (Murphy and Kram, 2014). In a review of current research on mentoring, Sorcinelli and Yun (2007) found that research suggests that mentoring should be expanded to include a broader network of people in addition to being assigned one mentor. Our goal in this paper is to assess the current literature to develop a better understanding of how mentoring impacts the gender climate and how relational models foster and support an effective way to create and encourage a supportive gender climate at universities.

SWEETER, J.
Arizona State University
Amigo

The C.A.L.L. to Action Model of Community Engagement: Toward Ending Chronic Homelessness (+ Poster Presentation)

The aim of this research was to understand how leaders in a public or private strategic alliance collaboratively address complex community problems. The study responded to the gap in academic research of leadership and public relations in alliances to solve complex social issues, as well as the scant scholarly attention to alliance leaders’ communications with stakeholders. Its findings corresponded to stakeholder theory and SWOT (strengths/weaknesses/opportunities/threats) theory —through the lens of public relations. This investigation culminated in the introduction of the C.A.L.L. to Action Model of Community Engagement, which demonstrates the confluence of factors that were integral to the alliance’s success in eliminating chronic homelessness among veterans in Maricopa County, Arizona -- Communication, Alliance, Leadership, and Leverage. This qualitative case study used the method of elite or in-depth interviews and grounded theory to investigate the factors present in a community engagement initiative that achieved its goals. The model serves as a foundation for future inquiry, including use as an evaluation tool for developmental relationships. This includes additional qualitative case studies of homeless alliances in other communities or of other social issues addressed by a similar public-private alliance, as well as quantitative methods, such as a survey of the participants in this alliance to provide triangulation of the results and establish a platform for generalization of the results to a larger population.

SLUDER, J. & SMALLWOOD, M.
University of Texas, Dallas
Mirage/Thunderbird

Flipping the Paradigm: Mentoring Baby Boomers for the 21st Century Workplace

As professors teaching business communication in our school of management we are all too familiar with Millennials. On average, we each teach about 200 of them a semester. Through our program these students are required to take three courses: Professional Development, Business Communication, and Advanced Business Communication. The ultimate goal is for these students to leave our program as more mature and independent professionals and better prepared to enter the workplace of the 21st Century. So, as expected, our job involves not only teaching but also mentoring. With both of us being Baby Boomers with MBAs, one PhD, and corporate experience of our own we felt well versed on the discipline of mentoring but there seemed to be a disconnect when it came to putting it into practice between us, the Baby Boomers, and them, the Millennials. Consequently, we decided to go to the source and take a long look at how THEY see the workplace. We decided to flip the paradigm. We decided to take a different approach and not view it as how to “deal with them” but how to “deal with us.” We started with a web-based survey to gather information on our students’ career plans and understanding of the current workplace. From that we narrowed our focus down to four key areas for further research and development: work ethic, accountability, chain of command, and technology. In the end, our paper suggests new ideas and best practices for a successful mentoring relationship between Baby Boomers and Millennials.

ONE FEATHER, S.
Los Alamos National Laboratory
Alumni

A Veterans Mentoring Program: Flexibility and Innovation - A Path to Success

Sometimes new employees find their work environments quite different from their past experience. Processes and procedures are different as are acronyms and adjusting to a new culture. This change can be especially hard for military personnel in their re-adjustment to the civilian workplace. In order to help bridge the transition from military life and culture to that of the Laboratory and life on the hill, a Los Alamos National Laboratory Veteran’s mentoring program pilot was slated to begin in June 2015. The program housed under the Office of Talent Management, was developed and designed in partnership with the Lab’s Veterans Employee Resource Group and the Employee Assistance Program. An initial group began meeting in June 2014 to discuss possible goals and models. Questions were developed and in September 2014, a survey went out to Lab veterans to gain input on challenges newly hired veterans face when coming to the Laboratory. Three themes emerged: informal mentoring (primarily focused on new hires based on assimilation being the highest scoring issue of adjustment), professional networking and developmental opportunities, and heightening the awareness of veterans recruiting initiatives, including increasing engagement between Laboratory veterans and institutional veteran recruiting strategies. The survey was easy, however, implementing the pilot program was harder than expected due to the unique military culture of self-sufficiency and handling problems independently. This session/paper will discuss the unique challenges in setting up a veteran’s mentoring program and how flexibility and innovation are the keys to success.

BELL, M.
Colorado State University
Isleta

Multiracial College Students: New Perspectives on Mentor Preferences

This paper will present a brief review of literature and background for a mixed methods dissertation, currently in progress, related to multiracial college students and their preferences for mentoring relationships in the university environment. An adapted version of the Ideal Mentor Scale (IMS; Rose, 2003) was administered to approximately 4,500 first-year college students at three different sites in September of 2015. The IMS was originally developed for use with doctoral students and their faculty mentors, but was adapted for a first-year undergraduate population after a pilot study. Using the theoretical framework of Intersectionality, the paper will provide an overview of the research related to multiracial identity, as well as the three mentoring constructs of the adapted IMS (Guidance, Integrity, and Relationship). The ultimate goal of this research is to contribute to a deeper understanding of multiracial first-year college students and their desired type of mentoring relationships. Though not yet completed at the time of this conference, the survey will eventually be followed with focus groups with first-year students who self-identify as multiracial, which will help to explain and further contextualize the quantitative data. This paper will be particularly helpful to those working with college students or those interested in gaining a deeper understanding of multiracial identity.

CONCURRENT SESSIONS

10:00 – 10:45 AM

KROLL, J.
The Institute for Leadership and Training (tilt)
Lobo A

What Do We Mean By “Group” Mentoring

What do we mean when we say group mentoring? It seems as though the term, group, is utilized as a catchall when multiple people (three or more) engage in a mentoring experience. Often, this occurs mindlessly. As a collective of scholars and practitioners, we have yet to articulate or determine parameters for what is truly meant by group mentoring. The author proposes that group mentoring should be formally defined as a collection of three or more individuals, connected by their social relationship, distinctly gathered for the specific and shared purpose of intentionally challenging and supporting the others. These mentoring interactions are simultaneous and collaborative—and are directed at enhancing the personal growth and professional skills development of the members. (Simultaneous mentoring interactions indicate that the mentorship experience is conducted in the same time and space for all participants. Collaborative mentoring interactions signify a shared responsibility for each member to provide and be provided with mentoring.) The paper and presentation, utilizing scholarship from mentorship and group literature, expresses a grounded perspective and navigational parameters that can be utilized to define group mentoring. Doing so will better establish this mentoring sub-field by crafting a common language and understanding by what is meant by group mentoring.

SOUTHWICK, H.
Central Intelligence Agency (Retired)
Lobo B

Spy Mentor: CIA Leaders Mentoring the Next Generation of Leaders

During the final seven years of a 24-year career with the Central Intelligence Agency (CIA), I focused on mentoring and coaching within the government agency and how it had contributed to my success as a CIA Operations Officer (OO) and Manager. Using 10 CIA reasons why every employee should have a mentor, I evaluated 80 informal, self-initiated mentors over my career. I will discuss my experience with how CIA leaders developed relationships with and mentored the next generation of leaders. I will highlight impactful experiences with 40 Leader-Mentors (L-Ms), both men and women executives and managers. I will share the L-Ms mentoring strengths, Primary Mentoring Roles, and Mentoring Tier Levels. I will also identify leadership weaknesses. I will outline characteristics of Leadership Excellence demonstrated by some L-Ms and will describe how they served as role models. I will also suggest Best Practices for fostering productive developmental relationships to prepare the next generation of leaders.

STEWART, G.
Gateway Community & Technical College
Santa Ana A

Importance of Mentors in Higher Education Professionals Attainment of Highest Degree
Higher education professionals shared their experience in the importance and satisfaction of being mentored during the attainment of highest collegiate degree. The sample group include 614 professionals with a return rate of 77.5% (468). A modified Likert type scale was used to assess the importance and satisfaction with 11 mentoring tasks. The mentoring tasks included guidance in ability to think analytically; constructive criticism on mentee’s academic progress; introducing mentee to professional networks; feedback on oral communication and written communication skills; assisted mentee in establishing goals; involved mentee in research, publishing and/or teaching; provided mentee with information to place problems in a historical, cultural, and philosophical perspective; provided insight into political processes within higher education; provided professional contracts as a reference for mentee’s employment after completing degree; and remained involved in the mentee’s professional growth beyond graduation. Of the 269 respondents who were mentored, 151 respondents completed all 11 variables for the reliability analysis of perceptions of important of mentoring tasks and 143 respondents completed all 11 variables for the reliability analysis of perceptions of satisfaction of mentoring tasks. A unique aspect of this study is the comparison of the mentoring experience based on the gender, race, and relationship of the mentor and mentee.

AUGUSTINE-SHAW, D.
Kansas State University
Santa Ana B

Mentoring New School Executive Leaders: Relationships That Matter! (+ Poster Presentation)
Today’s school leaders face situational challenges and rapid change. School superintendents must be skilled and capable of working with diverse community stakeholders to create a culture focused on learning and improvement. As new superintendents begin their journey in leading districts to high levels of success, a structured mentoring program built on a trusting relationship is critical. Knowledgeable mentors can support new leaders as they juggle responsibilities and understand complex political systems. Mentors help new leaders shape core beliefs and bridge the gap between what they know and what they need to know to set priorities and develop strategies that positively impact school communities. The Kansas Educational Leadership Institute (KELI) provides a unique response to an identified need by providing mentoring and induction support to Kansas superintendents stepping into the role for the first time. KELI coordinates statewide efforts through strong collaboration with partner organizations. The research-based model provides a year long, on-site, individualized mentoring experience delivered by trained Kansas superintendents along with monthly resources and regional and state networking in a safe and reflective environment. In a 4-year trend of program completion data, 100% of mentees enrolled in the program felt that participation in KELI helped them grow professionally. Program mentors agreed indicating positive results on new superintendent leadership development through KELI’s program participation. The KELI model maintains a focus on building leadership capacity and is a model for other states across the nation. This presentation and poster session will share research on superintendent mentoring and highlight the success of one state program.

RUSSELL, H.
University of Central Missouri
Fiesta A

A Collaborative Principal Preparation Program - Developing and Mentoring Future Leaders (+ Poster Presentation)
Research has shown that qualities of effective principal preparation programs include strong partnerships with schools and districts to support field-based learning, internships with skilled supervision, and cohort groups that create opportunities for collaboration and teamwork in practice-oriented situations. The University of Central Missouri (UCM) has created a partnership with 14 school districts in the Kansas City area to provide a collaborative program that focuses on developing future building-level leaders. Candidates cannot apply directly to UCM. Their districts must first approve them as individuals with leadership potential. Mentors are then provided by the school districts to work with students who are approved (teachers working on their Masters or Education Specialist degree in either Elementary or Secondary Administration). These mentors work with professors at UCM throughout the two year program to provide coaching and field-based leadership experiences. The university classes have job-embedded activities that are then applied back at their schools with the assistance of their mentors. This cohort program allows students to collaborate sharing the same classes and similar experiences. This creates a high level of trust that not only establishes a better learning environment, but also produces a network of professional contacts as they move into leadership positions in the future. Students share in their post-program surveys about the relevance of their experiences and the power of the relationships they enjoyed throughout the program in developing them as people and future leaders. Over 100 graduates are now serving in leadership positions.

PRYBUTOK, V. & GOLDEN, T.
University of North Texas
Fiesta B

Leading by Example: University Top Scholars Support Mentoring Networks
The pathway to a successful faculty career may take many different routes. For some assistant professors, finding time to devote to their writing is difficult as they learn to balance teaching and service demands. Similarly, an associate professors’ research productivity can get derailed after tenure because they often assume heavier service loads. It is paramount that institutions that value scholarship provide mentoring programs to help develop faculty in a manner that supports their research mission. Often universities adopt the traditional top-down mentoring approach where senior faculty members impart their wisdom and experiences to their assigned protégés. Unfortunately, not all mentors are equally capable or are a good match with all mentees, leaving some faculty mentees at a disadvantage. This session will highlight how the University of North Texas (UNT) leverages the expertise of top scholars and mentors across the entire institution. Supported by UNT’s central administration, two research-focused mentor networks have created opportunities for faculty to participate in ‘write-a-thons,’ engage in book discussions, collaborate with interdisciplinary research teams, and, most importantly, get hands-on mentoring from distinguished faculty. Beyond the tangible benefits, faculty have indicated a sense of renewal and motivation as a result of their participation. In the traditional model, only a few faculty would have benefited from the interactions with these prodigious scholars. These highly respected mentors demonstrate a generous willingness to share their knowledge and a commitment to faculty development beyond their disciplinary boundaries. Program effectiveness and implementation strategies will be addressed from both the mentor and mentee perspectives.

QVARNSTROM, J.
Sul Ross State University
Acoma A

Multi-Layered Mentoring
This presentation describes a three-year project among public school teachers, Sul Ross State University faculty in the education department, and students in the teacher education program to build a mutually supportive mentoring experience. The University faculty mentor both participating teachers and students in the Early Field Experience Program, that is multi-layered. First, teachers join a professional learning community, coordinated by the University, that provides classroom video recordings for teachers to reflect on their own teaching strengths and areas for growth. In addition, teachers and University faculty meet periodically to analyze the success of classroom teachers with University students, where they are active participants in the teachers’ classrooms for twenty or more hours each semester. The effectiveness of the Early Field Experience Program is evaluated with bi-annual surveys, anecdotal student records, and recorded classroom videos. Products of the collaboration between public school teachers and University faculty will be shared during the presentation.

BLOOM, L.K.
New York Chiropractic College
Acoma B

The Measurable Impact of Thought and Feeling: An Addendum to Mentoring Techniques
The benefits of mentoring are well-established. However, mentors can find themselves in a position where they are paired with mentees whose disposition or personality clash with the mentor. Typical strategies to maximize the developmental relationship may be limited in effectiveness; therefore, it may be beneficial for mentors to seek a more substantial understanding of the true nature and impact of our interpersonal interactions. The scientific knowledge of how we may affect each other emotionally and physically may be incorporated as a new idea and best practice to maximize the positive outcomes in mentoring relationships. We perceive the world and determine our realities through our nervous system. Special senses provide sight, sound, touch, smell, and taste to our brains. We use this information to arrive at subjective conclusions about our perceived reality. However, the flaws in our nervous systems can be easily demonstrated and create a new awareness of how we determine our realities. Current science has documented the power and influence of thought, words, and belief. The impact reaches the cellular, genetic, and sub-atomic levels. If we can positively impact our mentees, can we also affect them negatively? Understanding how we affect each other can be used to develop effective strategies to navigate difficult mentoring relationships and to help mentors be more successful in fulfilling their responsibilities.

GAINES, J.
University of South Florida
Luminaria

LADDER: A Hierarchical Mentoring Model Bridging the Gap between Middle School and College (+ Poster Presentation)
LADDER is an acronym that stands for the tiered progression system implemented in the University of South Florida’s Bulls Engineering Youth Experience Mentoring (Bulls-EYE Mentoring) curriculum. The curriculum is based in the engineering design process and infused with Afrocentricity Theory and Borderlands Theory. For the first tier, which is robotics based, Mentees begin the program as rising sixth graders and are matched up with a mentor who is a rising sophomore. Participants complete one tier per 5-week summer term and graduate to subsequent tiers. The curriculum targets underrepresented students in both the mentor and mentee population and is intended to promote life skills and technical skills known to be important for success of the target populations by building strong mentoring relationships. The hierarchical mentoring model implemented is inspired by the work at Louisiana State University in the HHMI Professors Program. The primary difference is a focus on building relationships between primary/secondary school children and undergraduate students as opposed to undergraduate students and graduate students/professionals. Each letter of LADDER represents a tier in this implementation of the hierarchal mentoring model. The acronym stands for LabVIEW, Aerospace, Dynamics (RC cars), Design, Environment, and Robotics. National Instruments LabVIEW is a focus of the final tier but is a theme throughout as students will begin with LabVIEW based robotics kits and use National Instruments hardware such as the myRIO robotics system. The structure of LADDER is presented in this paper along with the curriculum for the first tier to begin in Summer 2015.

EGUES, A.L., LEINUNG, E.Z. & SANTISTEBAN, L.
New York City College of Technology of The City University of New York
Sandia

Shaping Excellence in Nursing: Innovatively Mentored High-Impact Educational Practices
The quest for leadership excellence in nursing must come from creativity and innovation within educational settings. Creativity and innovation through the use of bundled high-impact learning practices in both didactic and clinical environments can enrich the educational experience for nursing faculty, nursing students, the institution where nursing programs are housed, and for the diverse communities that they serve. This paper reveals an approach to creating the nursing leaders of tomorrow in the present, by the shaping of nursing education through bundled high-impact learning practices, such as collaborative work, field-based experiential learning, self-reflection, and service learning that hinges on effective and purposeful mentoring that is transformative. As innovative faculty, the authors embrace newly created and tailored digital platform sharing, evaluation, and self-reflection tools that capture nursing student attainment of practice competencies, general education course objectives, and clinical objectives. The authors’ approach and outcomes will be highlighted and shared, so that nursing faculty may plan student attainment of assuring tangible far-reaching and positive community health classroom and didactic outcomes. Registered nurses as students are not only naturally creative and resourceful, but are capable of achieving personal and organizational goals while solving their own problems and those of the communities that they serve, particularly with the guidance of dedicated faculty mentoring.

BOVERIE, P.
University of New Mexico
Spirit/Trailblazer

The Role of Positive Psychology in the Mentoring Relationship
The field of Positive Psychology is relatively new to the business and mentoring literature. Positive Psychology’s working definition includes an emphasis is in looking at the power of positive attitudes, work engagement, passionate employees, and is important to healthy work environments and future profits. Applied positive practices may work at the level of the individual, the group, the organization, and the families and societies where the organization exist. The connection of workplace learning, meaning making, and more positive practices, is now a fast growing field. Leaders need to know how and why adults learn, provide opportunities for learning, and make sure that all of this happens in positive environments. Understanding the role mentoring has is critical to successful employee development. In fact, mentoring programs have long used positive practices to develop the workforce. This

presentation will discuss the importance of helping mentees achieve high flow states, increased learning, and positive regard in relationships, which can help lead to productive mentee development and better organizations. Studies have shown that high positive capacity helps employees deal with stress, maintain good attitudes, and helps increase their overall organizational climate. The development of mentoring programs and practices that are designed to use enhanced positive psychological practices should have an impact on more overall positive work environments and more productive organizations.

HEWLETT, D.
Bellevue University
Scholars

Horizontal Mentoring Across Arts, Creativity, and Entrepreneurship

Mentoring has a long history in the context of the “fine arts.” Numerous examples reflect the influence of a single great mentor upon his or her protégé. However, if we take the “fine” out of the definition, the “arts” encompass a broader vision that includes exposure to multiple arts, creativity, and entrepreneurship. Horizontal mentoring can take advantage of multiple relationships across domains to share diverse perspectives. Using Mia Keinänen and Howard Gardner’s definition of vertical and horizontal mentoring, the case for the value of multiple mentors across domains takes shape. Collaboration, networking, and the chance to simply “think differently” appear as students study with mentors who are both artists and entrepreneurs. After a brief definition of vertical and horizontal mentoring, the multi-faceted benefits in our current MFA in Creativity program become apparent as broadly defined arts, creativity, and entrepreneurship merge. Horizontal mentoring across these three areas with various mentors offers students the opportunities to find their creative and artistic niches based on developmental relationships, collaboration, and networking. The range of expertise through multiple mentors offers students creative environments to try different combinations of the arts while learning about market value and other business basics. Multiple mentors provide the best promise for true adaptive learning as they help create unique and individual paths for students to establish authentic performance levels. As students prepare to start their own artistic enterprises, their learning curves will be significantly shortened through the advice and knowledge of their many mentors.

REEDER, H.
Boise State University
Amigo

Committing to Mentoring: Creating a Relational Leadership Model (+ Poster Presentation)

In this thought piece, we contend that long-term success in mentoring relationships is predicated on how individual behaviors, social practices, and institutional policies on mentoring influence each other. We see high levels of commitment from both a mentor and a mentee to be necessary for sustainable mentoring programs. Infusing a discussion of commitment to mentoring relationships with a relational approach, we propose Reeder’s (2014) elements of commitment can be used to design and implement institutional policies capable of enhancing and supporting mentoring relationships over time: (1) Treasures: the intrinsic and extrinsic benefits gained from the relationship; (2) Troubles: the difficulties and costs of participating in the relationship; (3) Contributions: the investments made to the relationship (includes time, identity, nurturing, creativity); and (4) Choices: the number of good alternatives to continuing the relationship Combining the literature on relational organizing (McClellan & Deetz, 2012), relational leadership (Uhl-Bien, 2006), and commitment (Reeder, 2014) offers a unique framework for measuring commitment to individual mentoring relationships within the larger social and organizational context. We contend that such a framework can help inform institutional policies on mentoring to increase the likelihood that mentoring relationships can lead to long-term commitments to both individual and institutional success. We suggest that by making informed adjustments at institutional and individual levels, mentees and mentors will commit to one another, and to their role as emerging institutional leaders, in sustainable ways.

CARTER, M.¹, LUNSFORD, L.G.² & GRASSO, M.¹
North Carolina State University¹ & University of Arizona South²
Mirage/Thunderbird

Mentoring Metrics: Software for Evaluating Mentors and Mentoring Programs

Though many universities have initiated mentoring programs to improve advising of doctoral students, there are generally two problems with these programs. First, their focus tends to be general rather than targeted at the individual advisors and academic units most in need of attention. Second, there are limited efforts to evaluate the success of mentoring and advising activities or programs. In response to these challenges, our university’s Graduate School developed software, Mentoring Metrics, to track outcomes associated with effective mentoring. There are important characteristics of mentoring that cannot be easily quantified, but identifying metrics related to effective mentoring provides a starting point for fostering a culture of mentoring. In this paper we present Mentoring Metrics to demonstrate three ways mentoring practices can be improved. The first is to identify “exemplars” of mentoring at the faculty member and academic unit levels. Lessons from these cases can inform improvement efforts in other academic units. The second is to tailor support for faculty members and academic units that may need assistance developing effective mentoring practices. The third is to use the metrics as a baseline for evaluating mentoring initiatives at the individual, departmental, and college levels.

UMINSKI, S.J.
Northern Arizona University
Alumni

Utilizing George Kuh’s High Impact Practices to Build a Strong Mentoring Program

Making Connections. Building Community. Imagine if you have a program driven by students who are fulfilling their purpose by working with your organization. What would it be like to have mentors who are inspired by the work they do and are driven to make connections and build community? By utilizing purposeful effort, building relationships, engaging across differences, providing rich feedback, reflection, and applying learning, the Peer Jacks Mentoring program at Northern Arizona University (NAU) has grown and developed to be that program. A mentoring program that utilizes George Kuh’s High Impact practices to focus primarily on the root of the program itself, the mentors. Through an extensive supervision curriculum and focusing on helping the mentors find their purpose, grow as leaders, and strive for excellence, the program continues to exceed expectations with retention and graduation rates. Mentors not only utilize their leadership skills to help their students succeed, but they also branch out within the university and apply these leadership skills to help other mentors develop, strengthen their performance in academics and also grow professionally as they prepare for life after college.

ALEXANDRE, M.
City University of New York, York College
Isleta

Global Nursing Relationships through Curriculum Development and Service Learning in Haiti

An elective course was developed incorporating student learning outcomes which included the need to advocate for health policies that address local and global health issues, effectively communicate with diverse client populations and disciplines using a variety of strategies and respecting client’s cultural beliefs and practices. Also included were the essential curriculum concepts: communication/collaboration, safety/technology, critical thinking/nursing process, leadership/management, professional accountability/advocacy, legal, moral, ethics and research. A two-week service learning component in Haiti was also added to provide the nursing students the opportunity to immerse and deliver needed services to an underserved population. Senior and junior level nursing students were selected. Nursing students and faculty worked with other health professionals at the Mission of Grace Medical Clinic, Orphanage, Elementary School and Senior Home. Course preparation involved: review of syllabus, completion of assigned readings and research on Haiti’s history, culture, healthcare, social and economic issues as well as immersion in the Kreyol language. Students also attended an eight-hour orientation before travel. Overall, the course provided a service learning experience where students could contribute to delivery of healthcare to an underserved population; as well as provided engaged learning that integrated theory into practice. Comparison and contrast could be made within and among the community. Inequality and inequity among the local people was undeniable. We noted great need for infrastructure-healthcare, education, sanitation, water and housing. We left being more appreciative of the things we take for granted in the U.S. but also reflecting on what we can do to make a difference.

HATFIELD, J.
Kansas State University
Lobo A

Mentor Abuse

As mentors, we have a high calling to empower and impart wisdom to the betterment of those we mentor. Our integrity is paramount in every facet of our endeavors and mentoring relationship. Because we hold an important position in the lives we influence, it is important to understand mentoring misuse and abuse of power. Unknowledgeable and unhealthy mentoring can be abusive professionally, as well as emotionally, and mentally. This paper will address why mentoring programs must make sure they are training and developing mentors who understand their role, the ethical code of what is appropriate and not appropriate, mutual acceptable mentoring guidelines, as well as the awareness of the power they wield because of their position.

BAUGH, D. & WILLBUR, J.
The Live Your Dream Foundation & The Leadership Mentoirng Institute
Lobo B

Rescuing and Restoring the Lost Generation

BEWARE OF THE GAP! The latest research by the National Assessment of Educational Progress (2014) shows that while the achievement gap has narrowed, overall improvement is not dramatically better, when comparing white and black students. Mentoring can close the gap! We will share proven research based strategies that you can use to enhance any mentoring effort. We will share how to use these strategies to support low SES children, while enriching the learning environment. By comparison high SES children usually receive strong encouragement and positive reinforcement at home in addition to their interactions at school. Structured mentoring and encouraging support can lead to positive interactions conducive to improved learning. With the use of award winning literature and effectively prepared mentors you can teach goal setting, decision-making, social skills, and encouragement. We will be using research from the new Walter Mischel “The Marshmallow Test” about delayed gratification and self control. We will also explore Carol Dweck’s research and book “Mindset” (growth versus fixed mindset) to illustrate how learning is malleable and not fixed. All of this is combined to create an environment of stimulation, sometimes referred to as mental vitamins, for even the youngest learners in a K-5 setting. The participants should leave with additional insights into how they can adapt these concepts into their own mentoring programs.

TARKOW, J. & JOHNSON, D.
University of California, San Diego
Santa Ana A

Leadership Development for Higher Education Professional Staff – Mentoring Inspires – Try STRIVE! (+ Poster Presentation)

STRIVE is a successful mentoring and leadership development program supporting the mission of higher education through development of high-potential employees in the Department of Business and Financial Services (BFS) at University of California, San Diego. Now in its 8th year, it is identified as a University “best practice” in succession planning; fostering motivated, invested and empowered innovators eager to assume leadership roles. STRIVE is unique, upon completion of the 4-year program mentees become mentors themselves; fulfilling the role of coach to potential candidates. Mentees are matched with a different BFS executive or senior leadership team member each year of the four year program. This mentorship starts with the development of a customized professional development plan and is strengthened through regularly scheduled 1:1 engagements. Mentees also attend structured monthly meetings facilitated by the program director to examine leadership theory, compare and contrast case studies against the University environment, engage with guest speakers, and build a cross-functional network of future leaders. Mentees represent eight functional divisions across BFS; span five payroll grade levels including mid-level professionals and entry-level managers; reflect the ethnic diversity of the overall University workforce. Participants of color actually exceed that workforce composition by 10%. Average salary increase during program duration is 21% with most participants receiving one to two promotions. Eight years in, STRIVE participants and alumni serve in leadership roles for BFS initiatives and campus-wide strategic activities. Testimonials continuously cite the organized mentorships as invaluable to personal and professional growth; broadening perspective, strengthening self-esteem, creating meaningful engagement.

SALOKA, G.
Macalester College
Santa Ana B

Beyond Theory: Creating Culturally Relevant Mentoring Programs for the Non-native Born (+ Poster Presentation)

Studies have revealed an interrelationship between a person's involvement in an effective mentoring relationship and successful educational outcomes (DuBois & Karcher, 2005; Zimmerman, Bingenheimer & Behrendt, 2005). However, non-native born students are often lost when established approaches fail with real-world issues. Practical solutions to the challenges associated with mentoring this subset of students to achieve academic success involve more than applying the latest learning theory techniques. Non-native born children can pose unique challenges when establishing an effective mentorship relationship because they are effectively growing up in two 'cultures' - the culture of their families' country of origin as well as the cultural environment of the United States. The country of origin traditions and customs often continue to play a significant role in the home life of these children as relatives continue to speak the native language and follow many of the traditional customs and beliefs. In order to provide effective mentorship to these students, the mentors need to be aware of specific cultural differences that may affect their mentoring relationship.

HAGEN, J.
Concordia College
Fiesta A

Mentoring Through Collaboration: The Impact of Teacher Research Projects on Developmental Relationships (+ Poster Presentation)

This study investigated the impact of a collaborative teacher research project on the development of the cooperating teacher/student teacher relationship. Inquiries were made as to whether the cooperating teachers believed that their participation made them a better mentor, and what factors contributed to the development of a meaningful mentoring relationship. Participants in this study were three cooperating teacher/student teacher pairs from a small Midwestern college. During the student teaching experience, the pairs worked in collaboration with one another on a teacher research project that was chosen and implemented by each pair. Ethnographic methodological techniques were used to collect and code data during all portions of the project. Findings suggest that participating in a teacher research project provided opportunities for both the cooperating teachers and student teachers to improve their practice. The teacher research project resulted in increased opportunities for collaboration, and this collaborative partnership led to a relationship that was more collegial in nature.

MCWILLIAMS, A. & BEAM, L.
Wake Forest University
Fiesta B

Innovative Tools to Support Alumni Engagement and Community Buildings

In this session participants will learn how Wake Forest University's Mentoring Resource Center (MRC) is supporting Alumni Personal and Career Development, with a particular focus on young alumni. In 2014, the MRC began developing a suite of tools and programs including young alumni mentoring groups, online alumni short courses, and web-based tools and resources to support alumni engagement with one another and with the institution. This focus on personal and professional development for alumni bridges the traditional functions of university career development (student-focused) and alumni relations (social and fundraising), with an ultimate goal of equipping alumni to effectively transition from college to career and to build effective personal and professional networks in their communities. In particular, this session will describe the young alumni mentoring group model, successes and challenges, and opportunities to scale.

BEHAR, A.
San Diego State University
Acoma A

Assessing Student Outcomes from the Training and Mentoring Program (+ Poster Presentation)

Diverse students face challenges related to discrimination, financial barriers, and being 1st generation. There is a high propensity for diverse students to pursue post-secondary studies, but many of these students take longer to graduate or do not complete all requirements to receive a degree. The Training and Mentoring Program (TMP) offers diverse and 1st generation students at San Diego State University (SDSU) the opportunity to receive academic, social, and financial support to complete their degrees while receiving training on health disparities research at SDSU's Institute for Behavioral and Community Health (IBACH). Students receive an internship placement, training in research skills and methodology, and the support to form developmental relationships. A key component of the TMP is facilitating and building developmental relationships with Principal Investigators (PI), Project Managers (PM), and TMP peers. Currently TMP has graduated its first cohort (n=20, n=14 undergraduates (UG), n=6 graduates (G)) and is continuing training with its second (n=17, n=13 UG, n=4 G) and third cohort (n=4 UG). TMP consists of 64.4% Hispanic, 17.7% African American, 8.8% White, 4.4% Asian/ Pacific Islander, and 4.4% Native American students. A little over 80% of students were 1st generation college students. Achievements from the 1st cohort include: raising GPA's (M=2.96 S=.47 to M=3.13 SD=.42), graduating all but 1 student, 1/3 pursuing graduate degrees (MD, PhD, MPH), and 52.3% working in careers related to health and research. The support made available to students through workshops and collaborative relationships has inspired them to progress and excel in their journeys.

ORTEGA-LISTON, R.
University of Akron
Acoma B

Encouraging & Preparing Hispanics For Challenging Stem Careers

This paper raises questions about Hispanics' preparedness to enter science, technology, engineering, and math (STEM) programs. Hispanics, numbering more than 46.9 million, are the largest minority population in the United States—representing a rich pool of potential applicants for the U.S. workforce. This paper seeks answers to three questions: Are Hispanics majoring in STEM programs? What majors are Hispanics choosing? And: What are some of the “best practices” for structuring effective mentoring programs? The author reviews Hispanic demographics and education statistics to answer research questions. It also places mentoring programs in the context of affirmative action policies. This study shows that Hispanics are underrepresented in STEM programs and in the STEM workforce. The thesis of this paper is that one way for educators and human resource (HR) managers to meet affirmative action policies is to create model mentoring programs that effectively recruit and retain Hispanics in STEM programs; thereby preparing them for lucrative careers in the sciences. Creating mentoring programs that identify apprehensions of Latino students may help ameliorate low participation rates of Hispanics in science, technology, engineering, and STEM programs. The paper includes an analysis of human motivational theories and concludes with a personal perspective of one award winning Latina science teacher who was willing to offer her views on how to motivate, inspire and encourage other Latinos into STEM programs. The paper concludes with recommendations for structuring effective mentoring programs that may encourage greater minority representation and participation in STEM programs and the U.S. workforce.

LEE, N.
National Institute of Neurological Disorders and Stroke
Luminaria

Building A Summer Research Training Program in STEM for AIAN Students (+ Poster Presentation)

Literature shows that students who enter the STEM and healthcare-related “pipeline” at earlier stages of their career are more likely to be successful. This is especially true for underrepresented and economically disadvantaged students. Despite the increasing number of students entering the “pipeline,” American Indian and Alaskan Native (AIAN) student still have the highest attrition rate compared to other ethnic groups. Tribal leaders, educators, and government agencies have worked to improve the success rate for AIAN students across all level and fields by developing various programs aimed at mentorship and training. In 2007, the National Institute of Neurological Disorders and Stroke (NINDS) of the National Institutes of Health (NIH) in Bethesda, MD, increased their outreach efforts for recruiting AIAN students for the Summer Internship Program (SIP). The purpose for recruiting was to improve the attrition rates across all educational levels for AIAN students through training in biomedical science and mentorship. Students were accepted from all education levels, ranging from high school to postbaccalaureate. The goal was to mentor and train the students at the earliest possible stage in an NINDS research laboratory. From 2010 to 2014, thirty AIAN students have participated with ten that returned for more than one summer internship. Of those thirty, twenty-one remain in STEM fields with five obtaining postbaccalaureate positions at the NIH and four students entering medical school. This paper highlights the successes and obstacles in improving a mentoring and research training program tailored specifically for AIAN students. (Updating for 2008-2015)

LEE, S.
Dallas Baptist University
Sandia

Doctoral Success through Relationship Building and Mentoring

Research is clear that an individual's academic motivation can be improved through the formation of developmental relationships. Mentoring in conjunction with building developmental relationships has been shown to increase student engagement, improve academic motivation, encourage career aspirations for the future, and expand civic engagement. The Leader's Lyceum claims, “leaders engaged in developmental relationships develop faster and more effectively than those who are not.” While most of the research on building developmental relationships focuses on children and youth in K-12 educational settings, the same benefits can be seen with adult professionals in a doctoral program. In a university Doctor of Education (Ed.D.) program, mentoring and coaching are integral parts of the program design based on a servant leadership model of transformative local educational research. Many doctoral programs throughout the country experience a 50% drop out rate leaving many doctoral students stuck as an ABD. This innovative program at a Christian university has seen close to an 80% completion rate and an even higher rate of job promotion and advancement due to the completion of the degree. Research done with completers of this program shows that mentoring and the cohort model of relationship building was pivotal in the completion of the doctoral degree. In this session, the details of the program will be shared along with some research from the program completers on their perceptions of the mentoring relationships formed.

ROBERTS, D.L.
Embry-Riddle Aeronautical University
Spirit/Trailblazer

Mentoring Millennials: The Challenges and Triumphs of a Multigenerational Workplace (+ Poster Presentation)

A core challenge of mentorship has always been to balance the wisdom of maturity and hindsight with the ability to relate to modern times and circumstances, i.e., to give a new generation the benefit of experience while fully embracing the novel challenges of a new age. Never before has this been more important than now, when, for the first time in history, as many as five generations will share workspace, each with their own characteristic values and expectations, including work ethic, perspective on the role of work, communication styles, view of authority, preferred ways of managing and being managed, motivations and priorities. Clearly, this represents both unique challenges and unprecedented opportunity. Currently Millennials (born 1980-1999) number over 80 million strong in the United States population. By 2020 this group will comprise approximately 50% of the most diverse workforce in history, with many emerging into roles of middle management and executive leadership. They will face some of the most challenging dilemmas in their organizations and in society at large. Mentoring this unique group requires understanding who they are, how they have come to hold their characteristic viewpoints and how their distinctive talents and energies can be merged with those of both previous and future generations and then harnessed to face the challenges ahead. To do so will ensure the success of all.

KELLY, S. & WHITEHOUSE, G.
Florida Gulf Coast University
Scholars

Peer Career Coaching for Humanities Students: Perspectives from a New Program

This co-authored presentation will focus on a Career Coaching initiative – called PAGES - being piloted at Florida Gulf Coast University (FGCU). The initiative is aimed specifically at students in Humanities and text-based Social Science disciplines. Research shows that these students acquire marketable transferable skills at higher rates than their peers in professional programs like Business or Education. However, the range of careers pursued by liberal arts students and the lack of obvious academic-industry ties in these areas make effective placement efforts challenging. FGCU's PAGES initiative pairs a peer coaching model with a program of career orientation services. Participants in the pilot are trained in either the FACTS or GROW model of coaching, and will be trained in assisting peers with clarifying professional goals, defining steps to reach them, and holding each other accountable for progress. Faculty provide “Skill Ladders” to help students identify and progress toward achievements matching their professional goals. On the programming side, FGCU will partner with local employers and professional groups to provide lower division student cohorts with programs designed to expand their imagination of professional opportunities available to liberal arts students. As students progress through the program, networking and internship opportunities will be layered on to help progress students toward positive college to career transitions. The presentation will discuss the planning and piloting of this new program, and report on the institutional and community partnerships formed to support it. Discussion will focus on plans to grow and assess the initiative.

WARD, H.
University of Texas, Brownsville
Amigo

Structuring Effective Mentoring Practice for Special Education Beginning Teachers (+ Poster Presentation)

The statistics on teacher attrition suggests the importance of developing new special educator's resiliency and highlights the new special educators' critical need for mentoring and support. Sadly, on-the-job mentoring for new special education teachers does not typically meet the needs and is generally perceived as ineffective by beginning special educators. This

paper describes an early start mentoring practice that may prepare special educators for their difficult job experiences and create more resilient beginning special education teachers who would stay in their profession longer. This mentoring practice, Academic Language Lab, engages teacher candidates in learning to work with their peers and integrating their learning for their future role as special education teachers. They practice teaching skills and classroom management techniques and exercise effective communication in the context of group tasks. They learn to communicate key content, provide feedback, use humor to moderate classroom tension; most importantly, they learn to lead and coordinate problem-based group tasks. Based on three years of teacher candidates’ reflections and interview data from the mentees who are now beginning special educators, this early start mentoring was effective in building teacher resiliency. A theoretical model is built for discussion.

CONLEY, R.S.
University of Michigan School of Dentistry
Mirage/Thunderbird

FACEs in Orthodontics: A Novel Multicenter Orthodontic Faculty Development Consortium
Faculty recruitment and retention remain significant challenges in the health professions and specifically within orthodontics. (Haden, Beemsterboer, Weaver, & Valachovic, 2000; Kula, Glaros, Larson, & Tuncay, 2000; Larson, 1998; Lindauer, Peck, Tufekci, Coffey, & Best, 2003; Noble, Schroth, Hechter, Huminicki, & Wiltshire, 2012; Schenkein & Best, 2001; Wilson, 1969) To be effective and successful, faculty must be exposed to and incorporate several critical skills early in their careers that often are not sufficiently developed in residency. The specific aims of the FACEs in Orthodontics Consortium are to: 1. Organize and deliver a five (5) year FACEs in Orthodontics program to provide core and customized skill enhancement workshops to faculty at different levels of seniority within both clinical and tenure track paths in: (a) teaching methodologies (b) research and grant writing, (c) clinical skills enhancement in craniofacial anomalies care, and (d) leadership and service. 2. Integrate an “organic” mentoring approach developed through the close interaction of program participants and program leaders. The mentoring will occur through mentees engaging mentors both during the skill enhancement workshops (as described in Aim 1) as well as throughout the year at venues such as the AAO Annual Session and other local, regional, and national association meetings that mentees and mentors routinely attend. 3. Perform ongoing outcome assessment (a) through appropriate survey tools on the outcomes, strengths and weaknesses of the each FACEs in Orthodontics program; and then (b) utilize this information to refine and enhance the program for subsequent years. This paper will present information on the creation and recruitment of a diverse multi-center consortium, the outcome of the successful pilot phase, and the initial stage of the recently funded 5 year project.

MOORE, N.J.
Appalachian State University
Alumni

Quality Enhancement Plans (QEP): Enhancing Global Learning through Study Abroad Mentoring
Institutions of higher learning in some regions of the United States are being charged by their accrediting agencies with creating Quality Enhancement Plans (QEPs) to improve student learning. Many have established global learning as a top priority in their QEPs. Appalachian State University is one of those institutions, and they established very distinct goals for their QEP: to develop globally competent knowledge; to cultivate intercultural competencies; and to foster globally competent citizenship. In keeping with the goals of pervasive and encompassing global learning, incentives to help attain the objectives of the QEP were established. A grant program to have seasoned study abroad faculty mentor faculty members who had not participated in leading study abroad programs was initiated. Pedagogically speaking, mentoring relationships work best when approached from the developmental relationship standpoint, and mentoring someone in leading study abroad programs is not antithetical to this approach. This paper is designed to look at effective ways to develop mentoring relationships in this special context, to plan how to execute the global learning outcomes, and the conclusions of such a program. This case study will discuss how the author mentored a colleague to lead a short term study abroad program in the summer of 2015. In addition, research from the disciplines of both mentoring and international education are drawn upon for further evidence of the importance of mentorship in this context.

AUDETTE, D.
Coaching With Care, LLC
Isleta

Using Goal Attainment Scaling as a Goal Development and Evaluation Tool
Goal Attainment Scaling was created by Thomas Kiresuk and Robert Sherman of the Hennepin County, MN Community Mental Health Center in 1970. Research by the Program Evaluation Project was funded by the National Institutes of Mental Health. After four years of study Goal Attainment Scaling was determined to be a valid and reliable evaluation tool which has been used in many disciplines beyond community mental health, such as adult literacy and developmental disabilities. It enables the data to be placed on a quantitative measurement scale thus tackling the problem of how to adequately identify qualitative goal impact and attainment. The Goal Attainment Guide is a negotiated document for assessing outcomes where the participant acts as his/her own control by identifying expected goal achievement on a nine point scale from “Best Possible Outcome” to “Worst Possible Outcome” within a specific time frame. By indicating the level of goal achievement at the time the goals are written and assessing the status of goal achievement at the time of the prescribed follow-up one is able to see progress made by just viewing these marks on the Goal Attainment Guide. A Goal Attainment Score can also be calculated using a T-Score formula. This allows for a more rigorous evaluation methodology including cohort studies. Scales on the Guide can be weighted according to importance or can all be assessed as equal. This presentation will teach the process of G.A.S. as well as explain the rigors of this evaluation tool for mentor-pair shared outcomes and analysis.

KEYNOTE SESSION

1:00 PM – 1:45 PM

BALLROOM C

DR. NORA DOMINGUEZ
Director, The Mentoring Institute at University of New Mexico

The Institute's Director will share a few words with conference attendees.

DR. CAROL A. MULLEN
Professor of Educational Leadership, Virginia Polytechnic Institute & State University

The Leadership Identity Journey: Transformative Leaps for Humankind
Imagining our leadership experience as a journey increases our capacity for leading and mentoring more effectively and purposefully. This “leadership identity journey” presents an absorbing and transformative experience that draws on Joseph Campbell’s universal mythology within a leadership frame of reference. Research findings discussed in this keynote session are anchored in school leaders’ responses to iconic photographs suggestive of Campbell’s five mythic phases—the human condition, trials in life, human triumph, human transformation, and human crossing—and how they typify what a leader encounters in life. During the study participants were asked if they had a sense of this journey model as they viewed a series of photographs containing symbolic elements (e.g., river) and universal themes (e.g., the struggle to overcome adversity). With the launching of *The Leadership Identity Journey: An Artful Reflection* (Mullen, English, & Kealy, 2014), the presenter (the book’s first author) reports outcomes of these unique interviews of female and male school leaders, bringing their verbal responses to life. She will describe how the struggle to make meaning of human life suggests an emotional, subjective depth to leaders’ inner worlds and a connection with the journey model. The contemporary novel approach taken to leadership studies will reveal intersections among leadership, mentoring, and artistry that can enrich research, practice, and life. An ecological understanding of the journey model builds knowledge about the quality of mentoring, team-building, and personal and professional development that can enhance leadership capacity.

CONCURRENT SESSIONS

2:00 - 2:45 PM

NORRIS, S.
New Mexico State University
Lobo A

Mentorship Through the Lens of Servant Leadership
Connecting with the Millennial Generation can be challenging, as this generation is often described as unmotivated, incoherent, and lazy (Elmore & Maxwell, 2008). These barriers often arise as millennials enter the college classroom (Levine & Dean, 2012). Servant leadership focuses on placing the needs of the follower before the needs of the leader, and empowers followers to take ownership for their efforts (Greenleaf, 1977). Implementing quality mentorship through the lens of servant leadership could be a missing link to connecting purpose to content in the classroom and providing a developmental element for millennial students. The study describes 436 first-semester students’ perceptions of servant leadership in personal mentors at the beginning and end of the Fall 2014 Freshmen Orientation course in the College of Agricultural Sciences and Natural Resources at Oklahoma State University. Based on Van Dierendonck’s and Nuijten’s (2011) Servant Leadership Survey (SLS) and a researcher-designed mentorship questionnaire, students rated accountability and empowerment as the highest servant leadership traits in their personal mentors in both the pre- and post-evaluations. As a result, the study yielded the following recommendations: Millennial students desire mentorship so higher education institutions should develop student leadership groups around desired servant leadership qualities; implement projects and assignments in classroom settings allowing students to take ownership of their personal work; and investigate the influence of servant leadership in various teaching groups in high school classrooms. As the needs of college students evolve, the need to embrace student ownership and service in higher education programs becomes imperative.

RUSSELL, J.
Lock Haven University
Lobo B

Utilizing Academic and Peer Mentoring in Student-Athlete Development
This presentation focuses on how to use mentoring programs to facilitate the psychosocial and cognitive development of collegiate student-athletes. Perry’s theory of intellectual development, Schlossberg’s transition theory, and Chickering and Reisser’s theory of identity development provide a theoretical foundation for the development of student-athlete mentoring programs. The programs are not only used to assist in development, but college transitioning, academic success and retention. Three mentoring programs recently initiated at our university are academic mentoring, academic major mentoring, and personal mentoring. Academic mentoring, which is similar to academic tutoring, pairs the requesting student-athlete with a student-athlete mentor excelling in the requested subject matter. The second program is academic major mentoring. Each incoming freshmen and underclassmen transfer student-athlete is assigned an upperclassmen in their major or a related major. This mentoring allows for the development of a relationship with someone who has the same professional aspirations as themselves. Also, since transitioning can be difficult, they have someone who can help them develop a student identity and is a “go to” person if they have questions regarding their major. The last mentoring program incorporates assigning a personal mentor to any student-athlete who is on academic probation or academic warning for the semester. The personal mentor meets weekly with the student-athlete to provide means on how to develop personal responsibility and integrity, teach study skills and time management skills, and guide them to any support services that could aid in a positive student-athlete experience.

CARR, M.L.
University of North Carolina, Wilmington
Santa Ana A

Self-Mentoring™: Using Relationships and Teams to Increase Confidence and Self-Efficacy
Self-mentoring is an individual of any age, profession, gender, race, or ability willing to initiate and accept responsibility for self-development by devoting time to navigate within the culture of the environment in order to make the most of opportunity to strengthen competencies needed to enhance job performance and career progression. The purpose of this study was to determine in what ways does self-mentoring increase individual prek-12 teachers confidence and self-efficacy as leaders. Relinquishing an assigned mentor, the teachers developed

a team for support while self-mentoring. The team served various roles during the study. Using a mixed method approach, the yearlong study combined a Teacher Sense of Self-Efficacy survey instrument with individual and group interviews during four self-mentoring sessions. Teachers, after participating, reported an increase in confidence as well as self-efficacy in three areas: student engagement, classroom management, and classroom instruction.

GAMMEL, J. & MOTULSKY, S.
Endicott University & Lesley University
Santa Ana B

What We Know About Relational Mentoring & Challenges to Adopting It as an Advising Model

The feminist literature, particularly Relational Cultural Theory, provides a relational mentoring model that supports both protégé and mentor in the doctoral advising process. A qualitative study of the mentoring relationships of doctoral advisor and student dyads sought to understand what motivates female advisors to engage in advising relationships and what sustains them in this role. Findings indicated that those few mentoring relationships that met the criteria for relational mentoring engendered growth in both doctoral student and advisor and demonstrated qualities of mutuality, empathy, and authenticity in relationships. Relational mentoring has the potential to promote transformation in the doctoral student and advisor, and even in the culture of doctoral programs. In this session we review what is currently known about feminist and relational mentoring, particularly in higher education and doctoral programs, define Relational Cultural Theory (RCT), and discuss the potential benefits of a relational mentoring approach. This leads to questions for future research and for discussion opportunities with like-minded others. For example, is it possible to implement a relational mentoring program for doctoral students and advisors? What would it look like? What are the issues, barriers and benefits for both students and faculty? How can barriers and obstacles be addressed? What is the most effective way to train faculty in relational approaches to mentoring?

GARZA, E.
California State University, San Marcos
Fiesta A

Mentoring Teachers: Goodbye Training, Hello Collaborative Thinking

In educational contexts, the focus of the prevalent training model of mentorship is limited to “technical learning”, learning what to do and how to do it, rather than a more productive focus on “thoughtful learning” which results in a growing sense of efficacy, and the ability “to rethink ideas and practices, to transform knowledge to fit situations, and to change what they are doing” (Duffy, Web & Davis, 2009). My paper examines a multifaceted approach to reframing mentorship, particularly as related to clinical practice relationships. Over three years, mentors were provided opportunities and support to rethink the underlying purpose of their role as they worked to develop new kinds of interactions with the candidates through the practice of co-teaching. “Co-teaching utilizes structures of collaboration and communication that bring participants together in ways that activate resilience by building courage and a sense of belonging while developing teacher candidates’ mastery and independence” (Thousand, Villa & Nevin, 2013). The results of the study showed that the grip of the training model logic of mentorship in education could be overcome when educators were provided with multiple and varied opportunities to think about and experience mentorship within a distinct framework of resilience and developmental collaborative thinking.

HOCUE, M.M.
University of Lethbridge
Fiesta B

Bridging Cultures: Developing Mentoring Networks to Enable Aboriginal STEM Success

As a new scholar in the area of bridging cultures, my research goal is to connect across the nation with like-minded and focused educators, especially Aboriginal educators, who are working and making strides in enabling Aboriginal science, mathematics, engineering and technology (STEM) success particularly at the post-secondary level. While slowly increasing in number, Aboriginal educators are still few and far between, as is recognized by the theme of Aboriginal contingent of the biannual Canadian Association of University Teachers (CAUT). This isolates us and as a result our knowledge and experience are also isolated. As Aboriginal scholars we share a unique epistemological and pedagogical lens about Aboriginal Ways of Knowing and Learning (AWKL), and it is critical we share our knowledge and experience among ourselves as Aboriginal educators, but also as importantly with our non-Aboriginal colleagues, such that we can perpetuate and support Two-Eyed Seeing to enable the success of Aboriginal learners on a grand scale. The collective sharing of experience and knowledge, of mentoring each other and our students, can go much further to enabling Aboriginal success than individual efforts. Such sharing will enable us to understand the process of reform such that we can recast the scholarly record around science, mathematics and technology (SMT) pedagogy and methodology so that the Western academy may be opened to ways that are inclusive of AWKL.

COLLET, V.S.
University of Arkansas
Acoma A

The Gradual Increase of Responsibility Model: Coaching for Instructional Change

This paper explores a research-based model for coaching teachers through the process of instructional change. The Gradual Increase of Responsibility (GIR) model emphasizes the mediational role of coaching; it includes coaching practices that provide decreasing levels of scaffolding as teachers become more proficient, emphasizing how coaching changes over time. In the GIR process, coaches model, make recommendations, ask probing questions, affirm teachers’ appropriate decisions, and praise in order to provide decreasing scaffolding which moves teachers toward independent use of new instructional practices. Using the GIR model, coaches adjust their support as teachers’ ability to use new instructional approaches increases. In general, modeling occurs most frequently at the beginning of a coaching cycle as teachers are introduced to new instructional methodologies. Coaches then make recommendations as teachers plan lessons that incorporate these new methodologies. As teachers gain more confidence with the approach, coaches scaffold them by asking inquiring and probing questions. Such questions push teachers to consider implications of their instruction and how they might move forward. Later, coaching may take the role of affirming teachers’ instructional decisions. When teachers feel confident about their use of new methodologies, their coaches offer praise. Of course, this progression is not perfectly linear; there is interplay among these coaching practices; however, overall the GIR model describes a trend towards decreased support from coaches and increased responsibility for teachers.

LUNSFORD, L.G. & PARKER, C.
University of Arizona South & Patagonia Public Schools
Acoma B

New Perspectives on Mentoring Teachers

In this paper we share lessons about diversity and mentoring that will be useful for program coordinators to ensure their programs reduce rather than support unacceptable organizational status quos. Some mentoring researchers suggest that mentoring may perpetuate a status quo that negates the experiences of under represented protégés. In addition, there is concern that mentoring used in teacher preparation, closes-off the possibilities of innovation. The ramifications of institutionalizing ‘isms’ through mentoring is distressing for most organizations; yet these outcomes often go unexamined or unnoticed. We draw on our experience developing a mentoring program for new teachers in the Arizona borderlands. Most of these teachers will work in classrooms of students with a different ethnicity than their own. Learn from our experiences as we present a historical, critical and reflective analysis of our four-year mentoring program. We found that: 1. Because of their own mentoring experiences, many new teachers aspired to become mentors; 2. Mentors needed support not only in how to mentor, but also in how to develop a critical perspective on their own teaching; 3. Teachers in border schools did not have a deep understanding of who their students were; and 4. Mentoring is an expensive practice that requires schools and universities to work more closely with each other.

LEE, S. & BROWN, K.
Mississippi State University & Mississippi School for Mathematics and Science
Luminaria

E-Mentoring and Informal Learning to Increase Student Awareness of Engineering

Research indicates that the majority of students who choose a STEM major in college make that choice in high school and high school experiences determine educational expectations and career knowledge. We propose a project to improve academic preparation, educational expectations, and major and career knowledge for high school students with particular emphasis in the engineering disciplines. The primary goal will be to measure the impact of e-mentoring and informal learning on academically gifted students in a residential high school for juniors and seniors who are residents of the state of Mississippi. Students will be matched to university engineering faculty for an informal mobile-technology supported mentoring relationship. Literature review revealed e-mentoring implementations with K-12 students, but none were found that provided a knowledgebase for students originating in lower socio-economic backgrounds and brought together in a residential living-learning community. Project activity will generate data for three major groups: academically gifted, academically gifted and disadvantaged socio-economically, and academically gifted and representative of a group documented as underrepresented in engineering, primarily African-Americans and females. Research questions, to be addressed across these groups, are listed below. 1. What effect will an e-mentoring program have on academically gifted students in terms of their perceptions and attitudes about research in engineering? 2. What effect will an e-mentoring program have on academically gifted students in terms of their perceptions and attitudes about engineering majors and careers?

EGUES, A.L., BENAKLI, N. & HER, P.
New York City College of Technology of The City University of New York
Sandia

Innovatively Socializing the Next Generation of Faculty in the Quest for Excellence

A new crop of instructors with diverse talents and abilities sounds like a wonderful way to invigorate and keep the academic structure new and fresh. However, if this new grouping of instructors feels isolated, unsure, and unaware of the culture of the institution, it can also bring a great deal of confusion, stress, and frustration to staff, faculty and students alike. An unprecedented wave of faculty hiring coupled with increasing reappointment and tenure expectations threatened the effectiveness, recruitment, retention and success of new faculty in a unique, urban college of technology. Just as parents and mentors reach out to socialize and enrich the student body, faculty must also have the social, emotional, and personal improvement that will aid them in becoming strong, productive, and socially connected in their environment. Innovative socializing for the next generation of faculty is vital if the quest for excellence in teaching, scholarship, and service is to continue. There is a new level of dedicated mentoring that is needed with teaching a diverse adult population. This paper reports on an orientation program for new faculty based on learner-centered pedagogy, mentorship, and organizational socialization paradigms. The program, which ran for three years as a pilot, and continues to run, creatively facilitated the existence of a collaborative atmosphere of building trust, establishing safety, and sharing knowledge in a team-based community that crystallized documentation, policy and procedure for a fruitful journey to reappointment, tenure and promotion that had not previously existed.

BEN, L.
BenMentored, LLC
Spirit/Trailblazer

Gender Mentoring Psychology: Turning Good Mentoring into Great Leadership Mentoring

One of the disconcerting issues that have lasted over the 40+ years of mentoring research is the persistent existence of a multitude of widely varying mentoring definitions for ‘mentorship’, ‘mentor’, ‘protégé’, and ‘mentoring relationship’. Without clear mentoring definitions, any proposal for a unified framework on the mentoring process is itself disconcerting because of the lack of foundational definitions on which the framework would overlie. As well, without a unified framework, a critique on transforming good mentoring into great mentoring lacks credibility as a result of the amorphous definitions. Thus, the purpose of this paper is three fold: a) discuss the mentoring definition issues and propose concrete mentorship definitions; b) propose a unified structural framework for the mentoring process; and c) discuss protocols that transform good mentoring into great mentoring via proposing value-added skillsets and strategies for mentoring gender on leadership skills for the 21st century.

CUMMINGS, K.
University of Missouri, St. Louis
Scholars

UrbanARTsVOICE: A Mentoring Program for Youth in Urban Settings

UrbanARTsVOICE, a visual art mentoring program, provides at-risk youth a platform to question and share personal views. The program provides troubled and troubling adolescents’ opportunities to explore understandings and experiences, investigate social attitudes, and express hopes and dreams through visual art media. UrbanARTsVOICE connects youth between the ages of 12-16 with mentors who have skills and knowledge in the visual arts. During organized weekly meetings, participants in UrbanARTsVOICE, both mentees and mentors, engage in a variety of activities designed to promote self-esteem, foster positive attitudes, and develop positive social behaviors with the youth. Discussions, art-making experiences, and self-reflective writing exercises occur during each meeting and encourage the teens to reflect upon their actions and behaviors and make positive choices in life. Through reflective writing, journaling activities, and studio work the youth come to a better self-understanding and learn how to use their art-making skills to be seen and heard in

positive ways. All art-making experiences encountered during the weekly meetings are collaboratively completed and require interactions with the assigned mentor and other teens to foster friendships and the development of positive, supportive relationships. The development of UrbanARTsVOICE, along with the challenges and achievements faced since inception in 2010 will be shared. Examples of participants’ artwork and written reflections will be offered to demonstrate the power of programs like UrbanARTsVOICE on everyone involved.

DALLINGER, C.
Simpson College
Amigo

Prejudice Reduction through Mentoring Relationships Between College Students and Immigrant Children

This qualitative study investigated the meaning college students’ attributed to mentoring young immigrant children through a service learning program and how the interaction reduced college students’ prejudice. Based on grounded theory methodology, 31 in-depth interviews of college graduates who had been involved in the mentoring program were coded and analyzed to establish four significant themes resulting in theory development around prejudice reduction. Participants demonstrated fear of differences with their immigrant partners upon starting the mentoring program, and they worked to develop relationships which resulted in gaining new perspectives and reducing reported prejudice. This integrated theory of prejudice reduction through mentoring concurs with traditional contact theory but additionally extends it by exploring the specific one-on-one mentoring relationships which participants indicated as very important. The resulting themes were triangulated through content analysis of journal entries, inter-rater coding of journal entries and interview transcripts, and a survey measuring prejudiced opinion levels compared to a control group. The quantitative outcomes show that those involved in mentoring service learning showed statistically significant lower prejudice levels than those not involved in the mentoring program. Best practice recommendations are provided as result of the research outcomes.

GOTTLIEB, A. & TAMI, N.
University of Illinois, Urbana—Champaign & University of New Mexico
Mirage/Thunderbird

Single Mothers in Graduate School Mentoring “Private” Challenges into Public Successes

Many factors contribute to the ~50% of graduate students who leave US degree programs without completing them. If the risk factors for leaving doctoral programs are rarely addressed in general, the particular challenges of single-parenting while in graduate school—seemingly insurmountable—are especially under-analyzed. As a seasoned mentor, Dr. Alma Gottlieb has supported four single mothers in their PhD journeys, all of whom completed their doctorates in cultural anthropology. Each creatively and energetically crafted workable strategies for surviving the graduate school gauntlet--including learning foreign languages, and conducting a year of research abroad. Mentoring single mothers requires special attention to their particularities. Rather than ignoring what Western societies normally consider “private,” Dr. Gottlieb encourages her students to put the “private” and “public” aspects of their lives into active conversation. Dr. Nicole Tami—newly appointed as UNM’s Director for Global Education Initiatives—is one of those former students who successfully balanced her mothering responsibilities with a demanding doctoral program. Reflecting on their respective experiences, this mentor-mentee duo speaks to the broader implications of mentoring non-traditional student populations. The lessons learned from a personalized approach can be applied to other student cohorts—including international students, who also face challenges beyond those common to the graduate process. In this paper, we argue that viable educational programs that account for the needs of family members whose well-being rely upon the student’s success—whether that be young children, aging parents, a spouse, or other dependents—can be forged and facilitated through flexible, supportive mentorship.

CARTER-FRANCIQUE, A.
Texas A&M University
Alumni

Mentoring Black Female Student-athletes: A Culturally Relevant Approach

This paper illuminates the significance of mentoring Black female student-athletes. Mentoring has multiple definitions, and in sport management mentoring is “a process in which a more experienced person (i.e., the mentor) serves as a role model, provides guidance and support to a developing novice (i.e., the protégé), and sponsors that individual's career progress” (Weaver & Chelladurai, 1999, p. 25). In the realm of intercollegiate athletics mentoring is often male-focused (Perna, Zaichikowsky, & Bockneck, 1996); and, with minimal consideration for the challenges of student-athletes living at the intersections of race, gender, and athletic affiliation (Carter & Hart, 2010). In 2010, Carter and Hart examined the mentorship of Black female student-athletes and found this marginalized group had mentors, but that their mentors encompassed family members (e.g., mother, siblings, grandparents) who were not former student-athletes and, in some cases, had not attended college. In this session, the narratives of eleven Black female student-athletes that participated in a culturally relevant mentoring program will be highlighted. The narratives reveal the value of a culturally relevant program structure to include learning how to offset experiences of alienation, isolation, and discrimination; whilst, simultaneously supporting their development as Black women in sport and society. Implementing mentoring through culturally relevant pedagogy can support missions of institutional diversity; however, support from university athletic departments and entities such as the National Collegiate Athletic Association (NCAA) are needed to promote mentoring programs and the holistic development of student-athletes. *Keywords: mentoring, intercollegiate athletics, Black female student-athletes, culturally relevant pedagogy, Black feminist thought*

KIRK, Y.
University of Southern California
Isleta

Developing and Implementing Mentoring Roles of Retiring Faculty

Statistics indicate that a widening group of American faculty are impacting academic department direction as they begin to retire. As departments face dwindling numbers within their seasoned ranks, this paper investigates the changing roles of retiring faculty within their deparments and draws upon the notion that this community of educators still has significant mentoring work to accomplish before concluding their careers, even up to their last months of service. This paper addresses a "new perspective in mentoring" by suggesting that instead of losing this valued group, departments ought to take advantage of the insights their retiring faculty have accrued so departments can continue to face challenges central to their growth such as remapping changing pedagogy, envisioning learning goals and objectives, and instigating opportunities to "invent" department direction. The fact is that retiring faculty leave a void behind if they are not tapped to continue molding their departments for future growth through mentoring insights. Thus, academic departments ought to have an exit plan for retiring faculty so departments see retirement as more than a social send-off but rather one that promotes persistent growth. As such an established exit plan for this group of colleagues will allow their visions to continue to mold and to foster important legacies. This paper will draw upon research papers, journal articles and other investigations that explore the academic implications of retiremnet on departments.

CONCURRENT SESSIONS

3:00 - 3:45 PM

HINKLE, R.
Spalding University
Lobo A

Developing Students’ Self-Awareness to Improve Leadership Qualities

Academic courses on leadership tend to focus on theory, as well as case studies of historical and contemporary leaders. Students emerge with an understanding of how various leaders faced difficult situations, implemented tools and strategies, and experienced the results. The literature on leadership has recently underscored the value of self-awareness on managerial capabilities and effectiveness. Accurate assessment of one’s own identity, e.g. strengths, weaknesses, traits, values, beliefs and motivators, underpins a leader’s decisions and behaviors. Only through introspection can any individual understand how they affect others and take action to address developmental needs. Since leaders impact more people and in more profound ways than do individual contributors, this is especially salient for them. For students to achieve the learning outcome of becoming effective leaders themselves, a college course in organizational leadership was developed with self-reflection as the foundational competency. The students are diverse in terms of age, gender, ethnicity, and educational and professional backgrounds. The cornerstone of the course is a series of self and peer assessments used to create an accurate estimation of the student’s own personality and an understanding of how others perceive him or her. Assumptions are that: (a) our behavior does not always align with the qualities of good leadership, (b) we may not be aware of how others perceive our leadership, (c) others judge our effectiveness as leaders, whether we are leading people or not, and (d) self-awareness is a tool for developing leadership qualities within the organizational context.

GOSA, J.
Creating Higher Standards
Lobo B

(Creating Higher Standards) Peer Mentoring Program for Higher Education

During my senior year as an undergraduate student, I organized a mentoring program entitled, “Creating Higher Standards” with the idea of raising academic standards as well as promoting retention. Our mentoring group began in the fall of 2015 and we met every Thursday evening throughout the fall and spring semesters. Student peer-to-peer interaction plays an important role especially for freshman since it provides an opportunity to focus on academics, study skills, social interaction, etc. Research has indicated that the contributions of upper class-man who reach out to first semester students can provide insights and resources, introduce student engagement opportunities on campus, and can present a sense of accountability. (Harper 2006) In addition these relationships are much more productive than meeting with an academic advisors once every semester. “Creating Higher Standards” mentoring program provides aid to students who, without support, would risk falling through the cracks of the college education system. The peer mentors offer comfort, support, inspiration, reassurance, advice, preparation, and just a helping hand to ensure that committed students reach their limitless potential. Our plan is to inspire students to improve their academic foundation and to create, a sense of responsibility for maintaining academic standards. Students meet once a week to check-in with our mentee providing one-on-one opportunity to speak of weekly goals, upcoming assignments, and social aspirations. We learn that working closely on educational goals outside of the classroom can build bonds with students and faculty that leads to academic success. My goal for this presentation is to illustrate how colleges can initiate a successful mentoring program that requires little additional finances yet can have a powerful impact on retention.

HOWELL-COLLINS, M.
Morrisville State College
Santa Ana A

A Qualitative Analysis of Former Wards of the State in the McNair Scholar Program

This paper is designed to provide insights into an extremely specialized aspect of mentoring. This mixed-qualitative methods study explores what effects a scholar’s childhood status as a ward of the state has on his or her motivation to peer-mentor. The setting for this ethnographic-phenomenology study is the Ronald E. McNair Post Baccalaureate Achievement Program, a federal TRIO program that, among other services, helps underrepresented students gain access to graduate school opportunities. This study will examine the lived experience of four former foster-care recipients, one student who spent considerable time in a psychiatric facility as an adolescent and one student who was briefly remanded to a disciplinary “boot camp” at the age of 11. There are two primary areas of focus in this study: The level of voluntary peer-mentoring in which these students engage and their motivation for doing so. In-depth interviews will be used to explore these concepts. As the researcher has lived a similar experience, an ethnographic approach is a viable lens through which to examine the phenomenon of disenfranchised students' efforts to assist their peers in the McNair Scholars program.

HUGHES, M.A.
James Madison University
Santa Ana B

Developmental Relationships in Elementary Education Field Experiences

This paper will present findings on a study designed to investigate developmental relationships that emerge in early field placements in an elementary education teacher preparation program. The study was a follow up to preliminary findings on the perceived benefits and drawbacks of extended field placements. In the current study, surveys and interview questions were developed specifically using Rock and Garavan’s Developmental Relationship Typology (2006). Three questions were systematically examined: (1) What types of developmental relationships emerge in teacher candidate-cooperating teacher dyads across three early field placements? (2) What perceptions do cooperating teachers hold of their role and the expectations within a practicum? (3) What alignment exists among the developmental relationships, roles/expectations, and the Elementary Education (ELED) Program objectives? Findings focused on the type of developmental relationship that emerged within a single field placement and across the three field placements from the cooperating teachers’ and teacher candidates’ perspectives. Interview data shed light on the perceived purposes of the field placements, the perceived roles and expectations of individuals in a field placement, and the perceived ways to improve the ELED program. Finally, the ways in which these data are shaping the ELED programmatic decisions will be presented.

McMILLIAN-ROBERTS, K.

Fielding Graduate University
Fiesta A

The Impact of Mutuality in Doctoral Students and Faculty Mentoring Relationships

My research explores relational conditions that promote mutuality between doctoral students and faculty mentoring relationships from a relational cultural theory (RCT) framework. The work of some pioneer researchers mostly applied mentoring to business settings. The RCT mutuality research was not in academic settings, both of which suggest that there is a gap that my research addressed. Qualitative interviewing was used to capture detailed descriptions and experiences. There were nine mentoring pairs who had the same mentor for at least two years. These participants were recruited from the schools of Human and Organizational Development (HOD) and Educational Leadership and Change (ELC). Both schools are within Fielding Graduate University. This institution is based on adult learning theory and a distributive learning model. The students who attend this university are mostly mid-career adults and full-time professionals. Through the use of thematic analysis, the data revealed that mutuality was the relational connector to the five themes identified: mutuality is core to growth fostering relationships and begins from the initial interaction of faculty and doctoral student; mutuality increases over time and simultaneously, a developmental shift occurs in the doctoral student as he or she begins to take ownership of his or her work; as the relationship deepens, contributions from the faculty and student are beneficial for both parties; the power differential that existed in the beginning of the mentoring relationship still remained but decreased and became more mutually empowering.

ALONSO GARCÍA, N.

Providence College
Fiesta B

Becoming Global Civic Actors: Engaged Cultural Immersion

Abstract: Mindful of the impact that service and experiential learning projects have in supporting the development of future leaders, Bridging the You and the Us to Become WE: Linguists for Peace and Cooperation envisions Russia and USA students partnering in a Nicaragua service-learning project under the auspices of NGO Waves of Hope. This cohort model, conceived by Alonso García during her 2014-2015 Fulbright appointment at Saint-Petersburg Polytechnic University, intends to foster deeper cultural awareness and a sense of community that challenge the widening gulf between cultures. The project involves mentorship in the areas of intercultural sensitivity, service learning, and storytelling. Developing partnerships with folks from diverse backgrounds requires us to resist the potential interference of native cultural filters, to adopt an analytical and reflective approach to service, and to engage in intercultural dialogue. This project will expose participants to different facets of cultural immersion –within the Nicaraguan local community as well as within the student community to be formed abroad, blending perspectives from the east and the west that will collide in the common objectives of serving, learning and connecting. Storytelling has the potential to explore new self-perceptions and combat negative cultural constructions; project participants harnessed the power of storytelling to support crowdfunding efforts, and create a trilingual children’s story -in English, Russian and Spanish about embracing diversity and raising understanding. The journey to global citizenship involves walking together intentionally toward cultivating peace and cooperation; this project demonstrates a genuine commitment to participate responsibly, so societies become more peaceful for future generations. *Keywords: international partnerships, service learning, literacy*

DAGOSTINO, L.

University of Massachusetts, Lowell
Acoma A

Focusing on Generativity, Literacy and Collaboration to Foster Developmental Relationships with Doctoral Students

The presentation focuses on the theme of connectedness as a part of the developmental nature of guiding doctoral students in a Literacy Studies program. Three concepts, Generativity, Literacy Skills and Collaboration, are developed as the goals of the growth process in doctoral work. The concept of Generativity, the process of encouraging professionals to advance the work in Literacy Studies, is examined as a commitment to one’s own work as well as an understanding of the contributions of previous educators in Literacy Studies. The concept of Literacy Skills is the development of the specialized literacy needed for success in the profession. The focus is on developing higher-order thinking and the language conventions of the discipline. The concept of Collaboration prepares doctoral students for working on team efforts in interdisciplinary studies with their colleagues. It departs from a delegation of work model by guiding students to interact while in the process of the development and the execution of a project. The integration of the concepts of Generativity, Literacy Skills and Collaboration is the synthesis of these components in a relationship that leads to personal and professional growth as a means to achieve professional goals. Several examples of the ways to foster the connectedness to colleagues, professors and the profession to build developmental relationship are discussed. (i.e. advisement relationships, meetings to develop conceptual frameworks, building an identity through a resume, classes focusing on the specific ways to develop problem identification, and conceptualization , collaborative directed studies and writing, developing conference presentations)

PARKER, M.J.

University of Houston, Downtown
Acoma B

UHD STEM Community Transformation: Taking Mentoring Across a College

The University of Houston-Downtown’s Scholars Academy has generated over 700 alumni STEM graduates of which 91% remain in STEM graduate programs and/or the workforce following completion through its program impacting 160 undergraduates per semester. STEM student successes are supported through a small group mentoring model. How can this successful peer and faculty mentoring structure be expanded to effect positive change and success across an entire college comprised of 1500 STEM majors? Through application of a design to impact an entire college of science and technology, the design plan is grounded in a 15-year program model (UHD Scholars Academy), thereby providing basis for the design factors which will form the needed infrastructure to positively impact the persistence of minorities and women into STEM workforce careers as a result of salient features. By incorporating these salient features, great strides in supporting all STEM students can occur. Salient features include: 1) Create core discipline-based STEM communities through established student “clubs”/ organizations; 2) Engage, incorporate all faculty members (junior/senior) as mentors within the club discipline STEM communities; 3) Use the Scholars Academy (SA) as the template for operationalizing the five most impactful retention actions they support; 4) Use the UHD SA Peer Mentor Training Retreat as a model for training discipline-based club officers as lead peer mentor leaders; 5) Provide academic support through tutoring of lower/upper division coursework using a peer-led team-learning model.

COWAN, A.

Central New Mexico Community College
Luminaria

Charting Mentoring Pathways in the Local Entrepreneurial Ecosystem

Increasingly, students in STEM fields are being encouraged to “kickstart” new technology businesses (Patton, 2014). However, few things are more intimidating for inexperienced or first-time entrepreneurs than trying to navigate the intricacies of building a high technology business from scratch. It is widely agreed that these individuals need an extensive mentoring network to maximize their chances for success (Ebrahimi, 2013). We will be conducting targeted interviews with leadership and mentors in organizations in the local, “Albuquerque Entrepreneurial Ecosystem” (Sacco, 2015), in order to better understand how their mentoring systems inter-relate and help to grow local high tech startup businesses. We will especially focus on business incubators/accelerators such as ABQid, the CNM STEMulus Center, WESST Economic Development, and UNM’s Technology Ventures Corporation. The goal of this research is to identify resources, highlight common ground, and chart success pathways within the local incubator mentoring community. This study equips entrepreneurs with a valuable roadmap, so that they do not have to make all these discoveries and connections on their own. In turn, it is hoped that this will ultimately help to stimulate local economic development.

MARKLE, M.

University of Pittsburgh School of Nursing
Sandia

Foundation of a Peer-to-Peer Mentoring at the University of Pittsburgh School of Nursing (+ Poster Presentation)

Background: The Accelerated 2nd Degree (A2D) BSN program at the University of Pittsburgh School of Nursing enables students who previously completed a non-nursing baccalaureate or graduate degree to earn a Bachelor of Science in Nursing (BSN) degree. Entering during the fall, spring, or summer terms, this fast-track program allows students to complete their studies in three consecutive semesters begin and, upon completion, to take the National Council Licensure Examination (NCLEX) to become a Registered Nurse (RN). Due to the heavy workload and intensive schedule, students often find themselves overwhelmed, both before and during the program. Aim: The authors established a peer-to-peer mentoring program (PTPMP) to provide the students support through camaraderie and guidance. Method: Mentors are selected, students are paired, and that connection is maintained throughout the three semesters of the A2D program. Orientation parties, questionnaires, and networking events are used to facilitate stronger peer relationships. At the conclusion of each semester, an anonymous Qualtrics survey about the effectiveness of the PTPMP effort is completed by the students and analyzed to feed future quality improvement. Results: The survey was completed by 85% of the students. Responses to qualitative items ranged from “strongly agree” (assigned the number 1) to “strongly disagree” (assigned the number 5). The mean response for these items ranged from 1.33–2.45 (SD 0.50-1.51). Responses to qualitative items included feedback such as, “It’s been life changing . . . really . . . I honestly don’t know what I would have done without my mentor!” Conclusion: The feedback we received from participants of the PTPMP for students enrolled in the A2D program strongly suggests the continued need for developmental relationships in academic settings and beyond.

BRINKERT, R.

Pennsylvania State University, Abington
Spirit/Trailblazer

Constructing Storied Careers in Strategic Communication: A College Major Mentoring Model (+ Poster Presentation)

Strategic Communication is concerned with advancing organizational goals via communication with internal and/or external constituencies. It is one of the highest growth areas within the larger field of Communication. Early career success often depends on determining a specialty, developing professional relationships, gaining experience, and demonstrating applied competencies as well as earning a relevant degree. The process of developing a Strategic Communication career can be conceptualized from a social constructionist standpoint and incorporate appreciative inquiry, career construction theory, narrative theory, and networking theory. These theories have been combined into the Strategic Communication mentoring model (SCM model) to increase the likelihood of graduates securing full-time work post-graduation. Application of the SCM model involves qualitatively and quantitatively advancing an individual’s career conversation over time. Students receive support in moving from determining initial strengths and interests to solidifying strengths and interests within a Strategic Communication sub-area to increasing their field or sub-field related fluency, relationships, and networks to developing an expert voice and amassing expert accomplishments. Throughout, each student gets clearer about his or her career story and interactionally advances this story. The model is based on the author-presenter’s 10-years of mentoring students inside and outside a senior-level capstone course. The presentation of this model will include the delineation of key questions for each mentoring stage, steps taken to create a large and sustainable mentoring community, best practices for helping students through difficult stages, and ways to generalize this application to other academic levels and subject areas.

GURIAN, E. & SHERRIFF, G.

Norwich University
Scholars

Piloting a Formal Mentoring Program: A Look at Our First Year

This presentation will highlight the faculty/staff-student mentorship program in its first year at Norwich University, a private military college in Vermont. Participants will get an inside look into the process of piloting a mentorship program, with the opportunity to learn from both our successes and mistakes along the way. A number of mentorship and coaching programs already exist on the Norwich University campus, but nearly all of them have an extremely narrow focus (students on academic probation, for example), or are entirely project-based (such as faculty-student collaboration on summer research projects). After conducting a survey of faculty, staff, and student perceptions of mentorship we established the need for a larger scale mentorship program. To fill this need, we are piloting the Faculty/Staff-Student Mentorship Program at Norwich University during the 2015-16 academic year. Our presentation at the UNM Mentoring Conference will give us the opportunity to look carefully at a work in progress. This presentation relates the methodology of mentorship to the real-life experience of building a program, putting the theory into practice. We will cover details of the process, including: the administration of the survey and its results; recruitment of mentors and students; the matching process; fundraising; a timeline for success; training of mentors; institutional buy-in and support; and lessons learned.

NAKAGAWA, E. & BACHTEL, B.

United States Coast Guard Academy
Amigo

Utilizing Sailing to Cultivate Leadership Skills and Developmental Relationships

The United States Coast Guard Academy develops leaders of character through its unique experiential learning process during a summer leadership sailing program. The mandatory program is a two-week experience in which a small group of students sail over 200 miles in New England waters with one faculty member. It is the ultimate experiential learning environment where students are empowered to safely expand beyond their comfort zone, enabling them to put into practice classroom leadership theory while utilizing their seamanship

skills. The students are charged with sailing from one port to another and are responsible for the safe transit of a 44- foot sail boat, with the faculty member acting as a sailing and leadership coach. The boat crews consist of students who have just completed their sophomore year, are assigned at random and therefore come from varying backgrounds and have different levels of sailing experience. During this short but intense trip, team development and peer mentorship is fostered and enriched. Rotating daily through various positions, each student has the opportunity to be in both a leadership and followership role. The developmental relationships that are being built during this innovative summer experience are two-fold: the faculty member is coaching the students while the students are also involved in peer mentorship. Both relationships are instrumental to instilling lifelong leadership skills. Feedback from the students and observations from the faculty members on student growth has proven program success.

LEWIS, C.
University of Rochester
Mirage/Thunderbird

Creating Inclusive Campus Communities: Peer Mentoring in Inclusive Higher Education (+ Poster Presentation)
Across the country, colleges are opening their doors to students with intellectual and developmental disabilities. At University of Rochester (UR), we coordinate one such initiative called “Transition Opportunities at University of Rochester (TOUR).” Inclusive higher education at UR is based on the philosophy that ACCESS + SUPPORT = SUCCESS. In order to help our campus grow in intellectual diversity, we cannot simply open our doors to students with intellectual and developmental disabilities (IDD). We must also provide support to help students thrive academically and socially during their college education. At the heart of TOUR are symbiotic mentoring relationships. When traditional undergraduates mentor fellow students with IDD, they gain academic and teaching skills, greater disability/diversity awareness, and an understanding of how and why inclusive communities are valuable. In turn, students with IDD find greater inclusion on their campus and invaluable academic and social skills that will launch them into self-determined lives as contributing citizens of their community. This paper will focus especially on the growth of academic inclusion on our campus, strategies for training and supporting undergraduate academic coaches, and stories about the impact of these peer mentoring relationships on traditional UR students and their colleagues with disabilities.

ROSS, C.
MOMENTUM Leaders
Alumni

Understanding the Self-Talk of Women in Leadership: Ways for Mentors to Explore and Engage
Women who lead face a variety of challenges and opportunities. Navigating the leadership labyrinth can be difficult. One way that women make sense of the challenges of leadership is by engaging in intrapersonal communication or self-talk. Women leader’s intrapersonal communication can take many forms such as motivating talk, questioning the communication of others, or processing situations. Awareness of the types of intrapersonal communication that women engage in is essential for those in developmental relationships. Based on a qualitative grounded theory study of 26 women in paid leadership positions, this paper describes women’s intrapersonal communication in the process of developing leadership identity. In particular, women’s self-questioning about identity, skills, and motivation are documented and explored. Recommendations will be made about how those in developmental relationships can encourage women to discuss their intrapersonal communication, turning it into supportive interpersonal communication with mentors and coaches that has the potential to shed important light on women’s concerns about leadership.

MEYERER, S.
University of New Mexico
Isleta

Grant Proposal Development and Writing: Pathways2Promise in the 21st Century
Grant Proposal Development and Writing involves knowledge and skill pertinent to all ages and level(s) of education. Finding funding sources and preparing persuasive proposals to support one’s ideas, research, education, or future life pursuits can be a rewarding challenge. Providing guidance/mentoring in this pursuit can be even more rewarding... as each one...teaches one and passes on the torch to “a new generation” of entrepreneurs, scientists, thinkers, dreamers, and agents of transformation in our societies, cultures and world. This workshop will assist mentors and/or mentees in the Art and Science of Grant Writing: from developing a research question (in 25 words or less) ... to finding funding sources... to preparing a proposal responsive to funding agencies’ priorities and requests with a measurable plan of action. Increasingly educators are called on to do “more with less.” This presentation will focus on preparing and writing successful grant proposals building developmental relationships for sponsorship of one’s ideas, innovations, and new perspectives in mentoring. Grant Proposal Development and Writing involves knowledge and skill pertinent to all who seek to fund their initiatives. Finding funding sources and preparing persuasive proposals to support ideas, research, education, or societal transformations can be a rewarding challenge. This workshop will assist mentors and/or mentees in the Art and Science of Grant Writing: from developing a research question (in 25 words or less) ... to finding funding sources...to preparing a proposal responsive to funding agencies’ priorities and requests with a measurable plan of action. You will walk away with the “seed” needed to develop, write and submit your own proposal.

CONCURRENT SESSIONS

4:00 - 4:45 PM

HUGHES, M.C.
Westmont College
Lobo A

Developing Dispositions to Uplift Leadership and Practice
How can mentors elevate their professional role? Mentors serve in significant ways and can offer more than advising with advice or what is traditionally expected; mentors can elevate their role by intentionally modeling and demonstrating dispositions like compassion, reflection, grit, and curiosity. These are the “hard to measure” skills integral to understanding the larger framework and long-term trajectory needed in leadership and a professional career. Modeling can and should occur in a variety of contexts where mentees can practice, reflect, and cultivate dispositional awareness. This practical session reveals recent research efforts by one teacher preparation program focused on developing teachers with a steady and sustained focus on modeling to cultivate dispositional awareness. When new professionals are challenged with multiple practice opportunities, alongside faculty and classroom mentors, dispositional awareness emerges. This teacher preparation program’s research suggests that modeling, blended with additional contexts, serves as a significant and meaningful component to the mentor-mentee relationship. Educators, emerging leaders, and mentors are invited to heighten their own dispositional awareness, best practices, and skills in this session.

PREVIATO, E.
Boston University
Lobo B

Students as Researchers: Mentoring, Teaching, Developing Future Professionals (+ Poster Presentation)
This presentation is based on proven programs, both federal and college-supported, that aim to expose undergraduate students to active research. There is no better way to teach than to make students into involved, empowered stakeholders; moreover, they are at a developmental stage when their creativity, innovation, and ability to mine and connect different fields is at a peak: if not enabled at this point, that ability may never come blossom. These assertions will be supported by research in education and psychology. The speaker will present her own experience in institutionalized programs, both at Universities (Boston University and The Radcliffe Institute of Harvard) and as a federal grant holder conducting Research Experiences for Undergraduates, in the STEM disciplines; in fact, as is emerging, STEM should be spelled STEAM, to include the Arts. As a mathematician, the presenter has embedded Geometry, e.g., into the Visual Arts, teaching students to use 3-D printers and Computer Systems to produce origami shapes and so explore both theoretical truths and emerging applications to nanotechnology and materials science, medicine and engineering. Several hands-on examples will be presented, in fact even at school level where the presenter participated in training and judging at science fairs. Students are a responsive audience, curious and ingenious: the challenge is to develop their ability to use sophisticated techniques, step-by-step, and to ask their own questions. Teamwork may be appropriate for some, not others: special needs of international, or minority, students will be addressed. The presentation will end with research-supported post-program survey design.

REED, L.
Ashford University
Santa Ana A

Virtual University Think Tank: A Mixed-methods, Inductive, Exploratory Analysis
This paper builds on the knowledge base from, among other things, a presentation made at UNMMI in 2014. The study relies on research gleaned from a virtual collegial think tank developed as a means of establishing and sustaining community and developmental networks among faculty at a large online university. The research examined demonstrates the effectiveness of an existing mentoring program. Social based knowledge management, inclusive of mentoring, is examined in the context of a virtual faculty community. Bandura’s (1977) theory of social learning, Kolb’s (1984) experiential learning theory, and Bonwell and Eison’s (1991) active learning are considered as theoretical foundation on which mentoring and relationships are examined. Best practices for mentoring and relationship building are considered with emphasis on their impacts on creativity and innovation in high tech organizations. Findings of a recent study are considered. The paper concludes with a brief analysis of methodological limitations and discussion of directions for future research. This research was made possible through the generous support of the University Faculty Fellows Program of Ashford University.

MASON, M.
Berklee College of Music
Santa Ana B

Perceptions of Faculty Mentoring in Higher Education Doctoral Programs
Very little research has been conducted on students in Higher Education Administration doctoral programs and the preparation of Senior Student Affairs Officers (SSAO’s). This study investigated the perceptions of mentoring relationships between faculty mentors, doctoral student protégés and the socialization of these students into becoming senior leaders in student affairs. Kram’s (1985) theory, which identifies the psychosocial and career aspects of mentoring in organizational development, serves as the lens through which these relationships are examined. The participants in this study consisted of five graduate faculty mentors and eight of their former students who are now current Senior Student Affairs Officers. Results included four major themes, identified by both the mentors and the SSAOs, comprising the major aspects of the mentoring relationships. In addition, the faculty mentors felt that they did not particularly prepare students for these senior level positions, as there were no specific or intentional discussions about the role itself. However, the former students believed their doctoral mentoring was excellent preparation for the SSAO role, as they learned about university structures, governance, political climates and other aspects of senior leadership. Given these findings, it is recommended that there be a stronger emphasis placed upon the SSAO socialization component of the doctoral program. Recommendations such as the addition of “mentors of practice”, a student apprenticeship component similar to Arts & Sciences doctoral programs, and an increased faculty awareness of their impact upon students as mentors are suggested to enhance the doctoral student experience.

McMULLEN, R.
Georgia College
Fiesta A

Sustainable Models of Social Justice in Teacher Education
Operationalizing social justice in teacher education requires consistent leadership to move from theory to practice. This reflection focuses on two critical components of social justice: reshaping the curriculum to infuse inclusive excellence as academic excellence and reducing barriers to access and increase successful post-graduate outcomes of P-12 teacher candidates of color. We provide here a brief history of transformative, inclusive leadership by a teacher preparation program at a small liberal arts university in the southeast. This chronicle may provide a model for institutions of higher education facing similar challenges. *Key Words: Teacher education program, Leadership, liberal education, artifacts, early college, Call Me MISTER (Mentors Instructing Students Toward Effective Role models), Social Justice, teacher education program.*

RODCERS, S.
University of North Carolina, Chapel Hill
Fiesta B

Mentoring and Coaching Multicultural Nursing Students: A Program for Social Relationships
Even though universities are decades removed from integration, the well-being of multicultural students continues to pose a challenge for educators. Identifying what creates a good environment for students in which they can flourish remains elusive. In the school of nursing at one large university coaches were assigned to several identified diverse groups of students. The purpose of the coaches was to develop relationships beyond the classroom in an effort to create a welcoming environment for the students. Over the course of two academic years participation in the activities varied but a core group of 12-16 students participated in activities focused on African American and Hispanic students. Research has demonstrated that mentoring can be an important factor in the success of students of color. Mentoring and coaching can assist the student to cope with non-academic factors such as feelings of loneliness or social isolation, while also providing an avenue to discuss sensitive issues that may impact their comfort level in the institution, and particularly in the school of nursing. This paper will discuss current literature on the topic of mentoring and developmental relationships particularly as it applies to students of color, the impact such mentoring or coaching may have on academic success, and most importantly describe implementation of the mentoring and coaching approach in one school of nursing. Statements from students and evaluation of the mentoring/coaching efforts will be presented. Based on the efforts of this program, suggestions for future efforts to create developmental relationships and mentoring programs will be provided.

KRUEGER YANG, A.

Everett Community College
Acoma A

Mentoring the Mentors: A Program to Prepare and Support Mentors

Everett Community College has created and sustained a highly effective program offered to all employees: the Leadership Academy, launched eight years ago. This in-house professional development initiative, designed for employees seeking to increase their leadership skills and visibility, takes place from October through May with monthly sessions focused on specific topics. In addition and core to the program is a small-group project in which each team designs and completes a project to positively influence and impact the college. The group project process is the most challenging and rewarding aspect of the Leadership Academy. In the past, mentors have been assigned to each group without significant guidance or supervision. Some feedback reflected that the mentors weren’t very present or helpful. In the 2014 – 2015 academic year, in an effort to redesign the structure of Leadership Academy, a mentor to the mentors was assigned and this role provided ongoing guidance, training, and support. Starting off the year with face-to-face meetings and a Canvas site dedicated solely to the mentors with resources and information, a valuable mentoring presence was established for the mentors. Mentors receive an opportunity to use their leadership skills procured from their recent experience as a participant. We have provided a system for mentors to feel powerful and supported and this change has helped the institution further understand the power and role of mentorship. This presentation will explore why we need mentors in our places of work, as well as what types of activities inspire and motivate our mentors.

DIXON-REEVES, R.

University of Chicago Medicine and Biological Sciences
Acoma B

One Size Won’t Fit All: Diverse Mentoring Models For Use In and Beyond Academic Medicine

Traditional dyadic mentoring relationships are not the most effective ways to socialize underrepresented minority and female early career faculty into academic medicine professions. Team mentoring and peer work groups are much more effective mentoring strategies that build on the strengths of these populations. While the presentation focuses on Academic Medicine as a discipline, the mentoring strategies and theoretical approach outlined in the paper are applicable to other academic disciplines and professional schools. The workshop and paper describe the key characteristics and benefits of team mentoring and peer work groups; and the unique roles and responsibilities of the mentor and mentee in these relationships. The presentation will also outline the strategies for establishing peer work groups within academic medical centers.

ARTRIP, J.B.

Oak Ridge National Laboratory
Luminaria

Use of Formal Mentoring to Broaden Employee Networks and Increase Engagement

In 2010, Oak Ridge National Laboratory (ORNL) implemented an annual formal mentoring program to promote individual development, provide an additional resource for feedback, broaden employee networks, develop internal candidates for succession planning, and increase employee engagement. Since inception, the ORNL Mentoring Program grew from 18 mentoring pairs to 23 mentoring pairs with a waiting list for 2016. The program relied on high-level leaders including associate lab directors and division directors to serve as mentors to employees nominated for their leadership potential. Mentoring pairs were matched across directorates based on the self-identified strengths of the mentor and the developmental goals of the protégé. Formal components of ORNL’s Mentoring Program included the orientation, program guide book, mentoring agreement, timetable for mentor/protégé one-on-one meetings, protégé development plan, periodic check-ins from the program administrator, and participant surveys. In addition, the 2015 program incorporated quarterly roundtables focused on the most common goals identified within the protégé development plans. Roundtable topics included professional networking, project management, and leadership development. Data collected from two surveys of participants revealed that the majority of participants believed the formal mentoring program expanded their professional networks (67%) and increased their level of engagement (73%). A subsequent survey revealed these numbers had increased by 11% for networking and 20% for engagement.

PEDROTTY, M.

University of New Mexico Health Science Center
Sandia

Exploring Cultural Identity & Diversity within a Developmental Relational Model

Cultural identity is an essential and often difficult topic to explore and discuss in professional development within the health sciences. Developing an appreciation for cultural diversity and competency in cultural awareness and sensitivity complements the exploration of cultural identities within professional growth. A developmental relational model of mentoring creates a framework to map where the mentee and mentor are and how they can reasonably work together on their professional development within a dynamic reciprocal interaction. The interaction allows both to gain new insights into their own identities and that of others and diverse ways to address an issue. The concepts of cultural identity and cultural diversity are constructed as dynamic and changeable over time and context. Becoming flexible in adapting to new identities and an increased range of possibilities is essential to developing cognitive diversity and engagement of different groups as a function of life experiences. That is, as professionals engage in their work, they encounter new experiences, learn new skills, develop new relationships, and have life-altering events impact their identity and introduce the possibility or necessity of change. Learning to walk between cultures and accommodate different cultures results in personal and professional changes that enhances cultural diversity, cognitive diversity, job satisfaction, and outcomes. Developmental models of identity and techniques to facilitate awareness of biases and maturation through the mentoring relationship will be discussed.

SANTIN, C., HOLLYWOOD, K. & BLAESS, D.

Concordia University Chicago
Spirit/Traillblazer

Mentoring as a Catalyst for Organizational Innovation

The word innovation is an ubiquitous term, and has become a 21st century call to arms. Books, journal articles, magazines, and blogs carry the message that innovation is a mandate for organizational survival. Organizational leaders are told to innovate or risk organizational inertia, or perhaps even worse, organizational death. It is clear that innovation is a key prerequisite to organizational sustainability. Leadership can play a significant role by modeling and encouraging the values, behaviors, and attributes that support innovation. Creating a culture of innovation is necessary. Who is better to cultivate this culture than transformational leaders who can mentor the next generation? A framework is needed wherein leaders could mentor emerging leaders, who then can serve as catalysts for sustaining a culture of innovation.

FRANCIS, J.

Old Dominion University
Scholars

Extraordinary Conversations: Mentoring Online Students and Increasing Retention

Mentors play an integral role in the life of the online student’s college experience. By understanding that each student has a unique personality, aspirations and life purpose, mentors can bridge the gap of communication to craft conversations and ask powerful questions that unlock an individual’s potential. While believing in people, celebrating their gifts and communicating with honor and respect, mentors can establish a safe environment to empower others. Old Dominion University’s Student Success Center now trains mentors in the emotional and cognitive development of college students, life coaching and ethical counseling practices to aid students in transitioning from the on-campus experience into the online learning environment. Mentors set aside office hours each week to speak with online students via office phone or Blackboard Collaborate. In addition, mentors help develop and maintain various social media sites to chronicle outreach projects classmates are involved with. Finally, they spotlight students’ individual dreams and vision by posting short articles and photos within Blackboard itself to encourage community. All of this, according to our research, aids in student retention and overall satisfaction for both students and faculty members.

BARBAS RHODEN, L. & BRUNOW, B.

Wofford College
Amigo

Developmental Relationship-Building for Civic Challenges: A Team Model

In this session, we share a transferable developmental program model we designed and implemented to address a civic challenge in our community. In addition we will share assessment data from participants and external reviews. The model creates multiple three-person, cross-sector teams operating with a shared mission and multiple points of contact over the course of a year to prepare classroom-ready curriculum units for area high schools. Teams were comprised of a high school teacher, a college faculty member, and a college student. Our model creates conditions and processes for developmental relationships, particularly networks and reciprocal mentoring (within and across disciplines and cross-sector) in the area of faculty/staff and student development, while at the same time delivering useful products (curriculum units). The cross-sector team model disrupted traditional hierarchies and promoted creativity; it invited multiple actors to draw upon their resources of knowledge and influence to grow and help others grow while achieving common goals (Bakker & Schaufeli, 2008). The model we present creates a shared space for sustained teamwork, professional development, knowledge creation, and action-learning, for doing a task and reflecting on how it is done with each other and experts, while producing an outcome, as is done in acclaimed teacher development programs, like those in Finland (Darling-Hammond, 2011; Sahlberg, 2011).

LOBBAN-VIRAVONG, H. & SCHNEIDER, M.

Grinnell College
Mirage/Thunderbird

Network Effects In New Faculty Mentoring: It’s Not What You Know, But Who You Know

At Grinnell College, new faculty are given the option of participating in the Faculty Mentoring Network, which matches incoming faculty with seasoned colleagues. The latter serve as “accountability partners” as new faculty set goals and establish priorities regarding teaching, scholarship, and “socialization,” Boice’s term for formation of collegial connections (Boice, 2000). The faculty mentor is asked not only to provide support and advice, but they are encouraged to introduce or connect new faculty (their protégés) to resources and programs that can provide an extra layer of support, which explains the “network” component of our program. It is this piece – the “network” in the Faculty Mentoring Network—that we will explore in our presentation. We examine which relationships and connections lead to new faculty success and satisfaction. How influential are personal connections in one’s productivity as a professional or in one’s attitude towards the institution? Does a cohort of new faculty share similar approaches and practices towards their engagement with the institution or colleagues? Equally important is the relationship between the mentor and the protégé. Does the relationship between mentor and protégé affect the ability of an early career faculty to feel like a successful and productive member of the College community? We explore these questions through surveys and interviews with new faculty members at Grinnell, and hope to expand our mentoring studies to some subset of the fourteen institution Associated Colleges of the Midwest as they implement an \$8 million Mellon Foundation grant to increase faculty diversity.

CRUTCHFIELD, C.

Memphis Theological Seminary
Alumni

Mentoring African American Adolescent Males For Leadership Formation

The Enlightened Males (EM) mentoring program is designed for adolescent African American Males. The program is designed to supplement efforts of the schools, family, and church to enhance skills of African-American males, to build their self-confidence, and to prepare them for manhood. A rites of passage ceremony is the sign of manhood at the end of the program. The program is built out of the understanding of issues of adolescence such as external pressures of life, peer pressure, psychosocial concerns, and working toward self-identity. These issues often times lead to adolescence involved eventually in the criminal justice system. It is my contention that leadership formation can also take place during adolescence. Part of the strategy of this program is to partner with a group of organized African men to provide the mentoring. I argue that children who grow in the environment where they are given respect and are provided with a sense of community will give respect to the adults of the community. In the paper I will speak to this village approach through the eyes of symbolizing, supporting and maintaining, ritualizing, and mentoring. Some areas of research used in the paper are brain research, leadership, theological understandings of adolescence, and critical pedagogy. Some objectives of EM are: to increase self-awareness and self-confidence; heighten awareness of afrocentricity and family; encourage perseverance; community involvement; positive relationships; educational opportunities and to inspire high career aspirations.

PINNA PEREZ, A., BALDWIN, J. & KUBO, K.

Lesley University
Isleta

Cultivating a Culture of Mutuality: The Role of Mentorship in Emerging Professional Development

All universities report being committed to meaningful teaching and scholarship, and supporting faculty in their professional development. Arguably, this commitment is particularly present for a new hire or professor in their early career. This article will reflect on the experiences of a group of first year faculty with a particular focus on transition into a new working environment during our initial year at Lesley University. This article will argue that mentorship programs are crucial to the success of faculty development throughout the course of one’s career, and that the University is responsible for helping to creating a “culture of care” by supporting mentorship initiatives at the systemic level.

THURSDAY, OCTOBER 22ND

CONCURRENT SESSIONS

9:00 - 9:45 AM

DRANCE, S.

University of California, Los Angeles
Lobo A

The Value of Mentoring and Feedback for Improving Leader Development of Academics

This 2015 study of senior academic leaders in the University of California points to the value of increasing mentoring and developmental feedback to fill gaps in the current development process of academic leaders in research universities. This mixed methods study examined 41 curriculum vitae of academic deans, vice provosts, vice chancellors, chief academic officers (CAO)/provosts, and chancellors for patterns of formal jobs, professional service, scholarship and professional development. The benefits for leader development of these activities, as well as others, were explored further through interviews with 13 academic deans and 4 CAO/provosts. Ultimately, a model of the existing academic leader development process was identified, including the benefits of professional career experiences, influential career relationships, and development of self-identity as a leader. This study also identified issues that interfered with leader development among academics in research universities, including the pressure for high scholarship and problems with developing professional self-identity as a leader. Based on study findings and comparison to leader development theories, a new model of academic leadership development was proposed which added increased developmental feedback, encouragement and mentoring from senior leaders, peers and others in order to support and improve leader development among academics in research universities.

THORNTON, H.J.

Appalachian State University
Lobo B

Examining Clinical Educator/ Apprentice Relationships

Coaching and mentoring is central to the clinical preparation of teachers in the 21st century. Traditional models of student teaching supervision and field placements need to be reconceptualized and grounded in understanding about developmental relationships. The nature of the relationships among teachers in the field, university faculty, and pre-service teachers needs to be redefined and reexamined with attention to crucial factors in cultivating and sustaining strong developmental relationships. The revisioning of these roles within a year-long apprenticeship model is examined, as well as the role shifts and structural implications for moving toward a truly collaborative clinical model of teacher preparation and professional development. This paper focuses on the impact of educator dispositions on developmental relationships within and across school and university boundaries through the forging of new roles. The changes occur within an organic approach working with teachers as leaders and partners with university professors and the young apprentices beginning to enter the field. Issues of teacher quality, teacher retention, teacher leadership and efficacy are examined. Lessons about developmental relationships learned from two apprenticeship models and the development of a parallel online model will be shared.

LIN, S.P.

University of the Incarnate Word
Santa Ana A

Exploring Mentees' Experience of Peer Writing Mentoring at a Graduate Support Center

This paper is a review of literature. The aim of this research will be to examine mentees' experience of peer writing mentoring at a graduate support center in a Southern Texas private university. It will explore two aspects: mentored graduate students' challenges to academic writing and mentored graduate students' actual experiences of receiving peer writing mentoring. Based on the two research questions, the review of literature comprises two main sections: the writing challenges graduate students face and graduate students' experiences of receiving peer writing mentoring. The writing challenges graduate students face include challenges in writing mechanics, challenges in language, challenges to thinking, and challenges related to courses. Graduate students' experiences of receiving peer writing mentoring include mentees' positive experiences and mentees' negative experiences. After the review of literature, a section discusses the gap in the current review of literature. The section of syntheses provides strengths and weaknesses of the current review of literature. The last section will be the future application.

NORLAND, G.

Bethany College
Santa Ana B

Preservice Teachers Mentoring Students in Reading is a Key to Self-Actualization

A priority for educators is to promote lifelong readers and recognize what motivates students to read and achieve (Conradi, Jang, Bryant, Craft, & McKenna, 2013). Over the last 10 years, findings from three large literacy studies showed a substantial decline in abilities and reading habits among 18 to 24-year-olds as reported in the National Endowment for the Arts (Dewan, 2013). Secondary preservice teachers are among this age group responsible for developing strategies in adolescent readers to analyze, respond, and personally engage with text (Applegate et al., 2014; Dewan, 2013). In a community-based mentoring project, 15 secondary preservice teachers were paired with eighth grade students in each of three separate literature classes. For a three-week period, these college mentors were theoretically guided by Maslow's Hierarchy of Needs to build trusting relationships, and carefully prepared in designing lesson plans with structured reading materials and researched-based reading strategies. Vital to the success of this mentoring process was a brief collaboration time between each literature class for preservice teachers to gather, reflect, and gain feedback from the college supervisor. Research suggests that opportunities for preservice teacher to re-think and re-experience reading practices will strengthen their own literacy skills (Applegate et al., 2014). Preservice teachers immediately journaled observations about their adolescent readers' responses and progress following each session. This qualitative study investigating the development of reading through mentoring opportunities, and the impact on self-actualization of preservice teachers will be addressed in this presentation.

COX, B.J. & DE LONG, L.I.

University of La Verne
Fiesta A

Approaches to the Presidency in Higher Education Women Leaders: How Do They Want To See It Work?

This conference session will discuss the concepts of mentoring in higher education at the level of the President and Provost roles. Through exploration of a qualitative study conducted on women leaders in higher education at private, nonprofit organizations, this session will share women leaders' voice on what they see is needed to achieve the goal of reaching the top. Additionally, a discussion will map what mentoring and networking strategies these women leaders shared about strengthening and developing women leaders' representation in higher education.

ASTOR, S.

University of Georgia
Fiesta B

Telling Their Stories: Using Appreciative Inquiry to Explore Mentoring Relationships in Education

This paper will discuss key mentoring experiences of elementary school teachers trained at a Research One university. The study upon which the presentation is based employs the Appreciative Inquiry (AI) methodology, an action research model that utilizes storytelling interviews. Examining the mentoring process from an AI perspective creates an environment for building trust, affirming partnerships, and addressing challenges as part of a life sustaining growth experience. AI's emphasis on positive dialogue allows for mentoring conversations to build on what is effective, rather than with what is unproductive and problematic. Instead of a "tear down" mentality that focuses on obstacles, the AI 4-D cycle (Discovery, Dream, Design, Destiny) uncovers what makes organizations and people thrive. This presentation will focus on the Discovery phase of the study and how the best of what is can help inform future mentoring experiences. The storytelling interviews at the heart of this study do not solicit facts and opinions as much as narratives, examples, and metaphors. The purpose is to find those moments, events and stories of "the best there is". This presentation will look at what the interviewee sees as the best mentoring story from his or her interview, and will offer accounts of what worked well in the mentoring relationships reviewed. A focus on the positive experiences offered by the teachers will be discussed and suggestions to teacher preparation programs that build on the strengths of mentoring will be shared.

LACAKIS, V.

Nassau Community College
Acoma A

The Achilles Project: An Award-Winning College Program for Twice Exceptional (2e) Students

Achilles is "Characterized by reciprocal human interactions that embody an enduring emotional attachment, progressively more complex patterns of joint activity, and a balance of power that gradually shifts from the developed person in favor of the developing person." Achilles is a special academic program that serves high-potential students with learning challenges (called twice-exceptional [2e]) through the use of strength-based instruction with academic/ psychosocial support services that involve mentoring and coaching. It has received external recognition from (1) a SUNY/Cornell Institute for Community College Development (ICCD) grant award (2006-07), (2) a Nassau-BOCES Education Partner Award (2007-08), and (3) Innovation of the Year Recognition from the League for Innovation in the Community College (2008-09). The program is based on research that was made possible by ICCD. This paper will show descriptive statistics of several semesters whose results of the data analysis are used to identify areas of achievement, as well as those that may require strengthening. Interventions like mentoring and coaching are utilized by peer mentors and advisors respectively.

HEGGEN, S. & PEARCE, J.

Berea College
Acoma B

Mentoring between Early Career and Senior Faculty through Team-teaching (+ Poster Presentation)

A common challenge for new faculty in the STEM disciplines is escaping from the lecture-driven classroom to a more active student-centered approach. Often, new faculty members simply aren't aware of these teaching methods or are reluctant to attempt new forms of teaching so early in their careers. While workshops and training sessions can help inform new faculty of these approaches, implementing these strategies remains difficult. An alternative approach involves leveraging the experience of senior faculty who are already engaging students through active-learning. Using team-teaching, new and senior faculty are equally involved in the design, preparation, delivery, and evaluation of a course. Both instructors are active in every class and are given equal voice, providing students with an active learning environment with significant instructor support. Simultaneously, the course also provides a full semester worth of mentoring to new faculty on how to transition to an active-learning approach. This case study presents the results from a pilot implementation conducted during a computer science course being team-taught by one new and one senior faculty member. Through thoughtful reflection on the experience from both instructors, and responses from students and undergraduate teaching assistants about their perceptions of two instructors teaching a single course, we present initial evidence of the larger potential impact of a formal model of mentoring through team-teaching.

HOUGH-EVERAGE, A. & HAUCH, A.

Brandman University Chapman University System
Luminaria

Mentoring and Professional Development to University Supervisors and Campus Coordinators (+ Poster Presentation)

This presentation analyzes how university supervisors and campus clinical coordinators in a distributed system who provide clinical supervision to candidates in teacher education programs can be mentored and provided professional development by the State Chair of Clinical Services and the Director of Teacher Accreditation Department to create uniformity across campuses. The purpose of the collaboration was to mentor and provide professional development to university supervisors and campus clinical coordinators who provide clinical supervision to candidates in teacher education programs. The researchers reviewed processes in place in a distributed university system to provide mentoring and professional development for campus clinical coordinators and university supervisors who provide clinical supervision to candidates in teacher education programs. The researchers aligned the responsibilities of the university supervisors and campus clinical coordinators to the professional development that was needed and created training materials and sessions to meet the unit's goals of alignment. *Keywords: clinical supervision, clinical coordinators, teacher education programs, mentoring, professional development*

HAMEL, P.C.

Northeastern University
Sandia

Breaking Up is Hard to Do: Knowing When It's Time

Research shows that effective mentoring can be a truly rewarding developmental process for both mentor (as leader/teacher) and mentee (as learner/student). The literature frequently highlights initial preparation, coaching, nurturing, ongoing learning and growth throughout this process, with less emphasis on the closure phase. But as with any relationship, natural transitions occur that require time, commitment and active involvement from both parties as the professional mentoring relationship develops and eventually evolves toward closure, or what Zachary (2010) calls “bringing in the harvest.”This case study will demonstrate a dynamic leadership and team mentoring process which underscores the transformative steps taken by a former program director and successor in a public health initiative as the latter assumed the primary leadership role and the former stepped back in a process of active, appropriate—and necessary--detachment. With a principal focus on the closure phase, this presentation will offer best practices, helpful strategies and considerations surrounding the mentoring “metamorphosis” that may include potential differences in philosophy, program goals, learning objectives, and burgeoning action plans as well as more personal challenges that can be impacted by maturity and experience, physical distance, scheduling conflicts, time constraints, miscommunications and even relationship fatigue. Current research and recommendations for successful and innovative strategies and tactics that are mutually acceptable and attainable for evolving mentoring relationships –whether transitioning toward new directions or formal termination-- will be presented with an overall focus on communication, compassion and celebration of mentoring milestones, learning outcomes, personal and professional growth, and program achievements.

DOUGLAS-PRYCE, J.

City University of New York
Spirit/Trailblazer

Mentoring the ‘Do Now’ Generation: A Corporate Approach to Millennials in the Workforce (+ Poster Presentation)

Millennials have gained a negative reputation in the workforce because of their ambitious career goals, their disregard for the organization’s hierarchy, their impatience with senior members who do things the “old way,” their multi-level approach to mentoring, and their “I’m ready to do it now” attitude. Corporations recognize that these aggressive employees will soon outnumber the generations represented in the workplace, such as Generation-X and the Baby Boomers; therefore, a mentoring plan is necessary to create a “win-win” outcome for all participants in the workplace. Recognizing the resentment that Millennials have toward standard mentoring programs, some corporations are trying a new approach to mentoring. These corporations hope that the new mentoring programs will appease the feedback-crazed Millennials and will help the Gen-Xers or Baby-Boomer managers who are not accustomed to providing regular feedback, and yet these managers must meet the new demand in the workplace in order to prepare Millennials for leadership roles. Among the mentoring strategies being employed are several types of mentoring: reverse, group, anonymous, peer, and speed mentoring. Reverse mentoring seems to be working effectively to close the generational chasm that often exists between Millennials and Baby Boomers. This paper explores each mentoring model to determine its impact on the Millennials in the workforce and seeks to reveal if academia can benefit from any of these models to develop Millennial junior faculty.

KASHANIPOUR, R.A.

Northern Arizona University
Scholars

Creating Connected Communities: Mentoring Dissertation Fellows in the Global Humanities

A recent study by the Graduate Assembly at the University of California, Berkeley found that nearly half of all graduate students reported struggling with depression, anxiety, and loneliness. In the humanities, the final stages of graduate training—conducting original research, analyzing unique source data, and writing innovative dissertations—are critical to the development of young scholars. Nevertheless, during these challenging periods, students are often isolated from their intellectual, professional and personal networks. Institutional mentoring and faculty support typically becomes highly individualized and inconsistent. This paper explores how integrating traditional methods and digital platforms can be used to create collaborative communities of junior scholars working in the global humanities. Since 2002, the Council on Library and Information Resources (CLIR) has hosted ten to eighteen doctoral students working in sites around the world through the Mellon Fellowship for Dissertation Research in Original Sources. Over the past five years, in response to calls for increased graduate professionalization from professional organizations, such as the American Historical Association and the Modern Language Association, CLIR staff and collaborators have worked to foster collegial and supportive professional networks among cohort fellows. Using interlocking sets of interactions that range from in person workshops and symposia to online video conferencing, CLIR Mellon Fellows engage in learning experiences designed to advance professional growth and foster personal support.

HELCE, K.

Tarrant County College
Amigo

Evaluation Model for Developmental Relationships Via Autonomy, Blue Oceans, and Motivation (+ Poster Presentation)

This presentation is derived from current literature and business relations development experience, and proposes an evaluation model for creating positive developmental relationships between mentors and mentees in the work-place. The proposed evaluation model displays how successful organizations effectively establish and maintain developmental relationships via offering an environment that encourages a mentee's creativity and the freedom to fail; creating blue oceans (blue oceans are new services or tools that help stakeholders meet their needs and traverse barriers) and placing a mentee in a fertile area of the blue oceans, and focusing on the mentee's personal needs while concurrently motivating the mentee to perform job expectations successfully. To inspire creativity, a productive work environment offers key elements to a mentee such as autonomy, trust, cross-pollination, independent goal setting, and promoting diversity. In creating blue oceans, a fruitful mentor coaches his or her mentee in consulting with key stakeholders and learning about their unique needs. Then, the efficacious mentor illustrates how to synergize a mentee's relevant passions and skills with fertile blue oceans, which results in appeasing stakeholder needs. While offering a creative environment and creating ripe blue oceans, successful employee coaches also strive to focus on mentee needs such as flex-time, emotional needs, and other employee needs. At the same time, successful organizations stress the importance of organizational goals and needs. Successful implementation of this evaluation model ensures proper organizational planning, a time period to nurture the plans, implementation of the strategy, and a critical review of the implementation.

BROWN, R.M.

Saint Mary's University of Minnesota
Mirage/Thunderbird

Individuals in a Forced Collective: Mentoring as an Opportunity for Creating Space (+ Poster Presentation)

Polythesis is the phenomenological process of categorization, whereby no individual attribute or amalgamation of attributes need be present (or absent) for an object to belong in a particular category (Wolff, 1976). It is the method by which we determine similarities as a way to categorize. This categorization allows us to make assumptions about the group into which the object has been classified. Neurologically, our brains employ classifications to make sense of what we encounter without profligately expending energy (Ito & Urland, 2003). Habitual examination of the cultural, positional, and power-based nature upon which assumptions rest is antithetical to the polythetic, neurological process. This human tendency logically creates spaces for some, while excluding or minimizing space for others. Understanding how spaces, places and positionality are created from historical, polythetic reasoning, neurological processes, social structure and cultural learning, presents an opportunity for transcending limited, hindering, and exclusionary thinking and actions. For African American women, the limiting assumptions about her, whether conscious or not, manifest in material ways that serve to crowd her out of the spaces, places and positions that others more freely enjoy. As a result, I offer a framework intended to explicate the enigma of AA women as individuals in a forced collective. The proposed model, informed by psychology, organizational communication, organizational behavior, and leadership studies, offers one way to demystify the developmental relationships between AA protégés and their mentors; it provides rationalized individual, socio-environmental, and fit-assessment methods to uncover hindering assumptions, and thus, presents developmental opportunities for both.

WHITMORE, Q.

Coach Quen™, Quendrida Whitmore Coaching & Consulting
Alumni

Knowing Yourself and Leveraging Your Mentor

As I have grown in my career and education with achieving my MBA along with coach training from Coaches Training Institute, I realized the importance of knowing yourself. Authentic Leadership is sought by many, but achieved by few. Understanding your strengths and how to leverage them will help you find your life purpose. Knowing what you have to offer the world will allow you to reach your greatest potential and achieve your dreams. Understanding your signature strength and how overusing that strength creates your developmental opportunity is key to knowing yourself. If you truly understand yourself, you can leverage your mentor. Leveraging mentors and sponsors can be key to transforming your leadership. Selecting excellent mentors with a proven track record in the areas of your development is instrumental to forward movement. Mentees succeed when they know what to improve and understand how to ask for help. This paper provides guidance to help leaders identify the right mentors and leverage these mentors to become a great leader. It also provides leaders tools to help transform their leadership and careers, and understand what they bring to leadership. This is what Knowing Yourself and Leveraging your Mentor is truly about.

HIGNITE, L.R. & YAO, R.

Nevada State College
Isleta

Internships for Credit: A Unique and Effective Model for Mentoring High-Risk Students

Nevada State College is a four-year liberal arts institution just outside of Las Vegas, Nevada. The school serves many first generation college students as well as students from underserved and underrepresented groups. Several faculty members have recently developed courses that place students in internships. These courses include an academic component which focuses on integrating theory, research, and best practices within the internship experience. Perhaps most importantly, the program utilizes Bandura's Self-Efficacy model to mentor students and promote their academic, professional, and personal development. Initial data analysis has indicated a high level of student satisfaction with the internship course(s). Additionally, students reported the internship course as being more challenging and having a more difficult workload when compared to their other classes. This paper will explore the varying strategies employed by the faculty members engaged in this unique type of mentoring model and discuss recommendations for a more comprehensive evaluation of this program.

CONCURRENT SESSIONS

10:00 - 10:45 AM

JACKSON, W.

Reflective Resource Incorporated
Lobo A

Initiating Mentoring Relationships with Generational Differences in Mind

Mentoring is based on the premise that the mentor and mentee will establish a rapport and eventually a relationship that is beneficial to both. But what happens when the mentor and mentee do not click or cannot seem to get on track? Relationships are often established to pursue common interests or goals. When two parties have different goals, the relationship is strained and unproductive. Mentoring systems are strategic interventions intended to engage, motivate and promote professional development. The workplace continues to evolve as it struggles to absorb the demographics of four generations into the work force. Each generation brings expectations and perceptions that are shaped by personal experience and environmental influences. This session is designed for attendees who want to gain a better understanding of how generational differences impact a mentoring relationship. This session will explore how each generation perceives work, success, authority and mentoring. It also provides a comparison between the traditional and modern view of mentoring. Participants leave with a systematic way for mentors to initiate the mentoring relationship and set expectations. In addition, the session provides communication best practices by exploring the five core skills a mentor needs for a successful and productive mentoring relationship.

KENEMORE, T. & MOORE, B.

Chicago State University
Lobo B

Transforming Impossible to Possible (TIP): Mentoring with Adults Transitioning from Prison

This paper describes the application of a newly developed, evidence-informed program for citizens returning to their communities from prison, aimed at the achievement of self-sufficiency. The program curriculum, titled TIP (Transforming Impossible to Possible), is being implemented in a mentoring program designed for individuals in an adult transitional living site in Chicago. The mentoring is introduced as a group program while individuals are in transition from incarceration to their communities. The twenty-session curriculum emphasizes soft skills essential for survival and empowerment, including hope, goal orientation and motivation, ability to recognize and overcome barriers, identity awareness and

stabilization, self-worth, forgiveness, effective help-seeking, and helping others. It is conceptualized as engaging groups of returning citizens in a structured exploratory process which will facilitate their empowerment and increase the expectation of successful outcomes, including finding meaningful work, and reengaging with their home communities and families. The program has been found to improve participants' psychological self-sufficiency—the transformative energy generated by capitalizing on the interplay between employment hope and perceived employment barriers, as the formerly incarcerated individuals look toward advancing into the workforce. Participants are believed to be more deeply connected to maintaining internal power, and in turn are more proactive consumers of the workforce systems.

COWIN, K.M.
[Washington State University](#)
Santa Ana A

Beginning Again: Mentoring Novice Educational Leaders for Success
As a leader of a K-12 principal preparation program, I mentor and teach teachers who are transitioning to leadership positions. Often my graduate students become bewildered and frustrated as they begin the complex task of learning the multi-faceted aspects of school leadership. As experienced and successful teachers, this return to novicedom (Cohen & Russell, 1997) has caused many principal candidates to doubt their leadership abilities, which is at odds with the very reason they were asked, or self-selected, to study to become a principal in the first place. Mentoring relationships these novices encounter are vital to their navigation of this return to novicedom. Using foundational mentoring research focusing on developmental relationships (Allen & Eby, 2010; Mullen, 2005; Ragins & Kram, 2007) and literature about the critical aspects of the initial formation of the mentoring relationship (Zachary & Fischler, 2014), this study examined the use of auto-ethnographies written by principal candidates, and communication style inventory results for both principal candidates and their mentors, to structure their initial mentoring meetings. Initial findings from the study suggest focusing initial meetings on learning about each other's life journeys and communication styles fostered deeper understandings leading to the formation of more compatible initial mentoring relationships. These successful mentoring meetings have reduced the negative effects of novicedom for these principal candidates. This interactive session will allow participants to experience the auto-ethnography process as well as learn more about the use of communication inventories in structuring initial meetings among protégés and mentors.

CHORBA, K. & MORRISON, A.B.
[Arizona State University & Kent State University](#)
Santa Ana B

Engagement, Relationships, and Learning: Peer Mentoring as a Process of Becoming (+ Poster Presentation)
As they participate in a mentoring project, those involved as mentors are engaged in a process of becoming. They are becoming mentors, teachers, colleagues, and friends. They are becoming better thinkers, better listeners, and better learners. They are becoming who they are. In this presentation, we will discuss the results of a study that investigated the outcomes and experiences in one peer mentoring project at a large, Midwestern university. This peer mentoring project was initially created to support undergraduate teacher education majors taking a required educational psychology course. Eighteen mentors participated in this qualitative study, sharing their experiences through semi-structured interviews (i.e., Seidman, 2006); reflecting processes (i.e. Andersen, 1991; Morrison, 2001); and photo elicitation (i.e., Ketelle, 2010). In this presentation, we will discuss research outcomes related to the mentors' experiences and a process of becoming in this mentoring project. Specifically, we will address this process of becoming – and how the mentors described it – as is relates to the following emergent themes: relational learning; mentors' and mentees' investment in the project; challenges faced throughout the project; and differences in mentoring (i.e., between mentors, themselves; relating to ways the project could evolve or change; and in ways to participate in the project). We will extend our discussion to include reflections from some of the participants in this study, post-graduation and embedded in their fields. We will share where they are now, and how they say, looking back, that these experiences have impacted who they have become and are still becoming.

WEEC, B.E.
[University of Northern Iowa](#)
Fiesta A

Conflicts of Interest and Boundary Setting for Growth in Faculty-to-Faculty Mentoring (+ Poster Presentation)
In higher education, mentoring is often structured as a relationship between a tenured, senior faculty member and an untenured, junior faculty member to ease the mentee's transition to the organization and to the tripartite faculty responsibilities of teaching, research, and service. Conflicts of interest emerge if the mentor, who has been serving as confidant and guide, participates in the promotion and tenure assessment of the mentee. Is any information shared by the mentee during mentoring considered confidential? Relevant research and mentorship documents will be analyzed to determine if this conflict of interest is acknowledged and if strategies for setting appropriate boundaries have been implemented. The case of university librarianship will be explored; parallels exist in other occupations. The presenter will draw on her 30 years of experience as an academic librarian and her 20 years of mentoring.

WOOD, A. & PLUMMER, E.
[Virginia Polytechnic Institute and State University](#)
Fiesta B

College Liaisons and Self– Designed Mentoring Grants: A Two-Program Approach to Early Faculty Success (+ Poster Presentation)
The Office of the Provost at Virginia Tech provides pre-tenure faculty members with two opportunities to establish developmental relationships with colleagues within and external to the university. The two programs support faculty members by creating opportunities for new pre-tenure faculty members to meet senior individuals with whom to establish, cultivate, and sustain developmental relationships. The College Liaison program provides candidates for faculty positions with information about Virginia Tech's family-friendly policies and practices in a confidential setting. The 10 College Liaisons are tenured faculty members and do not participate in evaluating candidates with whom they meet. The meeting is confidential and candidates are invited to ask about campus climate, dual-career circumstances, or other personal/professional concerns. Liaisons are frequently sought out by new faculty members for guidance, advice, and coaching on how to navigate sensitive personal/professional issues regarding their employment. The New Faculty Mentoring Program provides new, pre-tenure faculty members with a grant of up to \$1,500 to fund a mentoring effort of their own design. All new faculty are invited to mentoring workshops in which department heads, deans, and second or third-year pre-tenure faculty discuss the value of a variety of activities that have resulted in sustained developmental relationships with colleagues within and external to the university. In its fifth year, the program has produced tangible results in the form of skill-building, new professional relationships, and national or international exposure of a faculty member's scholarship.

KOHLENBERG, R.
[University of North Carolina, Greensboro](#)
Acoma A

A Positive Path for Advanced Career Professionals: The Concept of Self-Mentoring
A project to reinvigorate the careers of advanced career professionals in higher education was initiated in 2010 (Kohlenberg, 2014). Through successful implementation of an informal mentoring approach, the project concluded successfully. Based upon the Virtues of the Heart and Soul (Huang & Lynch, 1995), academic professionals returned to being creative, productive, and effective. At the conclusion of participation in the project, the goal has been to ensure that the professionals continue in a positive career path. The follow-up project has focused toward implementing the concept of self-mentoring or self-managed mentoring. Because professionals in higher education have negotiated a successful career path, at some point they likely have already employed some form of self-mentoring. The breakdown in their careers, however, resulted in negative post tenure reviews, or like evaluations, and mandatory improvement plans. Through the informal mentoring process, professionals returned to being successful in the areas involved in higher education evaluation: creativity and research, teaching, and service. To ensure continued progress and success as they disembark from the guidance of a mentor, the idea of mentoring one's self was introduced. Although a less formal process, self-mentoring can build upon and enhance the ideas embraced through the initial approach. Five general ideas presented and discussed include: stay involved and continue to be active, work cooperatively, avoid comparisons with colleagues, don't give up and be perseverant, and make failures positive. Employing the processes of self-mentoring to promote these general ideas allows the professional to proceed in a positive and successful career path.

MONCE, A.
[California State University, Long Beach](#)
Acoma B

Increasing Latino Success in STEM through a Cultural Capital Peer Mentoring Program
The Promotores de STEM (PS) program provides successful first-generation educated Latino students with on campus training and employment to mentor, tutor, and link their Latino STEM peers to campus services in an effort to increase persistence and retention. The PS program was adapted from the Promotores de Educación initiative designed to promote Latino student success providing culturally-relevant social and academic support to students on campus. The PS program uses concepts derived from a combination of Cultural Capital and Critical Race Theory, and the Community Health Outreach Model, recognizing the cultural assets, values and resilience that Latino students and families bring to higher education. The Promotores de STEM, or mentors, are upper-division students from the College of Engineering or Natural Sciences and Mathematics with a GPA of 2.7 or above. They are matched with up to five mentees each semester based on various contextual factors. PS meet weekly on a one-on-one basis with each mentee to provide support on areas such as study habits, time management, internships, scholarships, and setting goals. In addition, the PS provide tutoring for various STEM courses. Through this, the PS develop positive relationships with Latino STEM students linking them to the university at large and to tools for their success. Ultimately, the PS program institutionalizes the professional development of high performing Latino students to mitigate the lack of Latino faculty by increasing the visibility and recognition of the promotores among their peers, faculty and staff, changing campus perception regarding Latino students' potential for high academic achievement.

SHORE, W.
[Pacific Lutheran University](#)
Luminaria

Hopeful Protégés & Ethical Mentors: Individual Differences Affect Mentoring Relationships
Reports of mentoring programs abound in the literature but there is little research investigating how the mentoring relationship's effectiveness varies with reliable individual differences (cf., Larose, Bernier, & Soucy, 2005). This study assessed the possibility of a “mentoring personality” by investigating the role of character strengths (e.g., hope) and other individual differences (e.g., need for cognition, first-in-family to attend college) in college students' perceptions of the mentoring relationship. This research focuses on 111 first-year college students who reported having no mentors. As part of a larger survey, they completed several scales assessing individual differences and they rated their level of agreement with a series of questions about mentors (e.g., Having a mentor would benefit me.). Results revealed that the less hopeful students were more likely to agree that they need mentors. However, a Hopefulness x Mothers' Level of Education interaction revealed that students with higher hopefulness whose mothers' had earned at least a bachelors' degree were significantly more likely to agree that they knew how to find mentors than were any other group of respondents. Thus, these results provide preliminary evidence that there are reliable individual differences among protégés that may impact not only the success of the mentoring relationship but also the likelihood that a mentoring relationship will develop at all. Discussion will focus on maintaining an ethical mentoring relationship (e.g., Anderson & Shore, 2008; Shore, Toyokawa, & Anderson, 2008) while taking into account individual differences that protégés bring to the relationship.

BERKOVITZ, T.
[Boston University](#)
Sandia

Wouldn't It Be Nice: Using The Power of Nice to Develop Mentoring in Student Leaders
Refuting the old saying “Nice guys finish last” in their book, The Power of Nice, advertising executives Linda Kaplan Thaler and Robin Koval present the idea that niceness is a quality that helps professionals to finish first. The professors of AdLab, the Boston University student operated advertising agency, base their mentoring of the executives in AdLab on the idea that supportive relationships are the best way to develop leadership skills in high achieving students. AdLab is a for credit course where students are part of a full-service advertising agency that provides real work for real clients. The agency is led by students serving on the Executive Board (EBoard), the leadership team that supervises students on account teams working on behalf of each client. Managing their peers is a key challenge for members of the EBoard. The professors have a close mentoring relationship with the EBoard and spend several hours a week advising these students on the skill set necessary to run the agency and interact with the clients and the account team. The professors base their interaction with the EBoard on many of the principles offered by Kaplan-Thaler and Koval. Students learn that cooperation beats competition, to stress the positive, offer compliments and share success. Eboard members apply these concepts working with student account teams when difficult situations arise internally or on problem accounts. This research will illustrate how cultivating a supportive leadership attitude helps young pre-professionals to develop the characteristics that will contribute to their careers in advertising.

RAMAMOORTI, S.

Kennesaw State University
Spirit/Trailblazer

Accounting for the “Separation” Phase of Mentoring: All’s Not Well When Mentoring Does Not End Well (+ Poster Presentation)

The mentor-protégé relationship is critically important across professions and disciplines, and over the years, a burgeoning literature has developed. The four phases of mentoring-protégé relationships are: initiation, cultivation, separation, and redefinition. While separation is a natural part of the mentoring life cycle, and can be an orderly and natural transition, in many cases such separation can be disorderly and involuntary (see Appendix A of the paper for a telling example of the collapse of the Freud-Jung mentoring relationship). In this paper, we explore what can go wrong in mentor-protégé relationships and result in an involuntary, ugly and disorderly separation. The root causes, using the “5D model” (comprising discord, distrust, dependence, distancing, and departure) would include the respective mentor/protégé clash of personalities, context-driven jealousy usually on the part of the mentor, an expectations gap usually on the part of the protégé, a mentor’s “not letting go,” physical or psychological distancing, as well as a host of other variables. We use a modified version of Helson’s (1964) adaptation-level theory, as well as Lencioni’s (2002) “five dysfunctions of a team” diagnostic as a threat to collaborative functioning, to track the multitude of variables that could potentially drive a wedge between the mentor and the protégé. We posit that disorderly unraveling of mentor-protégé relationships is more common than suspected. Keeping in mind the critical importance of human capital and the best interests of the accounting profession, we recommend that potential risks to facilitated mentoring arrangements be identified and proactively managed. We also identify important research questions around “separation tensions” in facilitated mentoring contexts within the accounting profession.

KANG, L. & FOX, D.

University of the Fraser Valley
Scholars

Student Leadership: Ideas and Actions

In May of 2014, the University of the Fraser Valley School of Social Work and Human Services had an idea to host an international conference. This idea, combined with leadership, empowerment, mentorship, faculty/student collaboration and action resulted in a successful conference held one year later called, 'Reaching Out Together: Connections through Social Work'. This conference focused on building networks and sustainable local, national and international community. The uniqueness of this conference was that it was a student led process supported by two faculty members. Using a participatory leadership style, the faculty empowered students to develop the conference planning committee. A student led interdisciplinary committee was created with representation from various programs and international countries. This resulted in students, social work alumni, professional social workers and faculty mentoring each other. The committee organized themselves according to their individual strengths, adding a richness to the conference. The interdisciplinary developmental relationships were integral to the success of the conference with students representing areas such as communications, computer science, visual arts, sustainable development, global development and social work. All committee members were empowered to embrace a parallel participative leadership approach similar to that of the development and process of the committee itself, therefore collaborative and consensus decision-making were key in its success. This presentation will look at the potential for future collaborative interdisciplinary student led initiatives incorporating how student leadership can be fostered and integrated into University structures including curriculum development.

TREBIAN, P.

Cardinal Stritch University
Amigo

Developmental Relationships through Faculty Incident Handling (+ Poster Presentation)

This position paper contains techniques and a set of actions, Faculty Incident Handling, which education leadership can provide in order to promote positive program chair-faculty developmental relationships that can lead to building or repairing positive student-faculty developmental relationships. The key concept for developmental relationships through faculty incident handling is self-determination. When there are situations that disrupt the developmental relationship between the students and faculty, this quality control work effort can enhance both student and faculty retention. Building relationships between program chairs and faculty can lead to the faculty managing themselves, creating positive behavior patterns, and promoting self-determination. In relation to behavior it is important that “. . . faculty not lose sight of how their behaviors affect students in creating a civil climate” (Nordstrom, Bartels, & Bucy, 2009, p. 83). Calm behavior coupled with clearly communicating expectations verbally and consistent with the syllabus can create a stable point to begin student-faculty developmental relationships. If incivility occurs in the classroom faculty are the front-line of defense by modeling behavior that is acceptable through respect, professional manners, and building developmental relationships with students.

THORPE, T.

The Millennials Mentor
Mirage/Thunderbird

Millennial Leadership: How to Lead and Mentor a Multi-generational Workforce (+ Poster Presentation)

Millennials are the largest segment of the workforce, surpassing Generation X in early 2015 and Baby Boomers in 2014. As the number of Millennials grows, 45 million Boomers remain in the workforce and Generation X holds strong at 52.7 million. The economic recession has delayed retirement for Baby Boomers and AARP reports that 70% of older workers want to work part-time and half expect to work past age 70 (Hush, Lui, & Pransky, 2006). The multi-generational workforce is a reality and not likely to change given the fact that the youngest Boomers are only 51 years old. Much of the literature addressing the multi-generational workforce has focused on managing Millennials, and little has focused on the Millennials leading and mentoring employees who are older than them. Of the 53.5 million Millennials in the US labor force, many are in leadership as managers, Department heads, and C-suite executives. Millennials have an opportunity to excel in leading this multi-generational workforce. Innovation is an attribute of the Millennial generation they can leverage to create an age friendly work environment and a culture of mutual mentoring to increase retention, engagement, productivity, and the bottom line. This paper presents Millennial leaders with a five-step approach to lead and mentor employees of all ages. This leadership approach will enable Millennial leaders to establish their credibility, retain and engage a diverse team, increase their generational competence, foster a culture of learning and growth, and utilize mutual mentoring to elevate individuals within their organization. *Keywords: Millennials, leadership, mutual mentoring, multi-generational workforce*

WEST, C.

Adelphi University
Alumni

Effective Mentoring for Undergraduate Students of Color

Mentoring which takes place in an academic setting of higher learning can increase student success and improve graduation rates for undergraduate students of color. This suggests that developmental relationships in the world of mentoring; when pairs are matched successfully, lead to positive outcomes for the mentee. Key components of a successful relationship, while therapeutic, also educate and shape students understanding of the culture of higher education. Ongoing dialogue about self-advocacy, having an alliance with a nurturing mentor leads to positive outcomes. Although students may experience academic success, they may require guidance with work-life balance if working while attending school. They may also experience mircoagressions if attending a predominately white institution, which can be felt more complexly if they are first generation college students. Relationships cultivated in an environment which fosters openness to a reciprocal process for the benefit of the whole student is critical. Assessing appropriate benchmarks such as easing anxiety, encouraging a student to continue his or her studies, is equally, if not more important for a thriving mentoring program. The Adelphi University Mentoring Program, while moderately in its infancy stage is designed to help students of color achieve success. Assessing 2010, data shows that 97 Hispanic students were enrolled in an initial cohort yet only 48.5% graduated in 4 years. In the same year, 98 Black students were enrolled in the initial cohort yet only 36.7% graduated in 4 years. (Databook, Fall 2014, Adelphi University). By October 2015, the program can be assessed for its impact on mentees.

HOROWITZ, J.

Loyola University Chicago
Isleta

Mentoring across the University: A Model for Success

While everyone agrees that mentoring is crucial to new faculty, graduate student, and undergraduate success, many campuses have no formal mentorship program. We propose a multi-pronged, multidisciplinary approach to mentoring at Loyola University Chicago that aims to serve the needs of a variety of stakeholders. Specifically, we are using the data gathered from the Research Mentoring Program, administered by the Graduate School, as one of the programs to identify mentoring aspects of current undergraduate and graduate students. Additional areas of exploration will be in the strategic mentoring of new, pre-tenured faculty, as well as guidance for faculty who are mentoring (or thinking of mentoring) an undergraduate in research. While it is hoped that this mentoring program will be presented externally to other institutions as a replicable model, we also expect that this endeavor will be an ongoing training ground for all active stakeholders at Loyola.

CONCURRENT SESSIONS

11:00 - 11:45 AM

DE LEON, J. & GRIFFIN, J.

University of New Mexico
Lobo A

Faculty Mentoring to Achieve Faculty Success and Retention

The purposes of this study were to: a) Explore perceptions and experiences of UNM administrators and faculty members regarding faculty success and mentoring on UNM main campus and b) to use this data to increase retention of UNM faculty. Before IRB submission and study data collection, fifty two meetings were held with UNM campus administrators and faculty groups to introduce the study, gain and utilize feedback in study planning, in order to increase main campus participation. Administrator perceptions and experience data was collected through structured individual interviews conducted with Deans (N=13/12 *2 Deans from one College) and Associate Deans (N=7/8) and structured focus groups with Chairs (N=41/44). Faculty perceptions and experience data was collected through structured focus groups. A choice of multiple days, times, and locations for focus groups was provided to optimize participation. Faculty focus groups were designated by Rank (Jr. Faculty focus groups and Associate Faculty focus groups). All Junior Faculty (Assistant Rank/Pre-tenure) were invited by their Deans and Associate Deans via email to participate. Jr. Faculty chose to attend either Mixed Groups (all faculty could attend) or Faculty of Color & Women Groups (specific to designations). No faculty member names or identifiers were collected. The same processes were utilized for Associate faculty (Associate Rank/ Post-tenure). All structured individual interviews (20) and focus groups (49) lasted from 1-1.5 hrs. Data was coded and analyzed using qualitative analytic induction (Braun & Clark, 2006; Lincoln & Guba, 1985; Salkind, 2010). Five levels of analysis were completed to create summary theme and pattern charts, and provide key points of the study.

JOHNSON, P.

Saint Mary's University of Minnesota
Lobo B

Home Away From Home: Using Social Support Theory to Increase Students' Sense of Belonging

This article explores the implementation of social support theory as a means to more formally extend developmental relationships for the purpose of increasing student engagement and sense of belonging as well as improving rates of persistence and retention. Research shows that college students most often leave a campus because they failed to develop feelings of connection to and sense of satisfaction with the institution. Given the changing culture of colleges and universities nationwide as a result of challenging and wide-ranging trends, institutions have placed greater emphasis and additional resources on developing services and programs that enhance student success. This article explains social support theory in relation to student success program development, explores the value of applying social support theory to academic programming and services, discusses the evaluation and significant success of six social support pilot programs, and reveals an overarching platform of activism emphasizing student mentoring and leadership that addresses the social justice pillars of learning activism, community activism, professional activism, and social activism. Limitations the university faces in broadening social support programs, most notably the lack of full commitment of institutional resources, the need for intentional and thorough training, a shortage of effective mentors, and lack of complete-campus buy-in will also be discussed.

POWERS, K. & PEREZ, S.

California State University, Fullerton
Santa Ana A

Mentoring Hispanic Graduate Students at a Comprehensive Public University: The Case of California State University, Fullerton

This research underlines the importance of offering underrepresented graduate students culturally sensitive support mechanisms through mentorship relationships and events. We have not only taken ideas regarding best practices in mentoring and applied them to our local needs but gone further to understand our particular students and their own struggles with lack of resources, understanding how the university functions and balancing familial obligations with academic demands. We present our particular model of effective mentoring for underrepresented graduate students who meet regularly with culturally sensitive mentors, attend professional skills building events, receive help on accessing campus resources such as tutoring and are encouraged to apply for funding opportunities. We are currently seeking ways to better serve graduate students who are only on campus in the evenings and weekends when most administrative offices are closed. We are looking for models and ideas to offer on-line resources that reach more students and provide support and information after hours. We had minimal success with a learning community and will be moving towards the use of Facebook and LinkedIn as alternate peer-mentoring spaces for our students. The other challenge considered in this presentation is moving initially federally funded support initiatives to self-supporting models. Summer 2015 is a transition summer of looking at our data from the past 5 years and deciding how to best continue meeting our students’ needs without additional funding. *Keywords: underrepresented students, mentorship relationships*

MONTOKA OLSON, C.

University of Texas, El Paso
Santa Ana B

UTEP’s Mentoring Matters Panel

This proposal focuses on leadership and mentoring in higher education, reflecting the work of Academic Technologies (AT) at The University of Texas at El Paso (UTEP). The process of developing a network of scholars will include highlights from the “Mentoring Matters” web series: testimonials from high-achieving leaders who serve as mentors, as well those from female students, faculty, and staff who have gained wisdom and value from their mentors. The presenters will share views on leadership, “Leaders must have some level of intrinsic motivation, but they also must be given the opportunity to shoulder increasingly challenging roles, learn and gain insight from mentors, and then experiment with varying results” (Ibarra, Ely, & Kolb, 2013) and specific barriers that female leaders encounter: biases on the subject of motherhood, assertiveness versus aggressiveness, and sexism (Harvard Business Review, 2013). Presenters will address the need for a group of mentors and ‘leaders in the making’ in higher education. The panel will reference the “Truman Community methodology,” wherein tenured educators and staff create intense orientation experiences through group exploration of purpose, commitment, strengths, and concerns for those less experienced individuals in the group (Tolar, 2012). The panel will highlight the importance of mentoring the Millennial generation, “more than one-in-three American workers today are Millennials ... and this year they surpassed Generation X to become the largest share of the American workforce” (Pew Research Center, 2015). In closing, “Mentoring Matters” aims to promote the sharing of pathways to leadership, and to create capital in the process.

KOCHAN, F.

Auburn University
Fiesta A

Mentoring across Cultural Differences: Delving Into What Works

This research presents the findings of a narrative inquiry conducted to investigate the developmental nature of a successful, 8 year mentoring relationship between a White, female mentor with over 40 years in education and a Black male from the Millennial generation. The mentee’s goal was to become a professor in the academy with a long-term goal of becoming a top-level administrator. Although issues of cross race, gender, and age mentoring relationships have been researched to some degree, there is still much to be done to understand the interactions and issues involved in such relationships. This is especially true in this case, because there are few if any studies in the literature detailing with a cross- mentoring relationship between two people with the same racial, gender, and age differences the authors possess. Similarly, there are few studies that present a longitudinal, long-term view of a mentoring relationship and its development over time. The study meets conference goals in a variety of ways. It examined the evolution of the relationship, what hindered its development, why it has been successful, and the outcomes and lessons learned. It builds on the research conducted in the field dealing with the impact of cultural differences upon mentoring, proposes criteria on how to create mentoring relationships to foster growth in future leaders in higher education, and initiates a conversation about how cultural differences can become strengths when those involved honor and support one another.

NEALL, M.

Thinking Collaborative
Fiesta B

The Effect of Frameworks for Interaction on Relationships Formed During Cognitive Coaching (+ Poster Presentation)

Preliminary qualitative research (Neall, 2012) suggested that using explicit frameworks for interaction can have positive impact on the formation of interpersonal relationships during coaching and mentoring. The frameworks reflect the theoretical orientations from which they were derived and define the dialogic space in which dyads work. When the theoretical orientation of the coaching model places a high value on relationships, the framework for interaction enhances the development of the interpersonal relationships formed. Drawing on coaching theory and real world examples, this session examines the micro and macro frameworks for interaction used in Cognitive CoachingSM (Costa & Garmston, 2015) that allow coaches to develop positive relationships with coachees quickly.

OSBORNE, M.

Seneca College of Applied Arts and Technology
Acoma A

Effectiveness of Peer Mentoring in Enhancing Retention of Creative Advertising Students

Recent cohorts of Creative Advertising students have poor program retention and graduation rates. Fewer than half of the students who successfully complete the first semester of a four-semester program meet the graduation requirements. Faculty members describe these students as emotionally unprepared to manage the rigorous, constructive criticism, which is required to develop both the skills and the psychological resilience needed to work in a highly competitive industry, and hypothesize that they leave because of these demands. Our study shows that implementing the standard institutional support structures including professional counselling and tutoring designed for broad student retention goals is not sufficient for improving students’ creative, technical and psychodynamic competencies. We hypothesized that peer mentoring would have a significant effect on retention and graduation rates. The hypothesis was tested using data collected during a two-year trial of peer mentoring where senior students were matched with compatible first-semester students to guide them through

their coursework. Compatibility was assessed by a faculty lead who had worked closely with both sets of students and was able to match students with similar profiles and needs. Mentors were provided with ongoing support during the process. Both sets of students received academic credit for participation. We found strong evidence that peer mentoring has a more positive effect on retention rates for students involved in creative programs than the interventions that have been staged for students at risk of abandoning their studies in other programs.

MARTIN, W.

University of Oklahoma
Acoma B

Leadership and Management Challenges of Principal Investigators in Science (+ Poster Presentation)

Leadership is often overlooked in the career path of research scientists who aspire to become principal investigators (PIs). Although they go through an extensive education and years of training, there is very little leadership or management training offered to help with the management aspects of running a lab. This study examined the background of ten PIs and how they handle the management responsibilities that accompany such a position. The information obtained from this study may provide a platform for future research that takes a deeper look at the challenges scientists face. Also provided are suggestions for various ways for science PIs to obtain leadership and management training.

O’DAY, P.M.

University of Oregon
Luminaria

Mentor Training in Summer Undergraduate Mentored Research (SUMR) Programs in Life Sciences (+ Poster Presentation)

We describe the development of mentor training strategies and outcomes of mentor training activities that have been key to the success of Summer Undergraduate Mentored Research (SUMR) programs at the University of Oregon from 2006 to 2015. SUMR programs offer important and effective training, and they provide incentive, encouragement, and opportunities for undergraduate interns to enter and pursue research careers in science, technology, engineering, and mathematics (STEM) disciplines. They elevate national science competence and literacy and broaden participation and enhance access to research careers. These programs also offer important opportunities for graduate students and postdoctoral fellows to acquire invaluable mentoring skills and experience. Comprehensive training equips mentors to help undergraduates to acquire experience-based education in research, acquire background knowledge, develop core competencies, appreciate experimental approaches, strategic design, and creative reasoning, develop technical skills, enhance critical reasoning skills, enhance communication skills, embrace and analyze criticism and failures as keys to success, understand scientific culture, boost personal confidence by interactions with researchers at all levels, improve cultural competencies, and gain insights into graduate education and research environments. Keys to mentoring success include a comprehensive Mentoring Workshop, an infrastructure that facilitates mentoring tasks and interactions, personal guidance and support for mentors, instruction and experience in pedagogy and metacognition, and presentation opportunities for mentors. Introspective program and progress evaluations, formative and summative, provide feedback for program improvement. Data indicate that comprehensive training improves mentors’ understanding, enjoyment, and performance.

ROBERTSON, M. & MAJOR, B.

Mayo Clinic
Sandia

New Employee Mentoring in Mayo Clinic’s Division of Biomedical Statistics and Informatics

The formal new employee mentoring program in the division of Biomedical Statistics Informatics at Mayo Clinic has existed in some capacity for approximately 10 years. In this program new employees are assigned mentors within the same position during orientation and both mentors and new employees are trained on the expectations of the program through a series of educational and networking opportunities. The goal of the program is to successfully transition the new employee into their role in the division. A survey was sent out to 39 new Statisticians and Statistical Programmer Analysts hired between January 2012 and December 2014 and a separate survey was sent to the 37 mentors assigned to them. The aim of this evaluation was to determine the utilization and effectiveness of the mentoring program while identifying possible areas for improvement and innovation. The survey contained questions regarding the satisfaction and duration of the formal mentoring relationship, frequency of interactions and utilization of the mentor including technical, interpersonal and career questions. The response rate of those mentored was high at 84.6% and the outcomes were favorable with 87% indicating that the program helped transition them into a successful employee. There was a positive correlation between number of interactions between the mentor and mentee and the mentee reporting a successful transition (p=0.02). Additional results of both surveys will be presented at the conference. The mentor program appears to be successful at the goal of transitioning new employees to the division. Areas of improvement were also identified.

SCHIPANI, C.A.

University of Michigan
Spirit/Trailblazer

Mentoring: The Legal Implications

It is generally accepted that mentoring is helpful in overcoming the glass ceiling. Yet, the ceiling remains un-cracked for most women. Social scientists have examined many facets of the problem, and much advice has been advocated. A conscientious mentor might make suggestions to his or her protégé based on the recommendations. However, there are legal implications to such advice, no matter how well intentioned. The main precedent for liability was set in the case of Price Waterhouse v. Hopkins. Hopkins, an accountant, was denied partnership even though she was highly rated for her rainmaking and accounting abilities. Her sponsor advised her to adopt stereotypical female attributes such as dressing and speaking more femininely in an effort to help her be successful the next year. She successfully sued for sex discrimination, the Supreme Court holding she could sue under a “mixed motive” theory, one that combined legitimate and illegal reasons for the employer’s actions. She was successful because gender-based stereotypes were partially responsible for the negative partnership decision. A mentor who advises a protégé to seem younger or hide evidence of her family, for example, may subject the employer to a suit for age or gender discrimination if the protégé is not successful. This paper will discuss the legal implications of mentoring and possible ways to avoid pitfalls.

COMBS, B.

Marymount University
Scholars

Mentoring: Perpetuated on a Myth?

Mentoring, of course, has become an established part of the human resource development lexicon. It’s an enduring concept: ask any HRD practitioner or practically any professional to define “mentoring” and you’ll certainly get a response. With little exception, an experienced person is involved, there’s a relationship of some duration between the mentor and the

person being “mentored” (a “protégé,” a “mentee,” a “mentoree,” the terms vary), and tellingly, that mentoring is seen as “good.”Where virtually every other aspect of human resources and human resource development has its contentious elements, mentoring virtually equates with “goodness.” But in the decades since organizations began embracing mentoring, does the near-unanimity of favorable reactions to it mean that we have lost our objectivity? Has the concept become “soft,” expressed in general terms? And given the overall positive impressions about mentoring, why hasn’t it become a central focus in the development of human resources? Ultimately, is it wise to regard mentoring as a general, “one-size-fits-all” intervention by which all participants will reap some undefined benefits equally? In short, is mentoring really that “good”? The popular acclaim for mentoring warrants scrutiny now. This presentation acknowledges the possibility that mentoring may have perpetuated a myth, based as it is on mythology. Perhaps the field will be better served if we re-examine mentoring from its origins to determine its intent, implementation, and outcomes and thereby gain some insights that may have gone missing over nearly thirty centuries.

SPOHN, J.
Brandman University
Amigo

Peer Mentorship and Family Nurse Practitioner Student Retention (+ Poster Presentation)

Commencement of a Family Nurse Practitioner (FNP) program presents numerous challenges to the first-semester student. Academic accountabilities combined with personal commitments reduce retention of a substantial portion of beginning FNP students. Low retention rates of FNP students by nursing programs adversely affect individuals, academic programs, educational institutions, health care, and society. A review of the literature supports peer mentoring as an effective method for increasing nursing student retention; nevertheless, the literature review does not adequately delineate the impact of peer mentoring on the retention of first-semester FNP students, which establishes an informational gap. This research will seek to fill the literature gap by demonstrating the relationship between the implementation of a Peer Mentorship Program (PMP) and the retention rates of first-semester FNP students, along with hypothesizing that utilization of the untapped potential of peer mentorship programs provides a potential solution to increase FNP student retention rates. *Keywords: Peer, mentorship, peer mentorship program, mentor, mentee, and retention*

CONN, C.
Stephen F. Austin State University
Mirage/Thunderbird

The Developmental Relationship: Effects on Recruiting, Retention and Tenure/Promotion

This paper will address the current challenges of universities to recruit and retain high quality faculty and how strong mentoring programs can have a positive effect on these factors. Mentoring appears to be an important concept within the business world and in secondary education. However, within my university, it seems to be relegated to faculty-to-student mentoring only while faculty-to-faculty mentoring is loosely, if at all, addressed. This paper will identify a pervasive need to build strong developmental relationships that will benefit the university, the faculty and the students. It will also outline some considerations for the planning and implementation of such a program. Strengthening developmental relationships within the faculty should lead to reciprocal improvements within faculty-to-student as well as student-to-student relationships. A faculty-mentoring scheme for a university or academic department should support free and positive communication of policy and procedures that affect the faculty both immediately upon hiring as well as throughout the tenure or promotion process and beyond. A successful mentoring program should be fully supported by the university or academic department administration as an effort to support motivated and creative teaching, energetic and innovative research, as well as a strong team of supporting service initiatives. The goals of the program should include helping new faculty adjust to the academic environment, manage work-life balance within the faculty workload, and support teaching and research/creative advancement.

GURJEE, R.
University of Central Lancashire
Alumni

An Exploration of Instrumental versus Expressive Mentoring (+ Poster Presentation)

‘Instrumental’ mentoring style is defined by Clayden & Stein (2005) as goal focused and target driven, whereas, an ‘expressive’ mentoring approach is nurturing and more focused on the relationship itself. Likewise, Rhodes and DuBois (2006) suggest that interaction and emotional connection between mentor and mentee can influence the quality and effectiveness of mentoring relationships. This paper aims to unpack the learning experience by exploring the interaction amongst Higher Education (HE) student mentors and mentees. It will include a reflective account of the practitioner researcher journey and the methodological obstacles of unpacking the notion of ‘Instrumental versus Expressive Mentoring.’ This paper will also explore research findings so far and considers key issues emerging directly from the research, such as mentor training content, practical tensions of health and safety issues as well as the influential role of UCLan within the mentoring relationship. This paper also brings to light the realities, tensions and influences that have structured my doctoral research journey.

GORDON, A.
University of New Mexico, Taos
Isleta

Building on Student Engagement by Training Peer Tutors and Students With Question Formulation Technique (QFT)

At UNM—Taos, a two year community college open enrollment institution, the Center for Academic Success and Achievement (CASA) provides tutoring services to our students. We believe that training our tutors with the high impact practice of Question Formulation Technique (QFT) leads to greater student and peer tutor engagement during tutoring sessions. By training our tutors to use QTF with their tutees we are able to give students one more strategy and tool that they can utilize in their student life because they gain confidence as developmental learners through learning how to ask effective questions. There is a positive impact on persistence and retention that comes from the engagement of this relationship as both students and tutors begin to ask questions, not only in CASA, but in their coursework as well. Join us in an overview of training and retraining techniques for QFT that can make a difference for your developmental students.

DR. CHAOUKI ADBALLAH
Provost & Executive Vice President for Academic Affairs, UNM

UNM's Provost will share a few words with conference attendees.

DR. STACY BLAKE-BEARD
Professor of Management, Simmons College

Confronting Paradox: Insights from the Mentoring Experiences of Professional Indian Women

India is facing a number of changes that have implications for women and their participation in the workforce. These women face a challenging paradox. On one hand, there is the hope that they will be contributing factors in the rapidly changing and competitive economy through enhanced participation in the workforce. In direct contrast, and even in opposition, is the expectation that these women will keep family and home as their primary focus. We have much to learn from this paradox. There are insights gained from the research itself. How did these women navigate the competing demands of advancing their careers while staying firmly entrenched in home and hearth? Through my research, I observed some dynamics that were quite similar to what American women face in their careers. Mentoring was a critical relationship widely experienced and appreciated by the 91 women whom I interviewed. Yet there were also several different dynamics resulting from the intersection of gender, culture and career in their mentoring relationships. The differences as well as the similarities are illuminating. In addition to the research findings, this stream of thinking has also raised larger questions about how we conduct research on mentoring relationships. What are the assumptions that we bring to the table as we explore the impact of mentoring on career development and advancement? What questions do we not ask because we are entering the research process with a set of blinders that obscures important dimensions that merit consideration? In this presentation, research findings as well as questions/suggestions for the future will both be presented.

BROWN, B.A. & LUNSFORD, L.G.
University of Arizona South
Lobo A

New Perspectives on Mentoring Emerging Leaders

We propose new perspectives on coaching and mentoring emerging leaders. Universities and colleges play an important role in preparing an educated citizenry to lead our organizations and institutions. Trends toward flatter organizational structures, globalization, and an increased pace of change all contribute to greater challenges for future leaders. There has been a growth in collegiate Leadership Centers in the United States. Yet most practice and research is focused on the leader, e.g. the Multi-Institutional Study of Leadership (Owen, 2012). We draw from research to emphasize how to mentor and coach emerging leaders to understand the process of leadership (Padilla, Hogan, & Kaiser, 2007). We will first present data from our 2015 study of Collegiate Leadership Centers, where we surveyed center directors at the top public and private colleges and universities in the United States. We highlight current practice in leadership centers, including mentoring for emerging leaders. Second, we will present new perspectives on how leadership educators may enhance their mentoring and coaching of emerging leaders by emphasizing the process of leadership. Examples of new perspectives will be shared, including a successful pilot study of a group coaching initiative for emerging leaders.

MSENGI, C. & HARRIS, S.
Lamar University
Lobo B

Educating Immigrants through Mentoring

The purpose of this qualitative study was to examine an immigrant youth mentoring program (Multicultural Youth Net) and the role of the program's mentors of helping immigrants succeed in the United States and integrate effectively into American culture. The following questions were investigated: *What steps were taken to develop the program? *What were the objectives? *In what kind of activities were youth and mentors involved? *What benefits did youths gain? and *What benefits did mentors gain? The setting was a Midwest community experiencing significant demographic changes in the last decade. The program was created by a nonprofit organization whose mission was to provide culturally appropriate education and referral services to prevent negative effects of culture shock among immigrants and to promote inclusion within the community. Approximately 226 youths between ages of 13 and 21 years were served over two years. The youths represented many countries, including Bosnia, Russia, Philippines, and India. Findings suggested that mentoring could be a key strategy for supporting youth immigrants as they transition into a new country. Mentors and mentees benefited from the mentoring program with a greater understanding and appreciation of diversity, personal growth, and personal responsibility and societal contributions. In addition, findings reinforced that immigrant integration is still a social justice concern in the United States and needs to be addressed with creativity and sensitivity to the needs of immigrant youth.

MOORE, C.
Argosy University
Santa Ana A

Acculturation Theory in Mentoring African American Students in Postsecondary Institutions

Faculty-student mentoring programs have advanced as critical student retention strategies in many postsecondary institutions. The population of those pursuing postsecondary degrees has diversified with an increase in African American students in colleges and universities. In pairing of faculty-student mentoring relationships, racial differences between faculty and student is more evident with a lesser population of African American faculty for the mentor role. A growing population of African American students with White faculty mentors in postsecondary studies has created a need for the awareness of acculturation. Some elements of acculturation may emerge in the mentor’s opinions or philosophies that are expressive of the mentor’s cultural values, and misguide the student to suppose they are required to ingest the same. This subtle, yet emerging concern of acculturation in faculty-student mentoring relationships may repress the student’s cultural expression. Historically, African Americans have been prone to adapt to many societal preferences outside of their own to be regarded as



successful. The positive objectives of faculty-student mentoring programs may be supposed as unintentional elements of acculturation in the form of educational oppression. *Keywords: Acculturation, African American students, faculty, mentoring*

MATTHEWS, D.
California State University, Monterey Bay
Santa Ana B

Cognitive Apprenticeship: A Conceptual Framework for Mentoring Novice Teachers
Cognitive apprenticeship is a conceptual framework with applications to mentoring that engages novice teacher-practitioners and mentoring teacher-experts in a collaborative practice which is reciprocal and supports cognitive growth and professional learning in both the novice and mentor. Cognitive apprenticeship as proposed by Brown, Collins and Duguid (1989) supports a developmental relationship between teacher and mentor by embedding the learning of new skills or practices into social and environmental contexts. The cognitive apprenticeship model consists of a six-step process: (a) modeling, (b) coaching, (c) scaffolding, (d) articulation, (e) reflection and (f) exploration, helping teachers develop and apply skills, knowledge and contextual competences while engaging in cognitive practices to articulate what has been learned and to reflect on that learning (metacognition) to deepen their instructional practice. Cognitive apprenticeship as a conceptual model build trusting and collaborative relationships between novice teachers and mentoring teachers.

SUH, J.
Nassau Community College, State University of New York
Fiesta A

ABC's of Retaining At-Risk College Students: A Retention Study
Student retention is a critical issue facing higher education today. With one-third of college students dropping out of school each year, colleges nationwide have implemented a variety of retention programs, but few have found the exact solution to the problem. Developing a sustainable and effective retention program requires institutional commitment, consistent contact with retention counselors, and intensive scaffolding of college students at-risk. The Center for Educational and Retention Counseling (CERC) conducted a retention study from Spring 2013 to Fall 2013. Participants of this study were students who were academically at risk. Students were instructed to attend Retention Strategy Sessions and to meet with their assigned CERC counselors for academic advisement and educational planning. Five key performance indicators were measured to evaluate the overall impact of CERC's retention initiatives on students' ability to persist at Nassau Community College and to change their behaviors related to personal, academic, employment, and life issues. Findings indicated that students made significant behavioral changes after CERC's retention initiatives. Prior to the intervention, 87% of students identified managing time better as a key strategy to improve their academic standing. Results concluded that one of the most significant behavioral changes was that 71% of the students decreased their work hours and approximately 89% of the students increased their study time after CERC's Retention Strategy Sessions.

GILLIN, J. & RODRIGUEZ, A.
Providence College
Fiesta B

After an Unsuccessful Mentorship: Fostering Relationships Across Cultures
In higher education, power is often manifested by hidden agendas and unwritten policies. Thus, successfully traversing the landscape of the college campus can be intimidating and confusing for new faculty. This can be particularly difficult for faculty of color at institutions where they are limited in number. Since mentoring is such a crucial component in faculty development, it is particularly important that the choice of mentors for minority faculty be selected especially carefully if they are to achieve tenure. But what happens after a mentoring relationship fails? Can successful mentoring relationships be forged between two people of different genders, ages, experiences, and cultures if the mentee is emerging from an unsuccessful mentoring experience with another person from the majority culture? How can respect be established and trust be maintained? This paper will address how these differences can be used to augment relationships and to strengthen professional interactions so that growth can occur.

MORALES, D.
University of Texas, El Paso
Acoma A

Faculty Motivation to Mentor Undergraduates through Structured Undergraduate Research Program: Overcoming Barriers and Finding Enablers
Participation of undergraduate students in faculty-mentored research is a high impact educational practice. However, few scholars have investigated the factors that affect faculty members' decisions to involve undergraduates in their research projects. This study examines factors predict faculty members' likelihood of engaging undergraduates in their research project(s). Using data from the Faculty Undergraduate Research Mentoring Survey conducted by the BUILDing SCHOLARS center at the University of Texas at El Paso (UTEP), we employ logistic regression modeling to analyze data from more than 500 faculty across 13 institutions to examine how organizational citizenship behavior theory and social exchange theory relate to mentoring undergraduate students in research. Key findings show that faculty who value the opportunity to increase diversity in the academy through mentorship of underrepresented minority undergraduates are more likely to involve undergraduates in their research project(s). In addition, faculty who believe mentoring undergraduates will benefit their research are significantly more likely to involve undergraduate students in research. Implications for advancing undergraduate research opportunities are discussed.

KRAUSE, S. & LOVERN, J.
Northcentral University
Acoma B

Transforming Graduate Students: Using One-to-One Coaching to Develop Self-Directed Learning Skills in Graduate Students
The Academic Success Center (ASC) at Northcentral University was founded on the philosophy that the purpose of graduate school is to transform students into self-directed learners. Thus, we offer guidance on developing the skills students need to become self-directed learners. Our 4M model defines a self-directed learner as someone who is (a) self-managing, (b) self-monitoring, (c) self-modifying, and (d) self-motivating. In January, 2015, students were asked to identify their level of self-directed behaviors using a Likert scale measure as captured on the registration form for coaching services. Those same students were asked to complete a survey at the end of the quarter identifying their level of self-directed learning behaviors after receiving coaching services. This procedure is repeated each quarter throughout 2015. An aggregate score of the students' self-identification of the strength of their self-directed learning behaviors for each of the 4Ms at the time of registration was compared with the strength of those behaviors after coaching. The data on changes in the self-directed learning behaviors, across the 4Ms for the first two-quarters of 2015, will be reported.

ENTY, B. & ZECHMAN, T.
Ohio Northern University
Luminaria

Growth of Mentoring within the College of Engineering
This session will discuss how the College of Engineering at Ohio Northern University has been able to integrate Student Affairs work within an academic setting. We will discuss various ways in which our one credit Peer Mentoring course has developed to include different components of leadership, such as, communication skills, diversity competence, and self-awareness, in order to improve students' mentoring skills and experiences. We will discuss feedback from both first-year and upper class participants in regards to the mentoring course and its evolution within the last two years, highlighting one major change: the addition of a Student Affairs Graduate Assistant. We will highlight both the goals of academic affairs and student affairs, in order to demonstrate how the implementation of leadership development has challenged the Engineering students as students, as leaders, and most importantly, as mentors. This session will focus on the challenges and successes of integrating student leadership development into engineering program curricula in order to facilitate healthy and working mentoring relationships.

ROCKHOLD, R.
University of Mississippi Medical Center
Sandia

Base Pair: Biomedical Research Mentorship Drives Health Sciences Career Progression
Base Pair is a 23-year-old collaboration of the University of Mississippi Medical Center (UMMC) with Mississippi public and private high schools for STEM education and health career development. It uses individual mentorship to promote student entry into health sciences professions, enhance teacher professionalism and implement science curriculum reform. Selected students engage in extended, daily health science laboratory experiences under direct mentorship from UMMC faculty while receiving high school graduation credit. Students participating in this program segment have a 100% high school graduation rate (vs. ~81% nationally) and 99% college entrance. These students have co-authored and/or presented over 300 scientific citations. Overall, 61 Base Pair graduates are in or have completed post-baccalaureate training (22 MD, 7 PhD, 25 MS, 6 JD). Teachers undergo mentored summer training from UMMC faculty and have developed /implemented unique, inquiry-based curricula, including Student Oriented Academic Research (SOAR), Rural Biomedical Initiative (RBI), Wolbachia Rodeos, and a Health Careers Academy, reaching thousands more students. Outcomes from these curricula include numerous regional, state and international science fair awards, scholarships, a five million dollar capital campaign to improve school science facilities at one school, a science mission to the International Space Station, and Community Science Forums for the general public. Teacher-initiated applications for funding have a 78% success rate and have garnered approximately \$569,434 in new funds for individual teacher classroom use. The Base Pair mentorship model, accessible to any research-oriented institution, exerts positive influence over science education, improving career advancement, science curricula and resources for classroom science education.

SHENKMAN, M.
Desert Sky Mentoring
Spirit/Trailblazer

Mentoring a Leader's Aspirations: Steve Jobs Aspired as a Mystic
During 20 years of professional leader mentoring, I found successful managers, in high echelons of organizations, who actually suffered under the operational demands of leading. I suspected that there might be a difference between succeeding in the job of leading and the aspirations that drive a person's highest values, concerns and decisions. My subsequent research and practice has shown that "mystically figured aspirations" can conflict with managerial demands, and even "leader-figured aspirations." Aspirations are pre-cognitive and pre-conscious affects that shape a person's conduct. Aspirations predispose a person to act in certain ways, before conscious decisions are made. Mentoring can help elucidate aspirations so that, once understood, they contribute to the success of the mentee doing the job of a leader. Mentoring can also bridge the differences between a leader's job and aspirations that are shaped in ways other than that of a leader so that the mentee can bring both managerial competence and those other aspirational drives to the job. I use Steve Jobs as my case study to highlight "mystically-figured aspirations" affecting a person who is expected to perform as a leader. As a young man, these aspirations generated conflicts he could not contain; when, later in life, he became more adept at his mystically aspiring ways, his success in leading also flourished.

AMOSU, M.
Jacksonville State University & McIntosh High School
Scholars

Mentoring Beginning Music Educators: A Pilot Study Survey (+ Poster Presentation)
Teacher turnover is causing the United States of America a significant amount of financial drain. However, not enough of that money spent on education is going into sustaining and training effective educators. The choice to research teacher turnover stemmed from personal first-year teaching troubles. Research shows that a large issue for new music educators is a lack of support, administrative, parental and educational. This lack of support could be combated with proper implementation of field specific teacher-to-teacher mentoring programs. The research into field specific teacher mentoring for this study began with a survey of a small sample of practicing music educators and undergraduate music students in Florida, Georgia and Alabama. The survey yielded some insightful data on the subject of new teacher mentoring. Despite the small return-rate of responses, 88 responses out of 603 surveys sent, most responders were encouraging and helpful. The survey exposed many recurring responses about the need for field specific teacher mentoring programs. Field specific teacher mentoring is an important topic to research further in hopes of eliminating the high rate of teachers leaving the field. Policyholders need data and proof of the positive effects of field specific mentoring on new teacher attrition. Research needs to be done for change to occur.

LIVINGSTON, C.
Community College of Allegheny County
Amigo

The Advisor as Mentor
In addition to being an English professor at the Community College of Allegheny County (CCAC), located in Pittsburgh, Pennsylvania, I serve as an academic advisor, co-advisor to a newly formed student international club, and a campus diversity and inclusion officer. In general, a see a growing need for more student-faculty interaction to improve retention rates amongst marginalized students, ranging from refugees to African Americans. Our faculty is unionized but has fought to maintain academic advising as a contractual service. However, I see too few faculty make this commitment and deliver quality dedication to it. Therefore, I propose an addition to our academic advising system as a means to enhance its effectiveness. I suggest that academic advisors serve also as mentors to a list of students based upon shared academic discipline as well as research specialties of the faculty involved. In addition, advisors

can act as mentors based upon mutual personal interests. The goal would be to provide students with knowledge of the academic process according to their program; understand their diverse needs involving ethnic differences, family challenges, and other feelings of alienation; and set up social platforms to make their experience and progression easier. Of course, this model would involve a variety of community partners to assist with the process. Much current literature supports the need for combining mentoring and advising. One recent article that endorses such strategies is Esau Tovar's (2015) "The Role of Faculty, Counselors, and Support Programs on Latino/a Community College Students' Success and Intent to Persist," published in Community College Review.

ESSARY, A.
[Arizona State University](#)
[Mirage/Thunderbird](#)

Measuring Graduate Student Success from an Innovative Program in the Science of Health Care (+ Poster Presentation)
Purpose: The U.S. health care system is characterized by the unsustainable rise in health care costs, inadequate access to care, and variation in health outcomes. The School for the Science of Health Care Delivery at ASU integrates faculty across campus with thought leaders in health care delivery to develop the future health care workforce. Methods: Coursework for the accelerated 9-month on-ground or 14-month online, 30-credit curriculum were developed in collaboration with clinical partners. Each seven-week module was team-taught by faculty across academic and clinical units. Seminars, team-based assignments, faculty mentoring, and applied projects were integral to student success. Key Findings: Fall 2013, the mean GPA of the entering class of 37 students was 3.38. Ninety-seven percent of the fall 2013 cohort successfully completed the program (n=35). Sixty-six percent are currently employed in the health care industry (n=23). Of the remaining 12 graduates, two successfully matriculated to medical school; one works in the original field of study; four await results on the MCAT or DAT; and five were lost to follow up. Attrition of one student was attributed to non-academic reasons. Fall 2014, the program expanded to include both on-ground and online cohorts. Applications were evenly distributed between on-ground (n=70) and online (n=68). The current mean GPA of enrolled students is 3.91. Implications: Challenges include tempering faculty expectations given the accelerated curriculum, and differing demographic characteristics between online and on-ground cohorts. Student goals are similar in that they strive to become change agents in the evolving health care system.

LOWE, K.L. & QUBBAJ, A.R.
[University of Texas, Rio Grande Valley](#)
[Alumni](#)

Faculty Mentoring at a Newly-Established, Distributed University: Opportunities and Challenges
The University of Texas Rio Grande Valley (UTRGV) was established via the consolidation of the University of Texas-Pan American and the University of Texas at Brownsville. Resources and facilities, including a new medical school, are situated across several cities. In addition to its geographically dispersed campuses, UTRGV is charged with becoming a research institution. The emerging research emphasis and associated investments in human and physical capitals are providing numerous opportunities for faculty mentoring and advancement, including the hiring of top-notch researchers, graduate students and post-doctoral fellows. However, the physical distance between and among the campus sites, changing research expectations, and increasing numbers of graduate students are challenges to effective faculty mentoring. Added to these considerations is the importance of bridging different mentoring expectations embedded in the cultures of the respective legacy institutions. Our ultimate goal is to promote effective mentoring for all faculty at UTRGV as well as among its leadership. This effort includes fostering professional growth at the individual level while meeting the needs and goals of the colleges and institution. Several mentoring initiatives are being piloted at UTRGV; for example, online e-mentoring; a multiple-mentors approach; coaching and sponsorship; the use of social networks; and the development of specialty-oriented centers and institutes, such as the Center for Teaching Excellence and the ADVANCE Leadership Institute. A department mentoring award has also been established to advance a climate of mentoring at the faculty grassroots level. The details, outcomes and impacts of these initiatives at an emerging-research, multi-location university will be presented.

ROBINSON, Q.L. & SEARCY, Y.
[Southern Connecticut State University](#)
[Isleta](#)

Thinking About Relationships with Black Boys: Why Strategic Mentoring Matters
Mentoring has proven to be a vital and necessary component for the academic and social development of Black males; nonetheless, most Black males will spend the larger part of their youth and their adult lives without a father in the home, or without the support and guidance of an adult male mentor. Those who are fortunate to have an adult male take an interest in their lives have the possibility of making positive strides and noticeable developmental changes. However, when an adult male does involve himself in the life of fatherless Black boy, the mentoring is commonly unstructured and, in most cases, no one truly benefits for the experience. In order for the mentoring process to bear fruit, the process should be statically planned from start to end. More importantly, the mentor and the mentee should engage in the process with stated goals, timelines, ongoing communication and a commitment to see the relationship through.

BUFFINGTON, A. & HANNA, H.
[Mississippi State University](#)
[Lobo A](#)

Mentoring to Enhance Women's Educational Development: The EMPOWR Pilot Program
Mississippi's poverty, education, and employment rates are among the worst in the nation. Women, in particular, can struggle to achieve educational and financial goals due to multiple demands, limiting their ability to become tomorrow's leaders. A recent study revealed that 44% of women attending community college in Mississippi are simultaneously holding jobs, and 31% have children, which along with other factors, such as minority status, can lead to a lack of social integration at school and dropouts. Additional supports for female college attendees, including peer interaction, can promote retention and school success by enhancing social integration. Consequently, the Empowering Mentors to Promote Women's Retention (EMPOWR) pilot program was designed to test the effectiveness of a peer-mentoring program in increasing the social integration of non-traditional (ages 22+) female community college students, who are often underserved and overlooked by traditional mentoring programs. As a part of the program, sophomore mentors met with freshmen mentees three times a month for one hour, over the course of a semester. Pre- and post-surveys were administered to project participants, as well as a control group, to measure program effects in the following areas: awareness and use of school services; self-reported communication, relationship and coping skills; self-esteem; school engagement and satisfaction; desire and expectation for school completion; and social and academic integration and support. T-tests will be used to analyze group differences.

ARRINGTON, P. & DAWSON, G.
[Troy University](#)
[Lobo B](#)

Research and Creative Work: A Targeted Mentoring Program
Using College of Education (COE) faculty research survey data collected over the past two academic years, results verified the need for a targeted mentoring program that focused on research and publishing for junior faculty. Over the past five years, the number of publications required of the COE faculty to attain tenure status and move from assistant to associate professor rank has increased. Troy University's organizational culture is changing from one that emphasizes teaching excellence to one that emphasizes research. As a result, faculty members have cried out for tools to assist them with the changing organizational culture. With this context in mind, a targeted mentoring program was launched to assist non-tenured faculty meet the minimum prescribed research and publishing requirements outlined in the COE Tenure and Promotion Guidelines for reaching tenure status and advancement to the next rank. The presentation will present the related mentoring literature and discuss the research methodology that led to the development of the targeted mentoring program, its specific goals and initial outcome data. The presentation will share decisions about the administration and implementation of the program. The decision-making about the design and launching of the program was a grass roots collaborative effort by senior faculty within the college from across all campuses and sites. This faculty group will serve as the first cohort of mentors to junior faculty in counseling, rehabilitation, interpreter training, psychology, and education. Evaluation data and challenges due to multi-campus locations from the first pilot year of the program will be presented.

HAIRSTON-GREEN, D.Y. & SMITH, L.S.
[Prairie View A&M University](#)
[Santa Ana A](#)

Institutional Culture Impact on Leading Teams and Mentoring
Leadership Excellence is demonstrated by the ability to master CSE (Hairston-Green & Smith, 2014) which is guiding the development of a new paradigm in leadership excellence and innovation; one of the 5 C's is Collaboration. Institutional culture, in which mentorship and collaboration is established, has a significant impact on the outcome of success for the implementation of change (Eckel & Grossman, 2005). Understanding institutional culture is an important component to organizational growth and the acceptance of the idea of teamwork and institutional diversity. According to Jackson, Joshi, & Erhardt (2003), diversity has influence on team outcomes like turnover and performance and is directly related to the level of cooperation, communication, conflict and sharing of information. The challenge with cultivating diversity is that collaborative members of the organization must be willing to accept and understand differences which is not always an easy mission to accomplish. As learners and emerging leaders, we are engaged in many team development opportunities. Rarely, however, are we taught the lessons of successfully navigating through team dynamics or managing a team. Understanding culture is an important component for successful implementation of mentorship and collaboration within an institution. We propose to address the goals to (1) identify the institutional culture that exist, (2) establish and communicate an effective vision for collaboration, (3) recruit champions that will make up a driving team, (4) align talent with tasks and (5) plan for small wins.

GILES, L.
[Eastern Nazarene College](#)
[Santa Ana B](#)

Developmental Relationship Mentoring: A Key to Closing the Achievement Gap
The retention and completion rates of college students from traditionally marginalized populations pale in comparison to their peers. Far too often the prevailing view that the lack of academic preparedness is the sole cause remains unchallenged. While the level of academic preparation is a critical factor, it is by far not the only factor. A myriad of nonacademic factors also exist, and must be address to close the gap. In addition to feeling a lack of social and family support, many of these student lack necessary success tools and skills including time management personal financial management and goal setting. Utilizing a developmental relationship approach, the Keys to Success Program at Eastern Nazarene College has successfully addressed both academic and nonacademic factors. As a result, over 70% of program participants are listed on the Honor Roll or Dean's list. In addition, many of the program participants are campus leaders: student government officers, team captains and resident assistants. Working closely with peer and faculty mentors, participants gain a sense of community and support, which propels them to aspire to excellence. This paper is divided into three parts. Part one will review the current literature as related to utilizing mentoring and as a vehicle toward closing the achievement gap among college students. Secondly, the paper will discuss both the application and implications of using this approach. Finally, the paper expounds on best practices and provides guidance as to developing, implement and sustain a workable mentoring program.

BEESTON, M.
[Brigham Young University](#)
[Fiesta A](#)

Preparing Effective Educational Leaders through Relationally Embedded Mentoring
Principals are central to the task of building schools that promote powerful teaching and learning for all students (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). The research on effective principal preparation program design indicates that one key to the development of effective educational leadership may be found in high-quality mentoring relationships as part of authentic internship experiences (Catano & Stronge, 2006; Hite, Williams, & Baugh, 2005; Petzco, 2008). Relational embeddedness—the type and degree to which partners form ties embedded within a social relationship—may be a key indicator of high quality in mentoring relationships and affect possible outcomes for both the individuals and the organizations to which they belong (Fletcher & Ragins, 2007; Granovetter, 1973; Hite & Hesterly, 2001; Hite, S. J., Hite, & Mugimu, 2002; Hite, 2003). The more connected or relationally embedded the dyadic tie, the higher the potential benefits. Understanding relational embeddedness in mentoring relationships may enable administrators in education leadership preparation programs, as well as others, to design effective mentoring experiences that can better prepare future leaders to gain the necessary resources of knowledge, skills and experiences that can positively impact their organizations. This quantitative study represents an initial examination of relational embeddedness in the mentoring relationships between prospective K-12 education leaders and their principal mentors. Utilizing Hite's (2003) Typology, the relational embeddedness in these critical mentoring relationships is identified and assigned to one of seven types. Methods and preliminary findings of this research will be presented.



WILLIAMS, S.L.
Northeastern Illinois University
Fiesta B

Structuring E-mentoring for Applied Student Experiences

E-mentoring (mentoring electronically) is becoming increasingly used in educational settings of varied instructional designs as a practice of knowledge transfer (Allen, 2006; Clutterbuck, 2001; Lee, 2009). E-mentoring is a practice used in online curricula designs across various fields of study (O'Neill, Harris, Cravens & Neils, 2002). Not widely known is an e-mentoring design scheme that puts all the pieces of e-mentoring into a course outline that is effective for the institution, the e-mentors and the students. This article presents a specific e-mentoring design scheme, describing its structure and initial outcomes, which was utilized over a six year time period as a capstone course for an online degree program. During the capstone course, each student engaged in an individual project applied in a real world context, aided by the guidance of an e-mentor. The e-mentoring design scheme utilized component parts described within the literature, and also incorporated new features. The e-mentoring design scheme described in this paper might be used to complement current practices in online learning, or to serve as a benchmark for further uses of e-mentoring in online education. The key component parts to the e-mentoring design scheme presented include: Structure; Objectives; Administrative and Technical Support; Communication Tools; E-mentor Training/Orientation; and, E-mentor Coaching Support. New design features of assessment by e-mentor and in-person e-mentor gatherings were created and are presented herein. These features are recommended for ongoing e-mentor engagement, program improvement and student learning objective success. *Key words: E-mentoring, Online mentoring, Design of E-mentoring, E-mentor outcomes*

TODD, J.
University of Washington, Bothell
Acoma A

Gradual Release: An Opportunity for Cooperative Teacher Learning? (+ Poster Presentation)

Cooperating teachers are linchpins in the process of educating new teachers. However, the process of mentoring teacher candidates is challenging. Teacher candidates often come to the student teaching experience with knowledge of teaching practice but struggle to put this knowledge into action. Their previous conceptions of schooling (Lortie, 1975) combined with the complexity of teaching, presents a difficult mentoring task for cooperating teachers, requiring a different set of skills than is required for classroom teaching (Feiman-Nemser, 2001). In the project described in this paper, we focus on the development and use of a particular structure based on Gradual Release Coaching (Casey, 2006) as a way to focus the learning of cooperating teachers and teacher candidates during the student teaching experience. The gradual release cycle follows a “to-with-by” structure that provides a highly supportive experience to obtain a specific skill or strategy. Using this approach, cooperating teachers and teacher candidates taught a three-lesson sequence in September as a precursor to student teaching. The gradual release cycle became the primary model of mentoring used throughout the student teaching placement. Although this approach began as a way to increase the learning of teacher candidates, it became apparent that the gradual release process provided fertile ground for the learning of cooperating teachers as well. We found that opportunities for learning about mentoring and pedagogy were taken up. Our findings offer implications for how this model could influence the design of pre-service teacher preparation, mentoring, and university-school partnerships in professional learning.

FULE, M.
Northern Arizona University
Acoma B

Assessing A Learner Centered Tutoring Model: An Online Math Peer Mentoring Program (+ Poster Presentation)

This paper will examine the outcomes of an innovative mathematics summer bridge program at Northern Arizona University on pre-college student's perceptions, knowledge about college and readiness for college math classes. The Peak Performance Mathematics Summer Bridge Program is an innovative tutoring model focusing on improving math course placement and college retention. The paper will focus on academic, personal and social experiences and how these changed during the course of the summer bridge program. All eligible participants place at least one math class below first-year/first-term math expectations for their respective degrees. The students were enrolled in an online non-residential mathematics summer bridge program and were expected to participate a minimum of six weeks’ time during the summer before freshman year. The data analysis includes both quantitative data collected from the student's academic records and qualitative data collected from surveys administered to students before and after the program. The talk outlines how the program has been successful in improving math placement in 49% of the active participants. The data also documents the impact of a peer mentor relationship on the participants' comfort level and perception of their own college readiness. The Peak Performance program shows the importance of utilizing peer math coaches in helping the participants succeed in both academic and social environments during the critical transition-to-college setting.

REGAN, S.
United States Coast Guard Academy
Luminaria

Developing STEM Mentors from MSIs by Partnering with a Military Service Academy (+ Poster Presentation)

Mentoring, coaching, networking, and sponsorship are the foundations of establishing a developmental relationship and key elements of the United States Coast Guard Academy’s (USCGA) Mentor and Leadership Academy (MLA) program. The goal of MLA is to develop Engineering Command Mentors (ECMs), talented undergraduate students in STEM majors at Minority Serving Institutions (MSIs) who can be effective mentors and leaders to youth. Possible Selves Theory is the basis for developing ECMs to be mentors and role models to youth in underrepresented groups in STEM fields. During week one of the six-week MLA program, ECMs are trained by qualified USCGA faculty and staff on well-established youth mentoring best practices and United States Coast Guard Leadership Competencies. During the following weeks of the program, ECMs are provided opportunities to iteratively hone their skills. They conduct supervised STEM instruction and outreach at a local middle school in New London, CT for one week. Over the course of the final four weeks, ECMs work with USCGA cadets as peers to prepare for, mentor, and lead more than 600 high school juniors from across the U.S., all of whom are prospective cadets. With mentoring from ECMs, the high school juniors use their science, math, and engineering skills in teams to build radio-controlled floating robotic crafts suitable for competition. When ECMs return to their respective institutions, they work to invigorate STEM awareness with local youth using their newly-developed mentoring and leadership skills. As mentors, sponsors, and role models, ECMs are actively encouraging future STEM participation from underrepresented groups.

STEEDLY, K.M.
University of Cincinnati
Sandia

In Search of Excellence: Lessons Learned from a Statewide Coalition Mentoring Initiative

In fall 2014, with funds allocated from House Bill 483 (Mid Biennium Review), the Ohio Department of Mental Health and Addiction Services (OhioMHAS) funded the Ohio Coalitions of Excellence (OCOE) Mentoring Initiative to support coalitions in the use of local data and evidence-based prevention strategies to create meaningful change within Ohio’s communities. Funds supported 11 mentor coalitions to guide 18 less developed mentee coalitions toward strengthening prevention practices, developing capacity, and working toward the new Ohio Coalitions of Excellence designation. OhioMHAS contracted with the Voinovich School of Leadership and Public Affairs (Voinovich School) to evaluate the OCOE Mentoring Initiative. The evaluation was undertaken by the Voinovich School in collaboration with the University of Cincinnati Evaluation Services Center (UCESC) and the Pacific Institute for Research and Evaluation (PIRE). The evaluation utilized a mixed methods approach, including both qualitative and quantitative components. Results from the evaluation were positive. Mentor coalitions supported data-driven decision making and strategic planning among mentee coalitions. Several factors that influenced successful mentoring relationships were identified. The most influential factors were found to be contextual knowledge, geographic proximity, trusting relationships, coalition capacity, and shared expectations. Several best practices can be gleaned from the OCOE Mentoring Initiative, including the following: mentors learning about the history and focus of the mentee coalition as soon as possible, determining mentee coalition capacity, establishing explicit and agreed-upon goals and expectations for each coalition, communicating consistently, building capacity and structure, and establishing data-driven decision-making and strategic planning processes.

BARNETT, C.G.
CGB Associates, LLC
Spirit/Traillblazer

Does It Matter Who? A Gender Perspective on Mentoring

The establishment and selection of a mentoring relationship is influenced on several levels in a professional and educational setting. In history, mentors had been involved with protégés who were the same sex. In most recent times, there has been an increase of cross-gender mentoring. This session will discuss a question of value: “Does it matter who mentors you?” Overall, participants will develop an increased understanding of the selection of a mentor based on gender. The objectives of this session will be to: Understand the dynamics of gender identity on mentoring; Understand the dynamics of mentor-mentee gender similarity; Discuss the influence of a mentoring relationship; Discuss gender as a preference in a mentoring relationship; and the influence of age as a factor in a mentoring relationship. As we get involved in a mentoring relationship we come armed with some personal questions that need to be addressed. We tend to ask ourselves these questions so that we are prepared to embark on our journey in search of the answers. Our perspective becomes influential as we consider various aspects. Armed with our preconceived notions, we have made some determinations. As we investigate these questions, ultimately, our areas of concerns and goals are the benefactor of this relationship.

DOMÍNGUEZ-FLORES, N
University of Puerto Rico, Río Piedras Campus
Scholars

Mentoring Program as a Strategy to Promote Research Culture among Librarians (+ Poster Presentation)

Although a librarian plays an important role in higher education institutions, especially as part of the research processes that are held, librarians are seen as the professionals that play a supportive role, but not as professionals that can conduct research or that can play an important role in the different research processes. The reality is that librarians are not perceived as academics, and one possible reason is because, in general, librarians do not conduct their own research. Considering this, a Mentoring Program was designed and presented to librarians as an effective strategy to promote them to conduct their own research. The first step in designing the mentoring program was a knowledge audit conducted to identify the current knowledge of librarians and the knowledge they need related to research. A knowledge map was developed that helped to identify and organize the different topics that were important to include as part of the mentoring. A total of 10 librarians started to receive mentoring. Data gathered provided evidence that through mentoring, Librarians were able to develop the skills and acquire the knowledge to conduct research. Also, the librarians were able to develop knowledge on how to be a mentor with the goal of sharing their knowledge while supporting faculty and researchers of their institutions during their research processes. After determining the effectiveness of this mentoring program, the Graduate School of Information Science and Technologies (GSIST) will be implementing the mentoring program as part of the Research Center.

HENDERSON, T.
University of Texas, Dallas
Amigo

Peer to Peer Mentoring: Assessing Student Learning Outcomes (+ Poster Presentation)

This year, we designed and implemented a peer to peer mentoring program for undergraduate students at UT Dallas and evaluated the effectiveness of the program from a student learning perspective. Did they gain valuable mentoring skills? Did mentees gain by working with their mentors? Because the peer to peer mentoring program is connected to our undergraduate BS in Business Administration program, we are attempting to assess and measure the two programs not as isolated activities, but as an important continuum of learning which maps nicely to AACSB assurance of learning and assessment purposes. In my session, I will speak to assessment considerations and the importance of linking these efforts. Students evaluated their experience with the mentoring program. As educators, it is our job to map these results to our broader assessment effort tied to the Business Administration program. In other words, did the mentoring program support the mission of the Business Administration program? Did the mentoring program contribute to, and support, student engagement on a wider, program scale? In order to evaluate these efforts, we considered the use of a rubric to measure whether students are applying knowledge gained from the business administration curriculum to the practice of mentoring. Ultimately, it behooves us to combine these efforts to ascertain whether students are applying what they learn in the Business Administration curriculum to student engagement opportunities similar to mentoring opportunities.

RICHARD, S.
Richard Associates Marketing Consulting
Mirage/Thunderbird

The Power of Networking at the College Level: A Priceless Experience (+ Poster Presentation)

Why do parents want their children to go to Ivy League colleges?The academic community is our foundational network. Recent discussions of the value of higher education have not addressed the transformative nature of the academic environment on the individual, including the social maturation of the student, as well as the exposure to new people and ideas that expand intellectual horizons and opportunities. Studies have shown that the average lifetime earnings of college-educated professionals exceed the income of their peers with a high school diploma by almost \$1 million. While many people look to colleges as a resource for finding a good job, the role of higher education is to provide students a broader perspective, and the resourcefulness to adapt. By developing “soft skills” like social interaction, emotional intelligence, critical thinking, and teamwork, especially for a competitive, multi-generational workforce, academic institutions promote the social as well as the intellectual aspects of the person. Based on over two decades of practical experience, we’ll discuss how cultivating a social network at the collegiate level develops the ability to create networks as an adult, one of the intangible elements related to professional development and career advancement. By mentoring students on how to approach and foster relationships with new people, we enhance our students’ ability to create the basis of a valuable network. Being a connector is one of the most critical skills to master for the professional environment. And, the aptitude to manifest new connections in our personal and professional lives is priceless.

WARD, L.
University of Texas of the Permian Basin
Alumni

Developmental Relationships: Leadership Engagement & Synergy

The extraordinary world of developmental relationships and communication are like conjoined twins that draw sustenance and life from each other.The essence of leadership is truly seen through collaboration and mentoring empowers leaders. Leadership is a form of interpersonal influence facilitated through the communication process. If people-groups are interacting with the leader, they remember, learn, and produce. Collaborative engagement takes place when the mentor-leader also functions in roles of teacher and coach. In order for the process of synergy to transpire and produce innovation, the mentor-leader must teach and coach teams to employ communication skills and group dynamics. Synergy is a total collaborative impact of energy from a team that leads to the origination of new ideas or discoveries. All forms of developmental mentoring relationships offer a vehicle for analysis, reflection, and action. Inspired by Joann Keyton, Editor of Small Group Research, the results of the interaction and engagement between twelve Group Leadership students became a case-study. Synergistic productivity was fostered by incorporating inspiration, education, role-modeling, and empowerment.

NEWMAN, D.
Western Texas College
Isleta

Finding the Best Student Writing in the Worst Things Students Say

I teach at Western Texas College, and travel to Sweetwater High School to teach dual-credit English.The school has experienced a disturbing and persistent outbreak of cyberbullying. Since I teach writing, and believe the best writing is engendered by topics that writers have a personal stake in, I've had students address these outbreaks by writing about experiences with on-line shaming and anonymous vilification. Out of the amazing writing my students produced, we developed an idea (actually, an imperative) to do more. This semester we created a website -- <https://www.smores.com/5qv4x> -- that would run on the district's home page and as a stand-alone page...a site in which survivors tell their stories, as starkly as they can (in order to create credibility with other kids who are often too shamed to talk openly with adults about being targeted), and then talk through the steps they took to get help or redefine themselves as having value beyond the hateful rhetoric. I am a great believer in the idea that the best answer to hateful speech is not a demand for silence but for good speech. This project allowed me to become a better mentor by allowing my students to see that they could become mentors themselves. I'd love to share the story of how finding a project that addressed a real problem and allowed kids the chance to help in its solution has given me classes full of people willing to risk feeling passionate about all of their writing projects.

DIAZ, T.
Carlos Albizu University
Lobo B

Mentoring in the Digital Age: Effective Practices and Safeguards

The use of digital media is rapidly increasing among multi-generations, organizations, and mentoring programs. This new cultural movement lends itself to a paradigm shift that creates a need to examine existing policies and deliverables when mentoring in the digital age. Consequently, a need to revise existing policies to address the benefits of social media use and guard against its potential hazards and risks is in high demand. While research exists on how digital media is used in family and peer relationships (Dais, 2012; Subhrmanyam & Greenfield, 2008; Turkle, 2011), there is limited research exploring the use of digital media in formal youth mentoring programs and the impact of digital communication as it relates to the quality of existing relationships. The impact of social medial communication between mentors and their mentees will be explored and effective practices discussed. *Keywords: mentoring, digital age, social media, adolescents*

HYNES-BERRY, M.
Erikson Institute
Santa Ana A

Facilitating the Development of Highly Effective Facilitators (+ Poster Presentation)

The Early Math Collaborative (EMC) at Erikson Institute Chicago has been exploring highly effective strategies to turn early childhood educators into teacher leaders, mentors, coaches, or PD facilitators. At all levels, we are using a “parallel processing” framework that applies the Gradual Release of Responsibility model to professional development (Pearson & Gallagher, 1983). Be they teacher leaders, coaches, or emerging PD facilitators, participants first attend an intentionally designed series of Learning Labs for early childhood educators; EMC helps them plan a similar session or plan coaching of lessons based on the Learning Lab, observes them delivering it, and then facilitates a reflective practice debriefing. At all stages, emphasis is on deepening participants’ own conceptual understanding of the Big Ideas of Early Mathematics. Developing their skills in using highly effective strategies that engage learners in constructing their understanding and skills. Creating communities of practice within cohorts so that participants become resources for each other. Drawing on our successful work with Chicago Public Schools, The Big Shoulders Foundation of Chicago, Ounce of Prevention/Educare, and Kentucky Center of Mathematics, we will examine the importance of recognizing that the movement from novice to practitioner to expert is a complex process that involves shifting attitudes and beliefs as well pedagogical skills; the process takes time and is on-going, with each individual’s needs and strengths following a somewhat different trajectory; this calls for differentiating the level of support over several years, rather than delivering a fast-forward, “one-size-fits-all” approach.

BANERJEE-BATIST, R.
University of Florida
Santa Ana B

Mentoring in Doctoral Education at the University of Florida

One of the most important relationships a doctoral student will have during their graduate school career is the relationship with their primary mentor, generally the chairperson of the student’s committee. Mentor support can vary greatly depending on a host of factors and influences the successful and timely completion of an advanced degree. Using the Context, Inputs, Processes, and Products (CIPP) model as a framework, our study seeks to examine and describe the perceived and/or received mentor support and the outcomes of mentoring support provided by graduate faculty to the University of Florida doctoral student population. We sent a web-based survey to the 4,453 active doctoral students at University of Florida in spring 2014 to capture the essence of the mentoring support they are receiving. The survey asked all participants about their mentor, the top five qualities they would seek in an ideal mentor, their perceptions of the likelihood of graduating, to rate career and psychosocial support they have received and we asked students if they collaborated with their mentor. We tracked students over time for candidacy and graduation status as a measure of doctoral program success and looked for significant differences in perceived mentoring and how it related to student and mentor gender. The results of this study provide information about current mentoring that may have anticipated benefits in the future for graduate students at the University of Florida.

PINEKENSTEIN, B.
University of Wisconsin, Madison School of Nursing
Fiesta A

Mentoring as a Leadership Development and Succession Planning Strategy in Nurse Leaders (+ Poster Presentation)

A significant need exists to rapidly prepare nursing leaders due to the aging of the nursing workforce and the expected retirement of the baby-boomers. This study examines the use and perceptions of formal and informal mentors in the leadership development of nursing leaders, specifically nurse executives within healthcare settings. The aims of the study are to (a) determine the perceived value and experience as a mentor and protégé by nursing leaders, including the nurse executive role; (b) compare the descriptions of mentorship experiences between nursing directors and nurse executives; (c) identify the barriers to mentoring; and (d) identify levels of awareness to the availability of formal mentoring programs and resources. This cross sectional, survey research included nursing leaders, who were either members of the Wisconsin Organization of Nurse Executives or were part of the Wisconsin Center for Nursing leadership resource list. Results indicate that nursing leaders use informal mentoring more than formal mentoring. Nurse executives used more male mentors and mentors originating outside the field of nursing than directors. Leadership skill-set development and psychosocial support were most frequently self-reported as outcomes from nurse leaders' most influential leadership mentoring relationship. An important finding in the study is the reported experience of both chief nursing officers and directors to mentor; 73.9% of chief nursing officers and 56.7% of directors identified one of more mentees as a potential successor for their position. This study concludes that mentoring is an important leadership development strategy and is being used for succession planning.

FRONCZEK, W.
Moraine Valley Community College
Fiesta B

Building and Leading Effective Community College Academic Leadership Teams

In community colleges across the country, the division of academic affairs faces many challenges. Chief academic affairs officers (CAAO) and their academic leadership teams need to effectively lead their division. Academic deans are the support system for the division of academic affairs, and the CAAO needs to provide guidance and resources and empower the individuals in these roles for them to be effective. The presentation will disclose outcomes from a dissertation that identifies factors associated with the formation of an effective academic leadership team in community colleges. The workshop will reveal what the data analysis uncovered in the research: academic teams need to embrace the concepts of mentorship and

CONCURRENT SESSIONS 4:00 - 4:45 PM

BENEFIELD, R.
East Texas Baptist University
Lobo A

Sustained Neutrality: A Peace Psychology Model for Facilitating Transformational Mentoring

This model is derived from a university Psychology of Peace course developed by the presenter and includes peacebuilding strategies applied by students in community service learning projects. Discussed are an introduction to awareness of personal consciousness and to the strategies employed in conflict resolution, mediation, and peacebuilding practices. Both the logical, linear (ordinary) duality consciousness states and the ineffable and mysterious (non-ordinary) non-duality states of consciousness are included. Duality consciousness factors include the application of a variety of metaphysical techniques including promoting peace-building self-efficacy via meta-awareness (awareness of the awareness beyond content), meta-cognition (thinking about thinking), meta-attention (attending to attention) and the development of “accurate discrimination” as an alternative to (heuristic-bound and schema-based) errors in critical thinking. Likewise applications nondual consciousness includes techniques of creative flow, mindfulness, contemplative techniques, and observer consciousness as related to the psychology of awe, mystical oneness, sensed presence, and ego transformation. This transformation results in an identity similar to the altruistic personality characterized by empathy and high internalized standards. Critical for peacebuilding is the mentor consciously experiencing the nondual state where the dualistic ego is diminished (kenosis) and the infinite, ineffable expanded identity is personally experienced. That expansion of identity forms the basis of relationship peacebuilding. The transformed identity of self heavily impacts the perception of “others” and subsequent relationships with others. In the peacebuilding process, the sustained neutrality of operating out of one’s transformed identity becomes the foundational process for caring for and acceptance of others, non-judgmental listening, and the creative flow of problem-solving.

have a shared vision by the team and CAAO, open and honest dialog, an approachable CAAO, and avenues for successful professional development and mentorship that is consistent and systematic. The workshop will discuss the findings which demonstrate the need for professional development programs and mentorship opportunities at community colleges for academic deans and formal mentorship programs to enhance a community college’s institutional effectiveness, succession planning and career growth. As a result of the findings, a model was designed for implementing effective mentorship when forming teams, which can be applicable in many different team settings. This model will be shared, as well as other professional development activities that are imperative in developing effective academic leaders.

LOOP, J.

[Tompkins Cortland Community College](#)
Acoma A

[Mentoring Along the 099-100-101 Continuum: A Re-exploration of the Common Assignment](#)

Tompkins Cortland Community College (TC3) initiated a peer-to-peer mentoring program among adjunct faculty in academic year 2014/2015 designed to improve teaching within a sequence of three English courses (college preparatory through college-level proficiency in academic writing). The results of this mentorship have been submitted for departmental review. English is the largest department on campus with the highest number of adjunct instructors (more than 50). The author, who has taught the sequence, mentored a colleague who was planning to do the same. The model implemented was a networking style of mentorship in which both mentor and mentee shared knowledge and experiences for improved teaching and learning. The results included creation of a common assignment that would progress through the continuum. Limitations of this mentorship included varying interest and ability levels among adjunct faculty who may be asked to teach at any level of the continuum as well as varying levels of participation on the part of full-time faculty. Two additional members of the faculty were able to give historical perspective. *Keywords: mentor, collaboration, networking, teacher education, community college, metacognition, normed outcomes*

ALMACER, I.L. & VALLE, F.

[Texas Tech University](#)
Acoma B

[Nurturing Instructional Growth of Math Teachers through Cognitive Coaching](#)

This educational research investigates the interactions, relationships, and cogtive coaching practices of instructional coaches and mathematics teachers in middle and high schools in Texas. As part of a larger project, this study utilizes four years of i3 federal innovation grant data. Over 40 educators in one school district captured video evidence and used rubric feedback to improve pedagogy and content in grades 6-9 mathematics. Teachers uploaded video lessons every six weeks and participated in pre and post conferences lead by instructional coaches to examine classroom teaching and also both teacher and student growth. Qualitative and survey data on this process was collected from video scripts and interviews with seven instructional math coaches. Also in the data analysis were results from pre and post conference interactions between teachers and instructional coaches. Instructional coaches served as the lynchpin to principals and teachers in skill shaping and both content and pedagogy growth in their campuses. Findings indicate the trianing of new instructional coaches was content driven and various levels of support emergd from school leadership. This study examine the use of cognitive coaching to grow math teachers and continues to add to the body of knowledge around the growth of school leaders and in service teachers as they interact and establish professional relationships around cogntive coaching practices.

EDWARDS, G. & MACAYA, L.

[Georgian Court University](#)
Luminaria

[Mentor Me for STEM: Real Help for K-6 Pre-Service Teachers in Teaching the “Tough Stuff” \(+ Poster Presentation\)](#)

There is a tremendous need within the U.S. for highly qualified K-6 teachers who are strong in STEM content. Preliminary data collected from pre-service teachers at an east coast university indicate that they desire to teach the lower grades (K-3), their strongest content area is English Language Arts, and they are weak in science and math skills. This is problematic if they are to teach math and science to K-6 students and encourage them to pursue STEM careers. Research suggests that a strong strategy for in-service teacher professional development, improvement, and retention is mentoring. Mentoring could possibly make a similar difference for our pre-service teachers before their final field experiences. Prior to a scheduled Summer STEM Camp for Kids, eight pre-service teachers will attend three hours of intense STEM content instruction, and be mentored by four master teachers in how to properly prepare and teach 3rd through 6th grader students STEM content. They will be immersed in the content, participate in the lesson planning, and complete every project the Camp students will be completing, with the freedom to ask “why” and “how” questions pertaining to every aspect of the STEM content, instruction, and student activities. Three iterations of a survey, daily journals, and a focus group provides data for qualitative and quantitative analysis and insight into the extent to which these pre-service teachers now perceive their ability to teach basic STEM content and whether they are open to teaching upper level elementary school grades (4th through 6th).

GRAY, K.

[North Central State College](#)
Sandia

[Mentoring Practices in Associate Degree Nursing Programs in Ohio](#)

The nursing faculty shortage impacts educational programs at all levels of the nursing profession. Mentoring has been recommended as an important step in recruiting and retaining qualified educators, and has been shown to influence job satisfaction and recruitment for clinical nursing positions. Mentoring programs need to be considered as a tool to attract nurses into academic careers. A descriptive survey was utilized to explore the current practices of mentoring among associate degree nurse educators in Ohio. Both an online survey and open forum discussion were incorporated to gain information on the current practices of mentoring. Perceptions were examined to explore alignment of practices and beliefs with the Collegial Mentoring Model (Thorpe and Kalischuk, 2003), reflecting both a personal and professional aspect of the mentoring relationship. Results of the study reflect the model, and support the importance of a personal aspect to the mentoring relationship providing growth to both mentor and mentee. Benefits of providing opportunities in mentoring programs which allow for personal growth activities will be discussed.

MILLER, E.

[Blue Marble Space Institute](#)
Spirit/Trailblazer

[Servant Leadership and the Role that Mentoring Plays in Future Generations \(+ Poster Presentation\)](#)

In everyone's life, there comes a time when the transitions of life require us to look back and see where we have been and then look towards the future to see where we could be. During this transition, one should see this as a growth opportunity that can transform us into the person we want to be. It is a time where we look at ourselves and conduct an inventory of gifts. Laughlin & Moore (2012) state that "achieving balance in light of desires, delusions and reality is a good goal." So how do organizations help employees do this? Organizational

leadership often views mentoring and leadership as a path for employees to move forward. For organizations, leadership is a strategic and systematic activity to ensure an organization's future. So how do organizations prepare for the next generation? According to Melchar, Bosco, and Cantrell (2008), organizations must consider "whether leadership styles that have been effective with older generations will continue to be received positively by younger workers." Melchar et.al. (2008) indicates that "the servant leadership model can potentially change organizations and societies because it stimulates both personal and organizational metamorphoses." This paper will explore the implications of the servant leadership model and the role that mentoring plays in future generations.

TERANISHI MARTINEZ, C.

[California State University, Channel Islands](#)
Scholars

[Facilitating Flow through the Zone of Proximal Development: A Mind, Body, and Spiritual Journey through Peru](#)

This mixed methods study explores the extent to which a mentor-mentee relationship could enhance flow (i.e., the mental state of being fully absorbed in an enjoyable activity) during a three-week study abroad program in Peru. Four mentors with experience and knowledge of flow were paired with four novices who rarely or never engaged in flow. One week before the program, participants completed a pre-assessment flow survey. In Peru, both mentors and mentees wrote in a daily journal reflecting on their experience of flow as they participated in various athletic, academic and artistic activities. The last day of the program, participants completed a post-assessment survey. After returning home, they participated in a focus group interview that was transcribed, coded, and analyzed. Findings from pre- and post-survey analyses indicated that flow increased for both mentors and mentees. Focus group data suggest that mentors helped facilitate the mentees' experience of flow in the zone of proximal development, and that mentees helped increase mentors' experience of flow through their collaborative relationship. The mentorship relationship not only stimulated their flow experience, but also enhanced students' personal growth and civic engagement.

BUTCHER, J., MSENGL, C., O’CONNOR, J. & GETWOOD, M.

[Lamar University](#)
Amigo

[Project SUCCESS: A College Readiness Mentoring Program for ELL High School Students \(+ Poster Presentation\)](#)

Based on information from the U.S. Census Bureau (2011), the Hispanic population has grown four times faster than the total U.S. population between the years of 2000 to 2010. During that time, the Hispanic population grew by 15.2 million for an increase of 43%, or four times the nation's 9.7% growth rate. As demographics reflect a growing number of people identified as Hispanic in the United States, the number of first generation Hispanic college students also increased (Saenz, Hurtado, Barrera, Wolf, & Yeung, 2007). Tinto (2012) noted that there are three types of support, which are important for students’ success: academic support, social support, and financial support. These supports can consist of developmental education courses, tutoring, study groups, and supplemental instruction. Project SUCCESS was designed using a collaborative approach involving a team of university professors, school personnel, ELL high school students, their parents, and the district’s Immigrant Community Liaison. The voices of the students and parents were an integral component in the development of Project SUCCESS. Students participating in Project Success will benefit from the following: Hands-on application that will increase the relevance of academic knowledge; Interacting with people from diverse cultures; An increased sense of efficacy and social development; Practical career preparation; and meaningful involvement in the local community. Project SUCCESS will expose high school students to the higher education environment and equip them with knowledge that will aid in their pursuit of higher education, therefore becoming more productive citizens.

DUNN, L.

[Xavier University](#)
Mirage/Thunderbird

[Mentoring Occupational Therapy Students during Clinical Fieldwork: Student Perspectives](#)

As a capstone to their education, occupational therapy students must complete a minimum of six months of fieldwork experience under the supervision of a fieldwork educator who is an experienced occupational therapist. While fieldwork pass rates are high, success is not guaranteed, and the costs of an unsuccessful fieldwork experience are many and substantial. The fieldwork educator can facilitate the student’s development to meet the education standards required for successful fieldwork experience. This action research used a phenomenological approach to investigate student experiences during fieldwork. Participants shared stories and perceptions via a structured online discussion board. Discussion prompts explored student expectations of the fieldwork educator, fieldwork educator teaching strategies, defining a successful fieldwork experience, and the influence of the community of practice at the fieldwork setting. Data analysis based in cognitive apprenticeship theory and mentoring viewpoints examined the impact of the fieldwork educator-student relationship on student learning and the role change from student to practitioner. Participants identified mentoring characteristics in the fieldwork educator as highly desirable. Throughout the study, responses describing a successful fieldwork experience focused on the fieldwork educator-student relationship, including accurate assessment of the student, providing appropriate clinical challenge to promote growth, and the subsequent increase in student competence and confidence. The discussion also covered the fieldwork educator's role in socializing the student to the profession. Results indicated the need for mentoring and coaching from the fieldwork supervisor to facilitate the role change from student to practitioner.

O’CONNOR, K.A.

[Marywood University](#)
Alumni

[Paying it Forward through the Design|Build Platform](#)

My conviction is that learning in support of broader social transformation is best served by direct common engagement. As educators, we must address the holistic approach to sustainable design as part of the design students' curricular standards. This pedagogical model is based on the idea that once the student has taken the aforementioned design|build class, they can become a project leader and mentor new students the following year. Empowered, the students, following this model, became advocates of environmental sensitivity as an approach to design and build their project. Design sensibility driven by context determined research allowed students to approach learning through creative problem solving. Ultimately, students were taught material knowledge and developed industry skills during the project by students who had previously taken the Farmitecture course. This process provided the framework for more engaged and comprehensive learning opportunity, and emphasized mentoring as part of the curricular standards.

JORGENSEN, D.

Rowan University
Isleta

Building Efficacy through Communities that Mentor

The strongest leaders in the field of education are those who recognize that efficacy cannot be present unless there is a community where everyone mentors and is mentored. These leaders recognize that they can be successful only when everyone in the organization knows that he is supported and that the support will be meaningful and sustained. This interactive presentation looks at how we build efficacy as 21st century leaders in education through practices of servant-leadership and strong mentoring plans. Participants will have the opportunity to look at how their own organizations define community and mentoring and how those definitions are integrated into the day-to-day work of the organization. They will also have the opportunity to reflect upon and refine existing mentoring plans or begin the process of creating an organizational mentoring plan.

POSTER SESSION

5:00 PM – 5:45 PM

BALLROOM A&B

TAPIA, C. & COUTTEAU, B.

California State University, San Marcos

Promoting International Diversity at University Campuses through Mentorship

Through numerous programs and courses supporting international students, the American Language & Culture Institute (ALCI) at California State University San Marcos plays an important role in the university’s diversification goals. One significant challenge international students face when studying at U.S. universities is finding and maintaining professional and “friendship” relationships with their American peers and faculty. As such, in Fall 2014, ALCI initiated a Mentorship Program to: assist international scholars with the development of their English-language skills while providing some insights into American culture; and promote cultural enrichment of the university and local communities as a whole. Mentorship Program participants include students primarily from Asia, the Middle East, Europe, and South America enrolled in ALCI’s Academic Bridge Program. Furthermore, a unique aspect of ALCI’s mentorship program is the diversity not only of the mentored students, but also of the individuals providing that mentorship. ALCI created the program in partnership with other departments which are also part of the university’s arm of Extended Learning. One of these is known as OSHER, a department designed to provide continuing education to a retired audience. Mentors also come from the Global Education office (most often students who have studied abroad themselves). Since program roll-out, the Student Advisor (ALCI Student Services) and the Academic Coordinator of ALCI’s Bridge program have monitored the pitfalls and successes of each incarnation of the program. In doing so, solutions are evaluated and implemented to tailor the program to best meet the needs of all participants while promoting developmental relationships.

LEDBETTER, J.

Georgia Highlands College

Power of Two: A New Mentoring Program Shows Results and Needs, Inspiring a Dissertation

The Power of Two (P2) is a year-old female mentoring program at Georgia Highlands College, a two-year college in Northwest Georgia with campuses in five counties. This voluntary, one-on-one mentoring program began haphazardly when a need for female mentors was voiced. With only a loosely formed volunteer group and no official head of the program, it still produced some very positive results by virtue of the relationships created. Mentees were surveyed in the beginning as to what they wanted from the program and later as to satisfaction. Much was learned, such as the need for a dedicated coordinator and more structure. Mentee demand exceeded mentor availability, and some mentees asked for group activities, such as mixers, that were difficult to provide with the obstacles of no funding, a commuter student population, and multiple campus sites. While the program set out to focus on academic and career success of female students, the strongest results seemed to come from the relationships where students felt their mentor cared about them, validating the work of Nancy Schlossberg and other leaders in student development theory, such as Chickering, Lynch, Astin, and Cross, who have asserted that students who feel they matter to the institution are more likely to persist. This researcher thought the mentoring program important enough to study in the hope of gaining administrative support, better coordination and oversight, and program development and growth. The program is now the focus of a qualitative case study dissertation using Schlossberg’s Mattring Theory as the explanatory framework.

MORRISON, A.B. & CHORBA, K.

Kent State University & Arizona State University

Relational Learning in a Peer Mentoring Project and Class

This presentation will shine light on educational issues, which arise in using a qualitative research assignment as the foundation for relational learning and study abroad with undergraduates. The presenters provide a syllabus to this student-led curriculum and international experience. For the last ten years, this relational learning approach has provided the opportunity for undergraduate students to think critically about study abroad experiences and to develop a deeper appreciation for socio-cultural learning while documenting their experiences through the research process. We are involved in a research project on peer mentoring, which evolved from a study abroad experience in Italy and more recently in Cuba. Early on the students who participated in these experiences were solely teacher education majors. As time progressed, students from across the majors joined in the study abroad classes. The experiences became richer and more diverse by including students with multiple perspectives. We expanded the project into an inclusive course called Relational Learning, which has at its core a qualitative research assignment that encourages undergraduates, of any major or perspective, to think critically about their study abroad experiences and to develop a deep appreciation for socio-cultural learning. Relational learning is a way of being in the world from a social constructionist perspective where those involved in the learning experience--students, teachers, mentors, and community members learn from each other through the sharing experiences and together create a desired learning space in the world.

BROWN, K.A.

University of New Mexico College of Nursing

Case Study: Peer-to-Peer Mentoring Among Newly-Hired Novice and Experienced College Faculty

In this poster, a Case Study of an 'informal' mentor relationship among newly-hired novice and newly-hired experienced college faculty is explored. Retaining newly-hired novice college faculty in traditionally practice professions is important. Practice professions, whose graduate educations often focus on practice, and not 'teaching,' may be at higher risk of attrition after their initial few terms of teaching. In busy and large academic institutions, where seasoned faculty members are busy conducting their coursework and clinicals, there is limited time (or support) for mentoring novice faculty. Recently, a larger group of newly-hired faculty included a few seasoned faculty. The seasoned faculty were soon being utilized by overwhelmed novice faculty in an informal peer-to-peer mentoring capacity. Statements like "I made a mistake choosing education," "I think I'm in the wrong job," "I can't decide what I need to pay attention to," and "These meetings are preventing me from doing my work," were common during the first two months after hire. At the completion of their first academic year, mentored novice faculty noted that their earlier feelings of frustration and overwhelm were lessened, their ability to discriminate between high and low priority responsibilities/activities were improved, and the novice faculty could now envision their careers continuing in an academic setting in the future. Implications for future new-faculty mentoring will be outlined.

SNIDER, C., KEMP, W. & RAMANATHAN, J.

University of Florida

Building Mentors, Building Leaders: The Effects of a Mentoring Program on Mentors

In recent years, increased attention has been paid to the overall benefits of mentoring to the mentor. However, there is still limited evidence of what specific outcomes are achieved and what programmatic elements most contribute to those outcomes. Research by Hall (2003) found that mentor benefits can be categorized into one of three areas, self-esteem, social insight, and interpersonal skills. Harwood and Radoff (2009) found that mentors experienced a shift in their attitude toward their community, including an increased understanding of that community and their needs. Similarly, other authors found that serving as a mentor impacted mentors' civic attitudes, community service self-efficacy, self-esteem, interpersonal and problem solving skills, civic action, and political awareness compared to non-mentors (Weiler et al, 2013). MentorUF, a program supporting over 400 college student mentors working with K-12 student mentees each semester, has seen great mentor growth as well. Through the program, mentors work one-on-one or with a group of students, depending on the age level they selected. They mentor once a week, participate in an orientation, trainings throughout the semester, and special events both with their mentees and with other mentors. Through the program evaluations, we have seen great growth in a variety of areas. In their reflections, both on the training and their mentoring experience in general, mentors identify increased skills and abilities in communication, problem solving, perspective taking, social awareness and open-mindedness, and patience, among others. This program will share what makes MentorUF successful and ways to implement those practices in other programs.

MEHRENBURG, R.

Millersville University

Comparing Generational Strengths, Interests and Attitudes of Student Teachers and Mentors

The purpose of this poster presentation is two-fold. First, it identifies and describes common traits in the literature associated with members of the Millennial Generation (born 1980-2000) that are, potentially, a good fit for a career in special education. The three discussed traits are 1. implementation of technology, 2. embracement of diversity, and 3. perceived value of collaboration. A justification section, explaining the relevancy and significance of each of the three factors will be included. The second purpose is to convey the results of a recent study examining these factors. Fifty-eight Millennial Generation special education student teachers and their classroom mentors were independently given a twenty question survey. A series of prompts asked participants their level of agreement with various statements that corresponded to one of the three identified traits referenced above. For example, the respondents’ level of agreement with the prompt, “colleagues seek me out when they have a problem with their computer” was used to create a score within the “implementation of technology” realm. T-tests did not reveal a statistically significant difference between groups in any of the three areas. However, a final prompt “Members of the Millennial Generation have a series of unique strengths, interests, and beliefs that make them an asset to the field of special education” did reveal a statistically significant difference between groups. The final section of the presentation discusses implications of this research, recommendations for educational mentors, and strategies to promote unity and commonality between mentor and student-teacher.

HALEY, G., TIGGLE, M. & WILSON, T.

Palm Beach State College

Change in Higher Education: A Study of Student Aspirations and Self-Regulation

Mitroff, Alpaslan and O’Connor (2015) hold the world is vastly more complex than it used to be. They go on to say that colleges and universities, specifically business schools, will need to change, in order to equip their students with the skills they will need to succeed in the workforce and be vital members of society. This paper shares the results of a study that focuses on student aspirations and student self-regulation. It offers faculty and administrators ideas for consideration, as they develop and implement interventions to reshape their institutional missions.

BENEFIELD, R.

East Texas Baptist University

Three Steps and Thirty Ideas for Promoting Peace In Your Heart and Your Relationships

This poster is based on the conference presentation “Sustained Neutrality: A Peace Psychology Model for Facilitating Transformational Mentoring” and presents a personal model for building and maintaining peaceful (mentoring) relationships. This poster illustrates three steps in exploring personal consciousness that facilitate becoming a peacebuilder: (1) Begin/continue the journey to find the peace at the center of your being. (2) Awaken to creative, peaceful options in your personal interactions. (3) Serve with other peacebuilders in your community. Specifically, step one begins with an exploration of personal consciousness including an exploration of dualistic-nondualistic components of one’s “self” in consciousness. One nondualistic awakening in consciousness is the awareness that the “content” of consciousness is not the same as the “observer” in consciousness. Step two includes metaphysical applications facilitating systematic critical thinking balanced with enhanced creative problem-solving strategies. This awakening to the “no-power power” of Nonduality in consciousness is correlated with peacebuilding behaviors that are characterized by the AVP Model of Transforming Power: respecting one’s self, caring for others, a hopeful expectation of positive nonviolent outcomes, stopping and thinking before reacting, and asking for help from within and without. Step three is the application of transformational mentorship skills in the matrix characterized by empathy and high internalized standards originating from the sustained neutrality of Nondual consciousness. Community service includes an experience where hard-work and joyful-fun are often indistinguishable; where cooperative behaviors predominate; where creative flow occurs in partnership with others; and where peacebuilding often occurs in the silence of servanthood. Thirty ideas are shared.

QUINN, D.

Reader to Reader, Inc.

Read, Think, Share: Online Mentoring for Reluctant Readers

Reluctant readers need compelling choices (Lapp & Fisher, 2009) and authentic discussion (White, 1993) in order to open up to books. Too often, they feel they do not have a stake in the classroom curriculum, and often their response is to resist or disengage, setting up a cycle of below-grade literacy skills and further disengagement or dropping out (Finn, 1989). By combining high-interest YA literature, an appealing social media platform, and an engaging and diverse group of mentors drawn from elite colleges, Read, Think, Share transforms students’ attitudes toward reading and writing in the classroom. Read, Think, Share is an e-mentoring program that helps to unlock the potential of elementary, middle, and high school level struggling readers by connecting those students and their classroom teachers with trained college student mentors through a secure online book discussion forum. Over the course of a school year, each student chooses books he or she wants to read and—with support from a trained classroom teacher—communicates daily via online posts with a mentor to discuss the books.

COLLINS II, C. & CLAIBORN, T.*Kentucky State University**Farmer Brown Tha' MC & Tha' Green Team*

This study investigates 3rd grade and 5th grade elementary school students in low-performing urban schools' perspectives and understanding concerning agriculture and natural sciences. Through a series of surveys distributed to students, parents, and teachers, we will determine the relationship between socioeconomic status and students' knowledge and interest in agriculture, and determine how much time the students spend interfacing with digital media as opposed to outdoor activity. Through a hip-hop themed video and audio educational series based around agriculture and natural sciences, "Farmer Brown and The Green Team", similar to educational programming such as Reading Rainbow, Barney and Friends, and Sesame Street, we will determine if presentation of this subject content with hip-hop music backdrops instead of traditional instrumentation on educational programs of this nature will make a difference in the child's interest level, retention of key concepts and terminology. Low participation rates in college agriculture programs and declining demographic representation in the agriculture sector are indicators of lack of interest on the part of the students who attended these low-performing elementary schools early in their academic careers. Regardless of how one feels about the genre of Hip-Hop music, its influence on behavior and cultural identification for students in these areas is indelible, across the ethnic spectrum. These are unavoidable factors to take under consideration when designing educational programs intended to capture a student's interest and show them the wide range of opportunities in the fields of Agriculture and Natural Sciences that they can acclimate themselves with early and pursue through their academic careers.

TORINO, G.*SUNY Empire State College**Understanding Racial Microaggressions and the Mentoring Relationship in Higher Education*

At SUNY Empire State College, mentoring adult students has been a core value of the college since its inception. This student-centered approach allows faculty mentors to guide the student through his/her entire degree planning process. The development of a positive, encouraging, trusting, and supportive relationship is important for successful mentoring to occur. However, issues such as cultural misunderstanding and unintentional communication of biases could potentially thwart this relationship thereby decreasing student success. Racial microaggressions which have been defined as brief and derogatory slights that communicate bias and hostility towards people of color can harm the mentoring relationship. This poster will present the findings of a qualitative study which will discuss how racial microaggressions could potentially inhibit the formation and maintenance of a mentoring relationship. Implications for education and training of faculty mentors will be discussed.

ARAVAMUDHAN, R.*Salus University**Developing Midlevel Leadership in Academia: "Leading from the Middle" at Salus University*

Leadership is often discussed in the context of senior administrators. However, there are a significant number of midlevel administrators who are instrumental in the success of most institutions. College and university midlevel administrators are often under-supported on many levels, yet they comprise the largest administrative group within most college and university systems. Salus University has a number of professionals who fit this classification and play a critical role in the organization. Recently a need was identified at Salus University to provide the opportunity for mentorship for those in midlevel administrative positions. The result was the formation of an informal "Leading from the Middle" group. With the support of the Provost, Deans from all of the colleges identified the midlevel administrators in their respective programs and an invitation to participate in the group was extended. The group met, established a code of ethics, and developed topics of interest. The purposes of the group are to share resources, engage in peer – to – peer learning, provide mutual support and to learn mentorship and leadership strategies. This presentation will highlight and share our experience in identifying a need for support and opportunities for personal and professional development for midlevel administrators and the resultant implementation of an informal group aimed at addressing those needs that are unique to those holding positions at that administrative level. We will discuss the formation process and the preliminary outcomes of the group. We believe this is an essential step in supporting and developing the next set of leaders at any academic institution.

ANGEL, R.B.*Appalachian State University**Conceptualizing a Mentoring Framework Designed to Meet Expressed Junior Faculty Needs*

This qualitative case study provides a description and analysis of an emergent mentoring community formed in response to the expressed need of selected junior faculty for a more effective mentoring experience. Finding university supported mentoring programs to be ineffective and sometimes detrimental to personal and professional growth, this group began by defining what they needed: (1) personal support, (2) a community with which to process work-related issues, without penalty, (3) advice and support relative to an appropriate research agenda, and (4) deconstruction of tenure processes, including hidden requirements. This paper conceptualizes a three-prong mentoring program focusing on (1) holistic, fulfilling personal and professional development, (2) professional development and good work, and (3) peer community support. The resultant mentoring framework addresses the need for personal and professional sustainability within a context of meaningful living and good work. Building upon the work of Felton, Bauman, Kheriaty, and Taylor (2013) and Chandler (1996), this emergent mentoring community holds regular meetings online, writes regularly on predetermined prompts, participates in collaborative autoethnographic work (Denzin, 2013), studies social justice pedagogy (Mezirow, 1991; Johnson-Bailey, & Cervero, 1998; Warren, 2011), conducts research based on a set agenda, and addresses personal/professional issues. Data include interviews, recorded meeting transcripts, autobiographical and collaborative autoethnographic writings (Chang, Ngunijiri, & Hernandez, 2012), and texts created during meetings. This study is significant in that it provides an example of an effective 21st century generative mentoring occurrence that is sustainable, effective, supportive, and viable in its approach to meeting junior faculty needs.

BOOTON, B.*University of Missouri**Peer Mentoring as an Intervention to Increase Student Success among URM STEM Majors*

This poster will outline an effective peer mentoring model for the mentorship of underrepresented STEM majors participating in the University of Missouri's NIGMS IMSD program. This innovative peer mentoring program has resulted in the growth and success of our IMSD participants, as well as yielding significant learning outcomes for the peer mentors. In the past eight years, our program has grown from 20 to more than 100 underrepresented undergraduates. We now have a cadre of 10 trained peer mentors who work with our 80 freshmen, sophomores and transfer participants. The specifics of the peer mentor training will be discussed including selection, responsibilities, a two-day training retreat, and on-going weekly professional development workshops. Our peer mentors assist underclassmen with acclimating to the university, achieving academic success, identifying and interviewing for research lab positions, as well as maximizing one's undergraduate research experience. Peer mentors also participate in our comprehensive IMSD program that integrates research, faculty mentoring, academic and social support, and professional development to prepare students to matriculate into graduate doctoral and medical/doctoral programs. Evidence of this successful intervention has been shown in focus group and external evaluator reports, student feedback, and success of our students entering summer research and graduate programs.

With limited funding available to support professional program staff and varying demands of faculty at a research university, we have leveraged our peer mentors to expand, strengthen, and enhance our IMSD program for STEM undergraduates, while making the professional development a defining leadership experience for the peer mentors.

DOBBINS, E.G. & FINCHER, R.M.*Samford University**Effectiveness of a Summer STEM Research Experience in Developing Student Competency*

We provide a residential summer research experience for undergraduates (REU) in the context of a liberal arts college situated in a private regional University, Samford University in Birmingham, AL. The focus of this program is to develop the number of outstanding students entering the Science, Technology, Engineering, and Mathematics (STEM) workforce and continuing to STEM graduate programs. Our program scaffolds the process of data collection, writing and presentation while it builds solid mentoring relationship between students and faculty and among students. Students are paired with faculty mentors to conduct research related to the southern Appalachian ecosystems of Oak Mountain State Park, a large suburban forest. Results from the student survey (Student Assessment of Learning Gains) show that student participants report significant development of scientific skills, scientific literacy, presentation and writing skills, and confidence. Students reported that participating in research and focused workshops related to graduate school and science careers provided insight and guidance for their future plans. All students who graduated in 2014 are enrolled in graduate school or employed in the STEM workforce. Those students who continued to be enrolled in undergraduate programs were involved in additional STEM research or internships during the summer of 2015. Participants also developed scientific communication skills, as these students presented research results at 22 regional and national meetings and in departmental seminars at 15 colleges or universities. Three student-mentor pairs have published peer-reviewed articles. The core components of the program, scaffolded competencies and mentor feedback, could be integrated into numerous STEM programs.

PHELAN, S.A. & WALKER, B.G.*Samford University**BASE CAMP: A STEM Camp for Girls through Mentoring in Research and Career Exploration*

BASE (Broadening Access to Science Education) Camp is an annual two-week residential summer science experience on the Fairfield University campus for 24 high school girls from our neighboring city of Bridgeport, CT, which suffers from some of the worst poverty in the nation. The program includes three components. The first is the week-long Research Immersion Experience, which engages students in faculty-mentored science research projects assisted by current undergraduate STEM majors. Projects are based on faculty research expertise in a wide range of fields including biology, chemistry, psychology, neuroscience, mathematics, and engineering. The second component is the Career Exploration, which exposes students to site visits and STEM professionals to explore various careers in science, technology, and healthcare, and the academic paths required to get there. The third component is the College Admissions Counseling, which links campers with our undergraduate admissions staff to mentor them about the college admissions process. BASE Camp was founded and developed through funding from several organizations, and is currently funded by a five-year R25 grant from the NIMHD, NIH. Now in its fourth year in this format, the program has engaged over 100 young women. Data collected show nearly 100% camper satisfaction with the program. In addition, out of all post-camp survey respondents, 100% have applied to, or plan to apply to, college, and 88% will pursue a STEM or health-related field of study in college. The success of the program relies heavily on the close mentorship by female role models at the faculty and undergraduate levels.

KUREPA, A.*North Carolina A&T State University**A Model of Enhanced Mentoring and Alumni Networking in STEM*

We discuss the impact of enhanced mentoring and alumni networking on an applied mathematics graduate master's program. Through recent strengthening of mentoring (with an emphasis on research) and a focused alumni network redesign, the program has significantly increased the country's pool of minority Ph.D. candidates in Mathematics. It has also provided a qualified group of graduates that continue to be recruited by various research government agencies, by hospital biostatistics and analytics teams, and by community colleges. We argue that this model could successfully be implemented in other STEM fields, thus improving the professional preparedness of students in areas of national need.

SRINIVAS, S.*Northeastern Illinois University**Retention and Student Success in STEM through a Mentoring Scholarship Program at an Urban HSI*

The Math and Physical Science (MaPS) Cohort of Scholars Program at NEIU was initiated by a multi-disciplinary group of faculty, and funded by the National Science Foundation, with the goal of increasing student success in the mathematical and physical sciences by providing academic and financial support to motivated students. While the financial burden of paying for college is an important factor in increased time to graduation, studies show that a strong academic mentoring program increases student engagement, retention and success in the STEM disciplines. The program started with a group of nine freshmen assigned to faculty mentors based on their field of interest. Students were required to meet with faculty mentors biweekly, participate in seminars, and share common experiences, such a multidisciplinary science course and professional development workshops. A second cohort was added the program, and the program enrolled 29 scholars in total. Motivated scholars were recruited to work on summer research projects through paid internships, where they were further mentored by faculty within their major. Students also had the opportunity to serve as peer mentors. At the end of the program, 48% of the students in the program graduated within 4 years and 76 % of the scholars graduated within 6 years, compared to university-wide four- year and six-year graduation rates of 5 % and 20% respectively for freshmen. We discuss how the lessons learned through this program have informed our future plans to increase student success and retention in STEM.

MARCOTTE, C.*University of New England**Matching Effective Mentoring Characteristics with Online Mentorship Training*

This study identified the characteristics of effective K–12 administrative mentors. The results were used to design training modules for prospective mentors who will be supervising administrative interns. The modules were specifically designed for relevance across different disciplines. Even though the modules were primarily designed for mentors of educational interns they are adaptable to internships such as field experiences, practicums, service learning and apprenticeships. The study had three phases. Phase One was the review of the literature and identified qualities of effective mentors. Phase Two included conducting surveys and interviews with administrative interns and practicing experienced mentors. Phase Three consisted of designing training modules for mentors who supervise interns. Participants in the study were practitioners who rated effective characteristics of mentors. From there, a purposeful sample of past administrative interns and mentors were interviewed to rate characteristics that were most critical in mentoring a future school administrator. The most highly rated characteristics were then incorporated into online training modules for mentors. The content of online mentor orientation modules was designed in three areas. A Welcome module introduced the mentor to content of the internship, procedural aspects and videos of practicing mentors describing effective mentoring skills and attributes. By building upon

existing literature and through interviews with experienced practitioners, the researcher was able to develop online mentoring modules that are adaptable across fields and that provide a strong foundation for best practices that are effective with varied types of participants.

JACOBS, R.
Nova Southeastern University

Mentoring Osteopathic Medical Students to be Physician-Scientists through Meaningful Projects
Introduction: Studies indicate students' participation in research activities has positive influences on their intellectual growth as well as their cognitive, personal and professional development. There is a critical shortage of physician-scientists who are vital members of the osteopathic medical research community. The greatest barriers to involvement in research in medical school appear to be time, availability of mentors, and formal teaching of research methodology. The purpose of this program is to train medical students to conduct research by adapting research projects to fit their logistical needs. Methods: Students were trained by experienced research faculty and participated in a musculoskeletal research study of adults receiving care during international medical outreach trips to South America and Asia (2011-2014). They administered a questionnaire on musculoskeletal pain, self-reported health status, and healthcare-seeking behavior. Students were instructed on research methods, ethical concerns, survey administration, statistical analysis, interpretation of findings, and dissemination of results. Outcomes: As a direct result of the program, 9 mentored students produced 8 manuscripts and poster presentations at professional meetings as primary or co-author. In addition, these experiences solidified students' interest in involvement in future research activities. Discussion: The goal of our outreach programs is to involve students in well-designed, and intellectually-sound research projects. We strive to demonstrate intellectual curiosity and scientific skepticism and improve the performance of medical care through the application of the scientific method. Most graduates find careers in medical colleges, universities or major medical research centers. These physician-scientists bridge the gap between basic science and clinical practice.

VANN, D.
Columbus State University

A Call to Advance Servant Leadership
Servant leadership is a practical leadership approach popular among mentors and leaders. This paper briefly examines the value of servant leadership in terms of its unique value to leaders, followers, mentors, and protégés. In addition, this manuscript addresses the need for greater conceptual consensus regarding servant leadership as a construct. Construct clarity for servant leadership would enhance theoretical development and provide a shared foundation for better leadership and mentoring practices.

FRECH, C.
University of Central Oklahoma

Cross-Campus Mentoring Model for Transformative Learning
New faculty members face a number of challenges when beginning at a university, and these challenges are compounded on a campus that has a complex and overarching learning initiative such as Transformative Learning (TL). At the University of Central Oklahoma (UCO), college and departmental mentoring programs are supplemented by a cross-campus mentoring model developed by the Center for Excellence in Transformative Teaching and Learning (CETTL). The program pairs an experienced faculty member in one college with a new faculty member in another college. The purposes of the program are: to foster one-on-one cross-campus interactions to introduce new faculty to the culture of the university; to encourage new faculty to discuss Transformative Learning and teaching experiences with a mentor; and to support new faculty in their faculty development at any level. This poster presents a description of the program and a preliminary report on its impacts.

PIERNIK-YODER, B.
University of Texas, San Antonio Health Science Center

Developmental Relationships during the Role Transition from Student to Practitioner
It is recognized that the transition process from the role of student to health profession practitioner requires an enormous shift in thinking and behavior (Black et al., 2010). Studies regarding this transition process indicate challenges may include continuing development of clinical skills, managing expectations of the health professionals' role, time management, and being responsible for others (Gerrish, 2001). Research in other industries has suggested that early career mentoring and other developmental relationships support this important transition process (O'Toole, Schoo, & Hernan, 2010; Shoo, 2008). However, limited research exists regarding developmental relationships during the time of transition from student to occupational therapy practitioner (Smith & Pilling, 2007; Tryssenaar & Perkins, 1999). The purpose of this poster is to present findings from a study of five third-year students in a Master of Occupational Therapy program regarding their perspectives on developmental relationships while they were completing their clinical fieldwork experiences. A phenomenological study design was utilized to guide the study and data were collected using reflective journal entries and a semi-structured interview conducted with the participants. Findings include support gained through developmental relationships, perspectives of the clinical instructor as a mentor, and helpful approaches and behaviors of those in developmental relationships.

YAMASHITA, M.
Reitaku University

Mentoring Students: A Study in the Use of the Human Library to Link College and Community
This qualitative study explores the effectiveness of a mentoring program for a group of two male and four female Japanese students in my seminar course at a small liberal arts college in suburban Tokyo, Japan. The students created and implemented a project called the Human Library (HL). As mentor to my students, the key problem/challenge I faced was how best to (a) create quality collaborative relationships among students; (b) develop their relational skills when working as a team to coordinate the project and in their interactions with the living books; and (c) enhance their learning about healthy relationships by encouraging them to reflect on their experience during the HL project. I utilized relational cultural theory to analyze my interactions with the students and to define the proper interpersonal boundaries between myself as mentor and my students as mentees so as to enhance their energy, self-esteem, self-awareness, ability to take action, and desire for further connection (Jordan, 2010; Miller & Stiver, 1997). I found that I needed to improve my mentoring skills in ways that would allow me to create quality relationships among students and to develop their relational skills while working as a team to coordinate the project, interacting with the living books, and reflecting on their experience.

BOSITS, M.
Northwestern University

Peer Mentoring: A Tool for Enhancing Educational Development in Young Teaching Artists
In traditional piano pedagogy courses, the student teaching component is often considered the most impactful aspect of the class. The two critical aspects of that component are the developmental relationships between young teachers and their students AND the feedback supplied by the supervisor. Logistically, supervisors simply cannot observe all of the teaching that takes place. In addition, their comments and suggestions will necessarily be viewed from the perspective of young adults who remain conscious of the fact that the supervisor provides the final evaluation, i.e. grade. Would a defined process of peer mentoring enhance the development of instructional skills in music? What is the recommended balance of supervisor and peer input? This poster session will share results of an experiment at Northwestern University that replaced some of the typical supervisor evaluation of graduate piano pedagogy students with peer guidance. Included will be descriptions of teaching situations on campus and within the larger Chicago community, sample peer mentoring rubrics, and feedback from students involved as both mentors and mentees in this project.

FRIDAY, OCTOBER 23RD

CONCURRENT SESSIONS | 9:00 - 9:45 AM

ECKLUND, T. & DUFFY, C.
Stony Brook University
Lobo A

Stony Brook Strong: Building Developmental Relationships With First-Generation, Low-Income Students
Students who are the first in their family to go to college, and who also come from low socioeconomic status, are described as having “dual vulnerability” in terms of their potential for success as undergraduates. There is a growing body of evidence supporting the potential for success of intentionality on the part of institutions in addressing the needs of these students. Beginning in fall 2014, a group of students at Stony Brook University who both identified as first generation and who are receiving full Pell awards were invited to participate in a new initiative intended to address their “dual vulnerability” as new students. Out of approximately 300 individuals who met these criteria, approximately 60 students volunteered to participate. Volunteer advisors were recruited from among Student Affairs professional staff, yielding approximately the same number of advisors as student participants. Each student was assigned an advisor, and advisors made contact with their respective advisees soon after the start of the fall semester. Each participant took the StrengthsFinder inventory, which identified their top five areas of strength. These outcomes were provided to advisors. Advisors have been provided additional resources in the interest of enhancing the scope of their ongoing conversations with advisees. Survey outcomes for both students and advisors indicate the perceived value of the experience, as well as potential areas for improvement. Our presentation will outline the steps taken to provide developmental relationships for these students, from the perspective of an advisor and a senior Student Affairs staff member.

WITT, B.
Wright State University
Lobo B

How to Mentor It: A New Aspect of Mentoring Method (+ Poster Presentation)
In his famous 1945 book *How to Solve It – A New Aspect of Mathematical Method*, George Pólya examined the methods of problem solving, exploring the developmental relationship between teacher and student in pursuit of problem solutions. Drawing on a veritable hit parade of famous thinkers from the history of mathematics – Pappus, Descartes, Leibniz, and Bolzano – Pólya presented “heuristics”, rules for discovery and innovation, in specific steps for training the student’s mind to be analytical, to learn to do what many consider to be strictly intuitive. Pólya’s concepts were further explored by A. H. Schoenfeld in his 1987 *Mathematics Magazine* paper: “Pólya, Problem Solving, and Education”, which likened the ideas to a revolution in the teaching of mathematics. These concepts lend themselves very naturally to mentoring. This paper applies Pólya’s and Schoenfeld’s work to mentoring, presents a specific mentoring model that enables teachers, trainers, and mentors to convey the how-to’s of leadership and innovation, and reports successful model use in a group of talented high school students. In “How to Mentor It: A New Aspect of Mentoring Method”, an old perspective on solving mathematical problems provides a new perspective on mentoring.

WARD, H. & JONES, I.S.
University of Texas, Brownsville
Santa Ana A

Lessons Learned From A University Mentoring Program
“All mentoring relationships are grounded in context: the circumstances, conditions, and contributing forces that affect how we connect, interact with, and learn from one another” (Zachary, 2012). Taking into account the disparate environments and backgrounds that mentors and mentees possess allows for distinctive mentoring: Career support and/or psychosocial support. Mentors help mentees “learn the ropes” while providing emotional well-being” (Irsael, Kamman, McCray, and Sindelar, 2014). In practice, this dual-function mentoring could mean having two mentors for one mentee. Given the multiple institutional changes in an institution, a newcomer could theoretically benefit from having two mentors. Some considerations for structuring a two-to-one or holistic mentoring program are 1) the psychosocial well-being of a mentee may not be fulfilled by someone who may later play a key role in the tenure, promotion decision on the mentee; 2) the psychosocial support mentoring is crucial as the mentees develop their emotional intelligence and “learn the ropes.” “Contextual intelligence also requires emotional intelligence. Without sensitivity to the needs of others, pure cognitive analysis and experience may prove insufficient” (Nye, 2011) to provide what the mentee might need. This paper will describe a faculty mentoring program using a holistic approach and the traditional one-to-one approach. Data collected from interviews with faculty and administrators will be discussed. Recommendations for best practice and modifications to existing mentoring programs will be provided. *Keywords: Holistic Mentoring, Traditional Mentoring, Higher Education Mentoring*

McRAE, V. & FENG, L.

Albany State University
Santa Ana B

An Undergraduate Research Mentoring Model for Non-Research Minority Serving Institutions (+ Poster Presentation)

This paper demonstrates an effective mentoring model utilized by the Center for Undergraduate Research (CUR) at Albany State University (ASU). The model includes building mentor-mentee relationships and implementing an evaluation process. The principles of our model are consistent with the ones that are in existing literature in the field of developmental relationships; however, the model has been tailored to fit our non-research minority serving institution. The model has been implemented and tested in the CUR over the past three years. The effectiveness of the model is supported by the results of data analysis conducted from 2012 to 2014. According to the data, students who participated in the undergraduate research program, GPA scores increased by 73% compared to the non-undergraduate research participants whose GPA scores increased only 58%. The above data is consistent with the study conducted by Finley & McNair (2013), concluding that “minority students who participate in such mentor-mentee (faculty-student) activities show greater improvements in retention and GPA scores.”

TRUBE, B. & VANDERVEER, B.

Ohio University, Chillicothe & Ohio University, Athens
Fiesta A

Mentoring and the ‘Soft Power’ Toolkit: Leadership and Educational Diplomacy

Globalization and internationalization initiatives on university campuses have increased in the past decade. Many universities are designing plans and embarking on initiatives to globalize and internationalize campuses. Institution-to-college and college-to-department policies and practices can be productive and sustainable when leaders employ the skills of soft power. Soft power, a key element of leadership, is sometimes called hearts and minds diplomacy in that it attracts others, and cultivates relationships and respect in order to gain influence. The mentoring relationships that develop within universities and colleges as leadership and faculty become more diverse through internationalization practices often require that leaders enact the principles of educational diplomacy. Authors of this paper propose that when educational diplomacy principles and soft power strategies are leveraged through intentional mentoring practices, barriers to successful outcomes are minimized. This paper presents results from a qualitative study investigating the role of mentoring through educational diplomacy at Ohio University. Suggestions for creating a soft power toolkit are provided. *Keywords: globalization, internationalization, soft power, educational diplomacy, mentoring*

ARSHAVSKAYA, E.

Utah State University
Fiesta B

Mentoring in a Virtual Environment: Rationale, Context, and Findings

Research related to international teaching assistants’ (ITAs’) experiences in the U.S. classrooms reveals certain challenges that this group of educators encounter as they embark on a teaching career in an unfamiliar educational context, such as instructional, social, linguistic, and cultural challenges. Responding to the need to provide incoming ITAs with ongoing instructional support, this action research study investigates the implementation and impact of mentoring of a group of ITAs via reflective dialogic blogs. Data collection focused on the content of ITAs’ writing in the blogs, the mentor’s responses, and the ITAs’ perceptions of the use of reflective dialogic blogs as a mentoring tool. Also, syntactic complexity of the ITAs’ writing was measured at the beginning and end of the study. The results suggest that more attempts of such an implementation should be endeavored in the future. The article also discusses possible modifications for the use of reflective dialogic blogs with this group of students in the future.

KRAMER, L. & BARRERA, I.

National University & University of New Mexico
Acoma A

Using the Skilled Dialogue Dashboard to Support Mentoring of Teacher Mentors (+ Poster Presentation)

Presenters discuss the use of the Skilled Dialogue Dashboard by a special education faculty member responsible for mentoring 9 Clinical Practice Supervisors in a University teacher preparation program. Clinical Practice Supervisors included licensed special education teachers or retired administrators with at least five years of classroom experience in the credential area(s) they were supervising. Each supervisor was responsible for mentoring a university student completing either 12 weeks of special education student teaching or a 1-2 year special education internship. Their own mentoring took place in the context of their relationship with the directing university faculty, with whom they met both formally and informally. Formal group meetings took place three times a year while less formal individual meetings were ongoing throughout their assignment. The Skilled Dialogue Dashboard was used by the faculty member to address targeted mentoring areas specific to miscommunications, personality conflicts and differing ethical beliefs and practices, which posed particular challenges to the Practice Supervisors. Mentoring goals and processes are presented with a focus on the Practice Supervisors’ feedback on the development of their own problem solving skills and professional development.

BAWA, P.

Purdue University
Acoma B

PETAEL Project: New Paradigm of Developmental Learning and Fully Immersed Peer Mentoring

The contemporary trend of education globalization in the United States is characterized by a growing population of international and cross-cultural students. Although, majority of such students are not native-English users, they are required to conform to the Westernized curriculum approach prevalent in USA, and operate within primarily English-only learning environments. Besides adding increased levels of challenge towards their overall learning process and academic performance, this also compounds several social and psychological issues. Literature reviews indicate that although many educational institutions/ educators are cognizant of these issues, and do take some measures to alleviate ESL concerns, the magnitude of increase in diverse learner population calls for significantly more efforts. This paper proposes the Peers Engaging to Augment English Learning (PETAEL) model, as a viable solution to alleviate one key concern of such learners: writing effectively using English language. It is derived from the concepts of developmental relationships, and is based on the premise that an institutionalized curriculum redesign plan, using readily available peer- mentor based resources, can provide the timely support such learners need. A critical component of developmental relationships is the interaction between mentors and mentees, through which mentees can imbibe the skills of the mentors and eventually become self-sufficient enough to become mentors themselves. PETAEL is different in what matters, because it strategizes how ESL support can become part of the core curriculum within programs, instead of being limited to implementation in English related courses or using out- of- program resources for ESL support, as is currently the trend.

CASWELL, C., MORET-VASQUEZ, M. & CHACNON, J.

Rhode Island College & Central Falls School District
Luminaria

Depth Over Breadth Equals Student Success

College faculty partnered with elementary and middle school teachers to form grade level Professional Learning Communities focused on making mathematics more comprehensible to English Language Learners. This initiative, a three-year project, includes two college faculty and twenty-six teachers, grades 1-5, in an urban school district. The college faculty facilitates the grade level cohort meetings designed to develop district teacher leaders. Two urban elementary teachers and a Mathematics and Computer Science and Educational Studies professor will present the development of a partnership that is designed to: 1) strengthen teachers’ knowledge base in mathematics; 2) model sound pedagogy and strengthen teachers’ effectiveness for teaching mathematics; 3) establish grade level professional learning communities across the district; 4) develop a project within each professional group based on a needs assessment; 5) display projects in an online format; and 6) support teachers to be district leaders in mathematics. Pseudo mentoring/coaching relationships have developed and continue to evolve both within the district and between the college faculty and school district personnel. The teachers that are participating realize the benefits in facilitated planning time to inform and transform instructional practice. A drawback to professional learning groups is the lack of time to meet regularly with grade level teachers across the district; however, participant teachers reported many tangible and intangible benefits to working together.

KAHANOV, L.

Misericordia University
Sandia

Active Representation Among Health Care Faculty: A Reduction in Gender Gap (+ Poster Presentation)

Context: Gender studies in academia tend to amalgamate data from differing academic fields limiting discrete discipline patterns. Global data indicates women are less likely to hold a tenure-track position (44.8%), become tenured (23.5% - 28%), and represent senior academic status (full-professor, 15.2%). Purpose: The study purpose was to assess health science faculty in physical therapy (PT), occupational therapy (OT), physician assistant (PA) and athletic training (AT) regarding faculty status and advancement/promotions. Design: Online survey. Participants: We contacted 4201 health care profession faculty (AT=1447, OT= 1245, PA=1135, PT=2383). Participant ages averaged 47.8±10.6 years old with 13.7±9.4 years of experience. Among received emails (n=3882), 867 individuals responded (22.3%). Instrumentation: We used a survey instrument as a component of a larger study. Procedures: We emailed an invite to the faculty, program directors, chairs and deans to participate through a provided link open for three weeks. Statistical Analysis: We analyzed the data using descriptive statistics and cross tabulations. Results: We identified a relatively equal distribution of respondent disciplines. Most faculty are females (n=622, 71.7%) holding a terminal research degree (n=430, 49.7%), terminal degree including clinical doctorate (n=560, 64.6%), housed in colleges of Health Science, and serving in faculty roles (n=714, 82.2%). Further, a large portion are considered seasoned faculty with over 10 years of experience (n=429, 49.6%). Conclusions: Our findings suggest that health care faculty are predominantly in female dominant disciplines, which may facilitate a support structure where women advance at higher rates than national averages in academia for tenure, tenure track, and senior faculty.

BRYANT, P. & HEINS, J.

Columbus State University
Spirit/Trailblazer

A Mutual Mentoring Model: Grounded in Servant Leadership (+ Poster Presentation)

This article explores the concept of a mutual mentoring relationship as a more beneficial method to traditional mentoring processes. Mentoring, as derived from social learning theory (Bandura, 1971; 1977), assumes that learning takes place through instruction and observation in social settings. This article calls into question the traditional mentor-protégé relationship and presents a mutual mentoring model as a viably more effective approach. Drawing on the field of servant leadership (Greenleaf, 1970), the authors first set the stage for developing a mutual mentoring process in which two subject matter experts in differing industries with varying backgrounds and demographics develop a dyadic learning partnership that is expanded beyond that of the more common mentor-protégé relationship. A mutual mentoring model is presented as a virtuous cycle and a set of propositions are offered. The article concludes with practical implications and suggestions for further research.

PETERSON, T. & FRAZIER, M.A.

University of West Georgia
Scholars

SPARK Mentoring: Lighting Up Dead Eyes of Our Youth from the Inside Out

Since 2009, the SPARK Mentoring Program has provided a non-judgmental and humanistic philosophy of working with youth ages 13-18, who have been identified as high-risk by the Department of Juvenile Justice. We will introduce participants to SPARK’s relational, activity-based approach and transformative processes. Presenters will share how they have co-created a safe, developmental community with their university students and youth, while intangibly affecting amazing changes within the lives of both groups. In addition to discussing the program, SPARK youth will reveal their experiences and express what supports them in a mentoring relationship. Historically, youth who have been identified as high-risk are regarded as pathological juvenile delinquents and most often known by the actions of their behaviors. Mentoring studies suggest that mentoring can be a valuable asset for high-risk behaviors such as improved academic outcomes, decreased recidivism rates, and improved self-esteem. While this research is important, the mentoring research has traditionally focused on the need to change high-risk youth behaviors, without understanding or asking youth the potential reasons they may be acting out. Thus many youth have been stigmatized as “a problem” due to the acting out of inappropriate behaviors. Other research on mentoring suggests that there is powerful potential in mentoring when youth are empowered, provided with choice and the opportunity to actively participate in shared decision making regarding the mentoring relationship: choice in the activities, discuss their backgrounds, and peers and mentors establish an environment that facilitates freedom to self - express. This program and research represents a radical departure from traditional mentoring paradigms.

PENLAND, J.L. & VELASCO, J.G.

Sul Ross State University
Amigo

Paradigm Shifts: Mentoring and 21st Century Learning (+ Poster Presentation)

At four-year institutions, 56.7% of college students graduate within five years (ACT, 2014). This is especially troubling when accounting for ethnicity, with a 57% graduation rate of White students, followed by smaller proportions of Hispanic students (46%) and Black students (39%) (NCE, 2008). Recent research (e.g., Graff, McCain, & Gomez-Vilchis, 2013) demonstrates that Hispanic students and Black students (e.g., Burley, Barnard-Brak, Marbley, & Deason, 2010) experience disproportionate risk to college attrition due to poverty,

poor school environments, and a lack of social and family support. Interestingly, these same studies demonstrate how at-risk students can have success when they have high self-efficacy, experience supportive familial and community networks, and see the value of higher education. Resiliency theory is an expanding body of ideas that attempts to provide explanations for the source and role of change in adaptive systems, particularly the kinds of change that are transforming in higher education institutions. Scholars from various disciplines have contributed to the current state of this formulation. This article/poster proposes that academia would benefit from an increasing collaboration with both political and social leaders, who would provide a long-term perspective on adaptive cycles, such as resiliency theory. Although social leaders have written provocatively about studying the resilience of past and present academic societies, such an approach has not become common in the political arena. We suggest colleges 1) strengthen positive external support systems such as mentoring and experiential learning programs, 2) personalize academic learning environments and 3) affirm the “value” in higher education.

BURKE, A. & STEINER, A.
University of Nebraska, Omaha
Mirage/Thunderbird

The Essence of Coaching in a Teacher Preparation Program

Instructional coaching for reflection has traditionally not been part of teacher preparation. In addition, there is limited understanding of developmental coaching relationships within the context of field experience in teacher preparation programs. Reflection has increasingly been recognized as a central element of professional growth during teacher preparation. The purpose of this qualitative study was to explore the essence of instructional coaching between teacher candidates and an instructional coach as it relates to reflection of practice. Teacher educators would benefit by knowing more about the learning that occurs within the directed conversations between the instructional coach and teacher candidate. This study provided new information regarding the structure, context and content of coaching conversations, in order to better understand factors that facilitated learning that lead to more reflective practice. By participating in coaching conversations with an instructional coach, teacher candidates were able to engage in reflective practices that may not have been achieved alone. With the support and guidance of an instructional coach, the teacher candidates were able to identify noteworthy events, analyze these events to gain new understandings about teaching and learning, and set goals based on the newly acquired knowledge. During this session, we will explore a coaching model that has been implemented at a university’s teacher preparation program as well as share key learnings, successes, and next steps for developing reflective practitioners.

SOUTHERN, N. & GIBBONS, K.
Saybrook University & New Day, Inc.
Alumni

Mentoring for Transformative Learning: Supporting Youth through Communities of Care

The paper and presentation builds upon the work of Southern (2007) emphasizing the importance of relationship and creating communities of care to support mentoring for Transformative Learning (TL). TL, originally developed by Mezirow (1990) has evolved to take a systemic view of the conditions necessary to support transformative learning. Incorporating the work of Jurgen Habermas and Martin Heidegger, Southern developed a model that integrates the principles of mutual comprehension, shared values, truth, and trust to support being in relationships of care as teachers and mentors. These relationships both challenge and support mentors and mentees in negotiating meaning, expanding horizons, and taking shared responsibility for co-creating a better world. New Day is an organization in Albuquerque supporting transitional youth, ages 16-19, in developing the skills needed to build productive and meaningful lives. New Day is different from other youth-serving organizations in that it creates a culture of shared-leadership which supports youth and their families in charting a pro-active life course. The paper and presentation will apply Southern’s theory to developing new ways of being in relationship and mentoring processes for transformative learning. Kate Gibbons will share how New Day can implement these changes in developing staff and supporting youth. Staff learn how to “be in care” in ways that enable youth to develop positive relationships with committed adults to build protective capacity in young persons, providing an increased sense of certainty and security. These relationships support youth in moving up Maslow’s hierarchy where learning and actualization occur.

STEPHENS, V.
Dickinson College
Isleta

Appreciative Advising for Peer Mentors: A Training Module for Peer Mentor Programs

One of the challenges for new and established peer mentor programs is designing an effective training curriculum that will prepare mentors for the variety of challenges they may encounter with their mentees. This paper will expose directors of peer mentor programs to an innovative training unit they could employ for their programs. The presentation adapts key principles from The Appreciative Advising Revolution (Bloom, Hutson, & He, 2008) and fuses them with the goal setting parameters outlined in the classic mentoring text Students Helping Students (Newton & Ender, 2010). The session will illustrate the relevance of components of Appreciative Advising as a tool for helping peer mentors empower their mentees to reflect on strengths and areas of growth, and develop a process for crafting relevant, measurable goals written in a positive framework. In addition to sharing the presentation’s content via Power Point I will share examples of training materials crafted for helping mentors learn the model as well as templates that will aid mentees in documenting their goals, support resources, progress and completion. Appreciative Advising is a potentially transformative tool for helping mentors generate positive sustainable developmental relationships since mentorship and advising are both rooted in a collaborative, asset-based approach.

CONCURRENT SESSIONS

10:00 – 10:45 AM

KAMLER, E. & GOUBEAUD, K.
Long Island University, Post
Lobo A

Forging Developmental Relationships in the Grow Your Own Teacher Program

As the recipient of a Congressionally-directed grant, Long Island University, C. W. Post Campus (LIU Post) implemented the Grow Your Own Teacher (GYOT) program designed to identify a cohort of diverse, disadvantaged 11th grade high school students from underserved areas on Long Island, New York, accelerate their entrance into college, and support them in the goal to become mathematics or science teachers in predominately high needs, local school districts. Throughout the selection and implementation phases of the GYOT program, data was collected from multiple sources from the secondary and post-secondary levels to examine the formation and solidifying of developmental relationships to support the students’ academic competence and their ability to persevere in the face of learning difficulties, disappointments, and family crises. The organizational structures, methods, activities, and

techniques that promoted these relationships are reviewed and evaluated in an effort to further illuminate the relationship-building elements which enabled these students to flourish and successfully address their individual challenges in acquiring a college degree. Particular attention focused on the many and varied developmental relations that have supported and sustained these students which included (a) the initial identification of the students and their relationships with high school personnel; (b) the partnership between the director and these high school mentors; (c) the director’s relationship with the students; (d) the students’ relationship with key professors as well as mentor-tutors; and (e) the relationships formed between and among the students.

GURAMATUNHU-MUDIWA, P. & ANGEL, R.B.
Appalachian State University
Lobo B

Cross-racial and Cross-cultural Mentoring (Counter Stories)

The purpose of our paper is to share an informal mentoring experience of two women (White and African) in academia who work at a predominantly White university located in the southeastern part of the United States. We share our mentoring experience by exploring mentor functions outlined by Johnson and Huwe (2003). They identified nine career functions of the mentor: (a) sponsorship, (b) exposure and visibility, (c) coaching, (d) protection, (e) challenging assignments, (f) role modelling, (g) acceptance and confirmation, (i) counselling, and, finally, (j) friendship/mutuality. We use counter stories to describe our experience and our approach mirrors Johnson- Bailey and Cervero’s (2002) study. In discussing these mentor functions, we highlight how our assumptions about race, gender, culture, power and privilege were challenged and how we came to acknowledge that differences matter (Feroglia, 2011), and how we used the mentoring process as learning about self and each other to achieve a meaningful productive relationship (Johnson- Bailey & Cervero, 2002). In cross-racial and cross-cultural mentoring, issues of race, gender, power and privilege influence the relationship and these have to be addressed (Johnson- Bailey, 2002, 2004; Feroglia, 2011). The dynamics involved should not be ignored as Feroglia (2011) stated, “...social structure and power, particularly in regards to privilege, affect trust between people from varied cultural backgrounds” (p. 7). Throughout this process, we learned to wade through “protective hesitation” (Thomas, 2001, p. 105), wherein both the mentor and mentee refrain from talking about touchy issues. This mindset, Thomas warns, can potentially cripple the relationship.

WYATT, J.
Mississippi State University
Santa Ana A

Developing a Mentoring Program: Creating a Mentoring Plan Based On Existing Platforms

2013-2014 marked year one of a College of Education’s creation of a college-wide faculty mentoring plan. This included a presentation of the existing conditions in the College and provided a rationale for why this college may need a specific kind of mentoring. During 2014-2015, a council continued development of the mentoring plan with activities which included: 1) making service work legitimate research by obtaining Institution Review Board approval to document the process as research; 2) hosting two formal presentations with question and answer sessions with senior University leaders; 3) enlisting College Department Heads and Directors as co-designers, partners, overseers and/or mentors; and 4) gathering, reviewing and distillation of several existing mentoring plans. Data analysis included a review of seven existing plans reviewed and analyzed by the council and volunteers. This design process allowed for the inclusion of activities, such as University professional development in the draft mentoring plan. The draft was prepared from the most popular parts of existing plans using a formal qualitative data analysis technique for categorization of themes and frequency mapping. This draft will serve as a basis for the new plan which will undergo full college review during academic year 2015-2016. Design theory of studio based learning served as the theoretical framework for this research that is aimed at showing faculty how to make service initiatives legitimate research that compliments already existing research lines.

CLAYTON, C.
University of Colorado, Colorado Springs
Santa Ana B

Using of Video- Based Coaching with Pre-Service Teachers

The mentoring relationship between university supervisors and pre-service teachers is critical to the success of the developmental role of student teaching. University supervisors assist pre-service teachers in synthesizing coursework into a clinical context and transitioning into the role of classroom teacher. Instrumental in this growth process is the mentoring that occurs during multiple classroom observations. During observations university supervisors help pre-service teachers make sense of multiple forms of feedback in order to improve practice. In this paper, we describe the implementation of a pilot project using a combination of video-based and face-to-face coaching for pre-service teachers at mid-sized state university. We explore changes in the nature of the mentoring relationship between supervisors and pre-service teachers and discuss implications for practice from both a technical and a relational standpoint. Finally, we discuss future steps for evaluation and implications for educator preparation programs. The use of video-based coaching is during the clinical phase across licensure programs—including medicine and teaching—is a relatively new phenomenon and the implications for the mentoring process have only recently been explored.

GONZALES, R. & MARQUEZ, R.
University of Texas, San Antonio
Fiesta A

PIVOT: A Mentoring Model for First-Generation Success

PIVOT’s goals are to prepare, inspire, validate, orient, and transition (PIVOT) students at the University of Texas at San Antonio and the San Antonio Alamo Community College five-campus districts. This paper discusses the design of a proposed mentoring model for a university where 49% of the 2014 entering class are first-generation students. The proposed PIVOT model centers on four major activities that support student centered academic achievement through developmental relationships between the partnering institutions. PIVOT’s goals are to increase Hispanic, low SES, and first-generation undergraduate transfer, retention, and graduation rates. PIVOT’s developmental relationships include: 1) Alamo Runners—a mentoring program that bridges students across their community college and 4-year university experience; 2) Transition Year Experience—peer mentoring tied specifically to the transfer year between the two campuses; 3) First to Go and Graduate—first-generation faculty coaches for first-generation students; and 4) Math Matters—a course re-design of Math 1073, an algebra course with a high failure rate. This paper focuses on the First to Go and Graduate (F2G&G) component of the proposed PIVOT initiative.

CASSADY, A.H.
[Oklahoma Christian University](#)
Fiesta B

A Study of Student Teachers' Understanding of Classroom Management Decision-Making

Learning to manage a classroom of elementary students is often likened to conducting a three-ring circus, particularly in the eyes of student teachers. As they enter the field, student teachers are given their first opportunities to experience the delicate art of managing a classroom. Concurrently, they are enrolled in methods courses assigned by their university teacher preparation program, instructing them in theories and best practices of their craft, yet the decision-making processes necessary for becoming a successful educator and manager are not addressed. Through qualitative case study, five student teachers share their observations and experiences as they met the challenges of learning to manage a classroom, focusing upon the need for sound decision making skills. Data for this investigation was taken from observations, interviews, reflections, and archived documents. Cross-case analyses revealed that participants felt anxious and unprepared when managing a classroom and lacked the decision-making skills necessary for successful management. The themes and findings derived from the data suggest that a great deal of management learning and decision-making skills come from time in the elementary classroom in conjunction with explicit teaching and conversations concerning these skills. Likewise, the relationship between the cooperating teacher and the student teacher, the authority the student teacher possesses in the classroom, as well as the teaching philosophies held by both greatly affect the successful acquisition of management decision-making skills. This study holds implications for the preparation student teachers receive, with regard to classroom management decision making, in their field-placement classrooms and university teacher preparation programs.

PEDERSEN, J.
[University of Nebraska, Lincoln](#)
Acoma A

Promoting Successful Scholarship through Mentoring Relationships: One College's Approach

Mentoring faculty within the academy has a long history with inconsistent definitions and varied success (Berk, Berg, Mortimer, Walton-Moss & Yeo, 2005). Across many years and varying experiences at multiple institutions, we have seen a wide array of mentoring approaches at the college and university levels. Some have been informal (individuals meeting to discuss issues or ideas in a casual setting), and others have been more structured ("classroom like" with scheduled meeting times and specific agendas). Although recent faculty hires seem better prepared to be part of an academy that stresses a comprehensive vision of scholarship (including research, teaching and service), there remains a strong need for mentorship among new faculty to assist them in meeting the expanding expectations of higher education. In the College of Education and Human Sciences at the University of Nebraska-Lincoln, we have intentionally developed a program for new faculty that assists them in understanding (a) the academy and the changing nature of academics; (b) the role of faculty members within our academic community; and (c) their definition of themselves as scholars contributing to their discipline, department and college. A primary program component focuses on the professional and personal context that faculty members must traverse to develop positive relationships and be content and productive citizens of our academic community.

HOWELL, J.R.
[Carilion Clinic](#)
Acoma B

Development of an Interprofessional Emergency Medicine Fellowship

Physician Assistants (PAs) and Nurse Practitioners (NPs) are licensed medical providers that practice in nearly every field of medicine in collaboration and coordination with physicians to improve access to, and enhance the quality of, healthcare.1 Carilion Clinic uses the term ‘Advanced Clinical Practitioner’ (ACP) to encompass PAs and NPs, replacing the uncomplimentary, inaccurate and regretfully all-too-common term ‘mid-level provider’ (MLP), in recognition that our highly educated and trained ACPs have never given ‘mid-level’ care. These clinicians, in collaboration with their physician colleagues, participate in the full spectrum of patient care in the emergency department and are a critical component of the healthcare team. There is and ever-increasing interest on the part of graduating PAs and NPs to have more formal, structured and intensive training to best prepare them for practice in a variety of specialties, including Emergency Medicine (EM).

MITCHELL, C.E.
[University of Virginia](#)
Luminaria

The Role of Mentors in Shaping the Career-related Possible Selves of Women in Science and Medicine

This paper presents findings from an investigation of the experiences and external support mechanisms that helped to shape girls’ future-oriented career identities in science, medicine, or biomedical research. 118 female participants from diverse racial and ethnic backgrounds who were currently students in or had already earned an MD, PhD, or MD-PhD degree in one of the STEM fields participated in interviews focused on early interest development in science and/or medicine and experiences along their academic and professional pathways. Findings suggest that professional female mentors, who 1) provide access to their work site or laboratory, 2) foster a more concrete understanding of the nature of their profession, and 3) bolster self-efficacy in science and/or medicine, played an instrumental role in helping the female participants pursue academic and professional goals and—perhaps more importantly—helped them develop possible selves as scientists. Possible selves are similar to “behavioral blueprints” that represent an individual’s hoped for or feared future self, i.e. selves one expects or hopes to become or selves one wants to avoid or fears becoming) (Osyerman & James, 2009). We explain more thoroughly these findings as well as present recommendations for mentors to nurture early career-related interests for female youth in science and medicine.

GRISSETTI, G. & LAWRENCE, D.A.
[Old Dominion University](#)
Sandia

The Role of Mentoring and Social Media in Rehabilitation After Limb Loss (+ Poster Presentation)

Recovery after limb loss involves a balance between learning the techniques needed to manage a prosthetic device and experiencing the changes and alternations in body image and life style. Therapists observe the responses of their patients through rehabilitation, assessing the patient's ability to use the prosthesis and the psychological adjustment to limb loss. It has been documented that the complexities of the physical and psychological impact of amputation have an effect on rehabilitation outcomes. The use of amputee mentors and social media in a clinical setting can influence attitudes, understanding and acceptance of limb loss among amputees. This presentation will describe and discuss the comments of a group of amputees on their experience with mentoring and using social media to enhance recovery. The presentation will also describe how this approach can be implemented in a cost effective way to enhance amputee participation in rehabilitation to impact functional outcomes. Twenty lower limb amputees have been interviewed about their experience with serving as a mentor and on their use of social media around limb loss. Interview data were collected during face-to-face interviews at a private practice physical therapy clinic, which has been designed to

enhance mentoring experiences for clients. Responses were reviewed following transcription and compared with findings from a review of the literature including characteristics of a mentor, impact on motivation, and other related indicators. Amputees reported feeling less isolated and experiencing an increased commitment to their rehabilitation process.

HIESTER, S. & HOVSEPIAN, N.
[University of Tennessee](#)
Spirit/Trailblazer

Managing the Millennials: A Philosophic and Practical Approach

An X-Gen/Millennial professional Mentor/Mentee pair will explore research-based approaches to inter-generational coaching within a modern business environment. The session will be based on the research thesis Recruiting and Retaining the Millennials: Managing for Capitalization Rather than Conflict, published by the Millennial under the guidance of the X-Gen Mentor. The pair have worked together for several years at a Fortune 500 company, where much of the research took place. Specific themes will be explored, including: messages that motivate, zero-cost flexibility, coaching styles, mentoring approaches, reward systems, and others. The format taken will be, for each theme, an initial presentation of the research and philosophy, followed by real-world examples of their application and results.

BINGHAM, S. & CODY, D.
[Clayton State University](#)
Scholars

A Faculty Mentoring Program: Challenges and Successes

Mentoring is a concept that is essential in recruiting and retaining nursing faculty. While a number of nursing programs provide methods for mentoring novice faculty, the success of such activities may often be determined by the rate of faculty attrition. The catalysts for developing a program focused on mentoring the mentor included the expectations, workload, and attrition rate of novice faculty members. Previously, mentors functioned in the roles of teacher or resource person, causing the roles of both mentor and mentees to be unclear and without specificity. Applying Meleis' Transition Theory, a focus on teaching mentors how to be more effective was developed. Based on university funding, a Nurse Educator Mentor was assigned to develop and implement the Faculty Mentoring Program. Faculty members who have experience teaching, as well as novice faculty members, are able to transition into their roles easier thus promoting faculty attrition, productivity, and better outcomes. An innovative program has been developed and implemented to transition faculty into a formal role of the faculty mentor. A variety of individual and group strategies were used in implementing the Faculty Mentoring Program.

NELSON, J. & WEBER, C.
[North Dakota State University](#)
Amigo

Mentoring for Connection: Effective Personal Growth Mentoring (+ Poster Presentation)

Academia can be a challenging and lonely working environment, and people at many levels of the academy report feeling stress, isolation and loneliness. People at different levels of their career have different needs, but throughout an academic career, maintaining wellness and a sense of connection is critical. The authors hold positions as Associate Deans in two colleges on a campus that has historically had a hostile climate for women and other under-represented groups. Their primary responsibility in their positions is to provide mentoring and other professional development programs to the faculty in their respective colleges. They have mentoring groups for new faculty (those in their position one to two years) and mid-career faculty (typically tenured associate professors). These programs are different from other programs on campus in that their underlying philosophy is creating opportunities for faculty to increase their personal wellness and feelings of connection to the university. In the peer-mentoring group for mid-career female faculty unique resources were used as a guide for the meetings. The goal of this group was to increase multidisciplinary collaboration and support as participants planned out their career advancement goals. In the new faculty programming, we used a variety of materials and interventions to increase feelings of connection and normalizing the stresses of being in a new faculty position. In this paper, we will describe the two efforts: the new faculty programming and the mid-career program. We will also report preliminary assessment data from participants in the programs.

SMITH, M.D.
[Missouri State University](#)
Mirage/Thunderbird

The Journey of Mentoring a New Faculty Member Toward Tenure & Promotion: A Case Study

As new faculty enter academe and weave their way through the promotion and tenure process, year one in many ways is a year of discovery at various levels. Scholars and researchers flourish more rapidly if they receive clear expectations about success and encouragement that endorses intellectual strengths and career commitments (Astin & Leland, 1991). Although mentoring is not new in academe to retain students, few formal programs for mentoring junior academics have been developed and assessed. Both experience and common sense suggest that appropriate mentoring and support can cut years off the professorial learning curve (Brent & Felder, 2000). Mentoring is itself a skilled and complex craft, however, and when poorly done it may do more harm than good (Brent & Felder, 2000). No doubt a good deal of informal helping among faculty does occur, but to be effective in the long-term, mentoring cannot be viewed as a peripheral or compensatory program. Rather it must be viewed as a strategy for changes in the structure and climate of the institution. Mentors can provide institutional information on services, benefits, intramural monies for teaching, travel, or research, act as advocates for the newcomers, and help them to integrate into the scholarly community of the institution. New faculty require access to this information to function as accepted peers and professionals. This case study investigates the mentoring relationship between a senior and junior faculty member and where a junior faculty member has landed in year two of their tenure and promotion journey.

KEMIS, M.R. & DE LA MORA, A.
[Iowa State University](#)
Alumni

Developing and Using a Scale to Understand and Engage Faculty in Effective Mentoring

Evaluative research supports the idea that effective mentoring is crucial for the success of undergraduate researchers and has been linked with a broad variety of outcomes including increasing students' overall program ratings and program satisfaction, retaining students, and increasing intention to pursue graduate education. Yet, few evaluations or research studies explore the behaviors of mentors that specifically contribute to effective mentoring, making it difficult to train mentors to behave in a way that will support these types of programmatic outcomes for students. The initial goal of our study was to examine whether hypothesized factors of effective mentoring contribute to positive outcomes for undergraduate researchers

in intensive summer programs. However, difficulties with small sample size, low variability in responses, and ceiling effects meant that it was not possible to validate a mentoring scale with that population. The decision to survey graduate students provided us with immediate access to a larger population of students that work closely with mentors, would presumably have larger variability in ratings of their mentors, and would allow for a more in-depth and sophisticated analysis. Information will be presented about developing the survey, as well as results from the first administration. A valid and reliable scale that can be used for a variety of student-faculty mentoring relationships is essential as we continue to understand effective mentoring behaviors in a wide range of programs and departments and at both the undergraduate and graduate levels. Implications for engaging faculty in professional development around effective mentoring will be discussed.

WAGNER, K. & ACCARDI, J.
Eastern New Mexico University
Isleta

Listen and Advise Mentor Program (LAMP): A Pilot Program for Mentoring Beginning Teachers

Even though teacher candidates may successfully complete a rigorous teacher education program, they may need additional support during the first year of teaching. A mentor can listen to concerns, empathize with the complexities of classroom life, guide a positive decision-making process, and provide encouragement and valuable resources. This personal relationship enables a first-year teacher to glean from the wisdom and knowledge the mentor has to offer, which can potentially lead to a more successful career for the beginning teacher. However, with the current demands placed on many experienced classroom teachers, beginning teachers often are not offered a mentor program. This pilot program is a potential solution for mentoring beginning teachers, as university faculty members fulfill that role for recent graduates of the Teacher Education Program. Faculty, who have been vested in the success of teacher candidates during their undergraduate Teacher Education Program, have the opportunity to continue their positive influence through the role of a mentor during the candidate's first year of teaching. The prior teacher-student rapport between the teacher educator and teacher candidate offers a strong foundation for a successful mentor-protégé relationship. This initiative seeks to not only afford first-year teachers with effective mentorship but also use the data to promote program improvement. As teacher educators listen and provide advice and resources to beginning teachers, they learn more about the current climate of the profession, remain up to date with current practices, and provide a contextual framework for guiding other teacher candidates.

CONCURRENT SESSIONS

11:00 - 11:45 AM

GEORCESON, T. & HOUCAN, E.
Central Washington University
Lobo A

Renton Teaching Academy: A Heuristic Model for Mentoring High School Students into Teaching

High school is a time for students to think about adult career paths; various academies are potential avenues to introduce students to different professions. The Renton Teaching Academy is designed to inspire, support, and provide an authentic pathway to becoming a teacher. This academy, located at Renton High School and set in an urban setting, offers a two-year program that not only introduces high school juniors and seniors to the teaching profession but also provides mentors that welcome these into their classrooms. The initial goals of the program were twofold: recruit students of color and expose these students to high-need areas of teaching, such as science, technology, engineering, and mathematics (STEM). The Renton Teacher Academy has excelled at these goals, largely due to its comprehensive support and mentorship systems. The Academy has become a model, of sorts, for other upcoming academies in the State of Washington. Despite limited efforts, the Renton Academy has challenges in addressing the "leaky" pipeline once students enter post-secondary education. The presentation, serving as heuristic case-study, will explain a) the best practices of mentorship at the secondary-level, and b) explore factors that would enhance retention rates, such as: mentorship programs at the college level, more time in classrooms with mentor teachers, and other innovative approaches.

HOFFER, S.B. & LANGE, B.
College of Central Florida
Lobo B

Essentials to Mentoring Nursing Faculty and Its Relationship To Success and Retention Rates

In recent years, the profession of nursing has experienced a unique phenomenon seen in our country, which is the surge of dwindling academically prepared professors. According to the American Association of Colleges of Nursing (AACN) report (2014), nursing schools turned away 79,659 eligible candidates because of this inescapable reality. Regrettably, this number is expected to escalate over the next decade. Evidence suggests that this decline of US nursing faculty is multifaceted with indications pointing to (1) a gap in academic and clinical practice salaries, (2) lack of interest, (3) lack of education, (4) faculty job dissatisfaction and (5) unrealistic role expectations (Yordy, 2006). In 2014, the American Association of Colleges of Nursing, likewise supported these findings and went on to elaborate that junior faculty reported a higher percentage of job dissatisfaction. Attrition rates represent an astounding loss of resources for the organization, profession and, in many cases a devastating loss of time, money, and self-worth for the new faculty. With attrition continuing to affect our profession, it is essential that we develop programs that have the potential to improve faculty perceptions and success. For junior faculty, establishing a mentoring relationship can alleviate difficulties, incongruences and adaptation challenges within their new role transitioning from "novice to expert". In the complex environment with which new faculty must navigate, it is imperative that nursing leaders apply and share an array of exemplary principles within mentoring programs in order to make a concerted effort to create an environment they can thrive socially and professionally.

ENTWISTLE, D. & NICHOLSON, S.
Malone University
Santa Ana A

Successful Transitions: The Importance of Mentoring New Faculty Members

Teaching at the university level is a meta-profession that is not easily mastered. Having spent many years studying a narrowly-focused academic content area, newly minted PhDs matriculate to university teaching where they may be expected to teach a broad range of courses outside of their narrow area of expertise. In most cases, the novice professor has had little or no formal preparation for how to respond to the myriad expectation of the meta-profession of teaching. Moreover, the character and mission of any given college or university

bring additional challenges for the new professor to navigate. Malone University, a Christian liberal arts university, created a new faculty program two decades ago which includes a mentoring component. Malone's program for new full-time faculty members is comprised of four parts: 1) a new faculty orientation program; 2) monthly new faculty meetings during the first year; 3) individual faculty mentoring throughout the first year; and 4) a semester-long course in the second year, designed to teach new faculty how to integrate faith and learning, a key emphasis of our institutional mission. This multi-faceted approach to training new faculty has proven effective in transitioning new faculty into the institution, providing support, and helping new faculty members to thrive despite their often overwhelming first year of teaching. This paper explores the rationale for the program, the details of the various components, and an analysis of the effectiveness of this kind of mentoring program.

KEETON, J.D. & WILSON JR., E.
University of Kansas Medical Center
Santa Ana B

Considering Both Sides of the Coin: Lessons Learned from a Pilot Staff Mentoring Program

The complex higher education environment of an Academic Health Center presents unique challenges for organizational capacity. During a strategic plan implementation process, a School of Nursing identified a need related to staff professionalism and engagement. A workgroup was tasked with creating and implementing a professional development opportunity for the non-academic/non-clinical staff. Compounding factors such as staff turnover, loss of institutional knowledge and demand for more sophisticated skills sets were the impetus for a pilot mentoring program. The goal of the pilot program was to align each participant's personal interests and professional development with the School of Nursing's organizational goals. The program consisted of one-on-one consultations, group sessions, an external opportunity and evaluation mechanisms. Several benefits and caveats were identified while trying to address the organizational needs. This presentation will provide an overview of the strategic initiative, the program framework, a summary of participant and supervisor perceptions of the program and salient implications for future program planning. The key take-aways will be helpful for organizations considering a strategic response to non-academic/non-clinical staff development needs.

BROWN, T. & DEMATTEO, F.J.
Marywood University
Fiesta A

Developmental Relationships: The Key to Success in an Academic Mentoring Program

The purpose of the session is to demonstrate the effectiveness of an academic mentoring program for underrepresented, underperforming high school students. The focus of the program was to facilitate students' academic success in high school and to prepare them for post-secondary education through weekly mentoring sessions. Rooted in Gutierrez' (2008) Third Space Theory, graduate Education student mentors served as "more capable others" who used language as a cultural tool to facilitate the acculturation of underperforming high school students into the academic community. Participants included three cohorts of 20 high school students, twelve university mentors, and a community center liaison. Each cohort attended the program for three years prior to high school graduation. Data collection included mentor session logs, as well as interviews with mentors and students. Consistent with Li and Julian's (2012) findings that interventions with at-risk individuals are effective only when developmental relationships characterized by attachment, reciprocity, progressive complexity, and balance of power are present, a discourse analysis of logs and interview transcripts suggest that such characteristics were not initially present but emerged over the course of the program; program completers perceived the mentoring relationship as integral to helping them overcome many barriers to academic success.

MADDEN, T.
Notre Dame de Namur University
Fiesta B

Social Justice At Home: Measuring Outcomes of a Faulty Mentoring Program

Social Justice is used broadly to address increased fairness for all. Within the university system, this carries dual importance, supporting our mission to educate and the internal structure that supports that learning. Beginning at home by supporting the faculty who teach and provide support for students is essential to sustain that mission. At Notre Dame de Namur University, we are challenged to support social justice in specific ways defined in part through written Hallmarks. The term hallmark refers to a distinctive designation, especially one of excellence. "We stand firm in our commitment to honor that goodness in ourselves, in others, and in our world," is one of the Hallmark descriptions that drives and challenges our mentoring program. When we began our faculty mentoring program four years ago, those involved shared a vague hope that the program would support faculty. Functionally, it evolved beyond that originally envisioned and recently we collected data with regard to program's specific outcomes on faculty and students. Through this paper, we propose examining these outcomes through the lens of social justice, looking at the changes brought about with regard to adjunct members of the faculty, on the students whom we serve, and on the organization's culture.

FORD, M.P.
University of Wisconsin, Oshkosh
Acoma A

Co-teaching Models: Rethinking the Mentoring of Pre-service, Student & Beginning Teachers

Pre-service teachers often attend education classes taught in isolation and move into K-12 classrooms where professional demands require a high degree of knowledge of integration. The ability to isolate one's teaching is quickly eroding with accelerating movement toward collaboration in instructional formats and evaluation systems. Darling-Hammond, Bransford, LePage and Hammerness (2007) called for a change that is less isolated and more reflective of teacher practice. Co-teaching models emerge from this context and as a contrast to isolated teaching. Finding successful application with student teachers, this panel explores two questions: What happens when teacher preparation courses use co-teaching models? What happens when teacher educators make their practice public to their colleagues as they begin to teach together in mentoring pre-service teachers? The panel will discuss implementation of six co-teaching models: team teaching; one teaches, one assists; one teaches, one observes; stations; differentiation; and parallel teaching within an undergraduate Integrated Communications Block. Bringing together formerly discrete classes taught in isolation with minimal coordination and collaboration, the block draws on the strength of inclusive classrooms, reflective practices embedded in the heart of good teaching, and the mentoring of ideas of support (Bacharach, Heck & Dahler, 2010). Data aggregated across student surveys from multiple semesters will be shared to provide insights revealing the impact of the models on the thinking and future practices of the students. In looking closely at what the change meant to undergraduate teaching practices, the panelists will share final conclusions about new directions for mentoring pre-service, student and beginning teachers.

STAATS, A.F. & OKONKWO, C.

Rutgers University
Acoma B

PMConnect: Keeping College-Enrolled Foster Youth Connected to Supports in the 21st Century

Postsecondary institutions have pioneered innovative online tools that have helped students adjust to the demands of college life. Applications that are accessible on multiple platforms (e.g. computer, phone, tablet, etc.) are being utilized by students to complete a variety of academic planning tasks and are becoming the norm on campuses nationwide. Project MYSELF is a supportive mentoring program that serves close to 400 students who have had some involvement with foster care and are pursuing postsecondary degrees. Project MYSELF is pioneering an online tool to ensure that students are connected to appropriate campus resources and support networks at the onset of their career at Rutgers University. Research shows that these young people are especially disconnected from supportive adults and service networks, and navigating the resources necessary to successfully attain a degree can be a major challenge. As a result, Project MYSELF is launching an online tool called “PMConnect” to link these students with supports on campus and in their communities. PMConnect gives students the ability to track and manage helpful resources on campus—such as financial aid, residence life, academic advisement, tutoring, health services, student organizations, etc.—and helps them meet and stay connected with supportive adults (such as faculty/staff, mentors, advisors and counselors) and peer leaders. It also assists Project MYSELF administrators in referring students to necessary support services in times of high need or crisis. This proposal highlights the tool and how it will be utilized at Rutgers University during the 2015/2016 academic year.

RICHARDSON, G., RULLI, C. & HALLAM, B.

La Salle University, Philadelphia Education Fund & Bryn Mawr College
Luminaria

The New Teacher Support Program: An Individualized Support Plan for Retaining STEM Teachers

This research reports on the activities and outcomes of an innovative multi-institutional support program, in its first year of implementation, that employs an individualized support plan (ISP) to address low teacher retention among Science, Technology, Engineering, and Math (STEM) educators in high-need schools. Adopting an inquiry stance, problems of professional practice as well as social-emotional needs were identified for ten first and second year teachers, all graduates of Noyce-funded teacher preparation programs at various colleges and universities in the region. The resulting needs informed action plans and subsequent personalized mentoring, social networking, and professional development activities. In parallel, existing mentoring practices among the six mentors assigned to new teachers came under examination. Similarly, professional development activities addressed problems of practice related to mentors as coaches. Using case study design, initial findings regarding program implementation are explored. Preliminary data from new teacher needs assessments; a mentor skills survey, mentoring progress reports, and program satisfaction focus groups are highlighted. In light of the inquiry cycle, implications for future new teacher mentoring practices and mentor development activities are discussed. *Keywords: mentoring, individualized support, STEM, new teachers*

FETHERMAN, D.

University of Scranton
Sandia

Professional Identity Development: A Model for Undergraduate Health Education Mentoring (+ Poster Presentation)

Professional organizations have made progress in establishing the professional identity of health education/promotion (HE/P) professionals. Health education faculty are challenged to facilitate undergraduate students’ professional identity development within the curriculum. Goltz and Smith (2014) identified general strategies that can help faculty mentors develop HE/P students’ professional identity. This paper will: 1) highlight recent literature on professional identity development across health education/promotion, related health professions and higher education, 2) describe the author’s process for defining professional identity, and 3) provide a model for use as undergraduate HE/P students’ are mentored throughout their education. Suggestions for assessment will also be presented.

UNGER, C.

Robert J. Dole Institute of Politics
Spirit/Trailblazer

Building Intergenerational Mentoring Communities through Nonprofits

The Robert J. Dole Institute of Politics was dedicated in 2003 with the mission of promoting civic and political participation as well as civil discourse in a bipartisan, balanced manner. The two main groups of stakeholders at the Dole Institute – our Friends (annual donors) and Student Advisory Board members (university students) – previously had few opportunities for interaction. Through one-on-one interviews, we found that our donors did not really understand the value students can gain from being active at the Dole Institute and our students did not understand the incredible connections they could be making through our donors. To add to that, the Dole Institute itself was suffering in potential monetary contributions due to the donors’ lack of knowledge and understanding, as well as suffering in numbers of engaged students because we were not properly putting forth all the human capital available to them. The Dole Institute Mentoring Program was established to help address each of these issues. It was developed with three goals in mind – 1) to foster deeper connections between the Friends of the Dole Institute and the Student Advisory Board, 2) to provide a forum for individuals of all ages to practice civil discourse by facilitating meaningful discussions, and 3) to develop students’ skills, values, and a sense of empowerment, leadership, and citizenship. One year into the program, we have 59 total participants, much more engagement from both groups, and our annual donations have increased. This is a model many organizations could follow in order to increase engagement and build relationships around their mission.

HENDERSON, D. & JACKSON, V.

Alabama State University & Pinson Valley High School
Scholars

Effective Mentorship in the Development of Professional Identity

Students recognize the value of effective professional mentorship relations. Student readiness, faculty responsibility, and the professional organizations are the three essential pillars in developing professional relationships and mentorship in health sciences. Developing appropriate and relevant professional relationships is an integral part of one’s professional growth. Students need to possess a “readiness” to engage in mentorship and professional relationships. Methods for performing this may include continual self-assessment tools, openness to faculty and clinical instructor constructive feedback, and participation in student organizations and scheduled events. Faculty members have an educational obligation to provide opportunities for student growth and professional development. Attending professional organizational conferences, research seminars, and interdisciplinary contact are an essential part of a student’s development in health sciences. A profession’s organization creates an avenue for students to have a sense of professional belonging. This opportunity is where students can network, understand professional obligations, social responsibilities, and take part in patient’s and professional advocacy.

MITCHELL, C.E.

University of Virginia
Amigo

Becoming “College Material”: Validating and Empowering Nontraditional College Students Through Proactive Mentoring

Developmental Summer Bridge Programs (DSBP) have become an increasingly prominent approach to bolster student confidence and remediate knowledge and skill deficiencies prior to college. This paper presents findings from a two-year follow-up study of fourteen “non-traditional” students—those who are first-generation or from underrepresented groups—who participated in one of four Texas DSBPs funded by the Texas Higher Education Coordinating Board from 2007 to 2011. Findings illuminate the potential of DSBP faculty, advisors, and peer mentors in proactively reaching out and provide critical validation to students so as to empower empowering them to feel confident as college students and develop much needed self-advocacy skills. This validation, when given early and often, is critical for nontraditional students, who can, at times, doubt their ability to fit into the college environment and do not see themselves as “college material” (Rendón, 1994). Based on these conclusions, we present concrete recommendations for practitioners and institutions who are interested in implementing similar support structures and/or mentoring programs to help nontraditional students become college ready: 1) supporting the development of peer cohort and mentoring structures, 2) facilitating team building activities and encouraging student participation in asynchronous activities outside of the program, and 3) incorporating a multiple-touch model to allow mentors to follow-up with and provide continuing support to students after they leave the program.

BROMMELSIEK, M.

University of Missouri, Kansas City
Mirage/Thunderbird

Creating A Caring Pedagogy: The Role of Self-care in a Humanistic Mentoring Program

Mentor, coming from the Greek noun ‘mentos’ is to act with intent, purpose, spirit, and passion. The School of Nursing and Health Studies at the University of Missouri-Kansas City initiated a mentoring program to guide students back to nursing’s foundation as a humanistic profession through preparing clinical faculty to focus more on the art of caring and humanism in their roles as professors and mentors. Working from a premise that students are a product of the instructors who teach them, this project was structured on concepts from humanist mentoring, coupled with Socratic questioning, a method based on dialogue. Drawing on humanities-based subjects such as philosophy, the arts, and the social and behavioral sciences to enhance awareness and a deeper understanding of the human experience, five goals guided this project: Presence through Mindfulness; Engaged Interpersonal Communication; Reflective Practice; Increased Awareness; and; Self Care. In meeting these goals a transformative caring pedagogy informed by collaborative caring relationships (trust/ mutual respect), critical caring dialogue (critical thinking/reflecting/personal meaning), reflection in action (mindfulness/self-awareness), and creating a culture of care (caring as a moral obligation) was utilized. This workshop will include short assignments and interactive small group hands-on creative exercises. Session objectives include: (1) See the value of mindfulness and reflective practice as tools for improved student-educator relationships; (2) Understand the attributes of humanism as applied to teaching and learning; (3) Develop discussions using Socratic questioning toward improved student outcomes; (4) Apply creative self-care strategies to teaching methodologies.

SLATTERY, C. & PAXTON, M.

Shippensburg University of Pennsylvania
Alumni

The Mentor-Mentee Relationship: A Quick Guide to Success

Workplace relationships are a vital component for the successful development of the workplace culture. In most schools, new teacher positions begin with the assigning of a mentor. This is typically a successful veteran teacher who will assist the new teacher (mentee) with the transitioning into the new position. The successful new employee adopts ways of thinking and acting that are congruent with the established culture. The mentor supports the mentee in developing an understanding of workplace expectations, practices and procedures already in place. The mentor also assists the mentee in developing an understanding of the workplace culture and how to become an active contributor to the common good. Positive workplace relationships can prove to be a critical component in developing a positive culture in which to teach. Mentoring is seen as a relationship, a cooperative pair. Effective mentoring requires the ability to build adult relationships and collaborate. Mentors must be capable and willing to articulate teaching strategies, analyze evidence, and support teacher growth. It has been our experience that proactively establishing certain criteria to form and develop the partnership was key to our successful and productive mentor-mentee relationships. This paper will offer 5 Tips for guiding a mentor-mentee relationship to be positively productive. It is a quick guide to success. These tips will create a much better chance of first establishing a mentor-mentee relationship that is productive and furthermore, establishing a workplace culture that is positively conducive to a job well done.

GONZALEZ, D.J. & KASIMATIS, M.

Loyola Marymount University
Isleta

An Example of an Effective Year-Long Faculty Orientation and Mentoring Program

Loyola Marymount University funds a successful, year-long program of ongoing mentoring for all new, full-time instructional faculty. The initial orientation program of two-and-a-half days is held before the semester begins and is evaluated with positive results. Over thirty campus organizations or units are involved in the structured programming described below. Orientation is part of LMU’s institutional commitment to ongoing faculty development and continues throughout the first academic year in workshops (Ongoing New Faculty Orientation), one-on-one assigned mentors (MAP or Mentoring Assistant Professors), and allocations of specific internal research resources designed to facilitate a faculty member’s development of an academic career (Rains Research Assistantships; Internal Grants). Using surveys and data, we demonstrate below how effective developmental relationships enhance a link between institutional mission and identity (Jesuit/Marymount and private, Masters’ Degree Comprehensive) while assisting the overall strategic goal of preparing diverse teacher-scholars for successful careers at LMU. The presenters are senior leaders working in Strategic Planning/ Educational Effectiveness and Faculty Affairs. Assessment and evidence-based decision making is reviewed to demonstrate linked faculty developmental programming as an aspect of institutional effectiveness.

PLENARY SESSION

1:00 PM – 1:45 PM

BALLROOM C

DR. DIANA E. NORTHUP
Professor Emerita, College of University Libraries & Learning Sciences & Visiting Associate Professor, Biology UNM

Using Your Enthusiasm and Passion to Enhance Your Mentoring

Effective mentoring can make a crucial difference to young, intelligent students who lack confidence and the advantage of a few decades of experience. Lack of mentoring and a lack of perspective on my part, caused me to abandon my dreams at age eighteen. The presence of two mentors twenty years later allowed me to regain those dreams and continue on a path to developing my passion of learning how life can live and flourish in caves. To return that gift of mentoring, I've developed a mentoring style that combines: Caring, Acceptance, Relevance, and Enthusiasm. Sharing my passion for things that live in caves has allowed students to explore their own passion for science and determine where their interests lie. This is especially helpful for young students who often have not identified their passion. Creating a caring, diverse, supportive lab group environment allows students, especially those that are shy and lacking in confidence, to build the skills, knowledge and attitudes they need. One of the key elements of mentoring is acceptance of people from many different backgrounds and "seeing them as scientists" from day one. I don't limit myself to the top 5-10% academically achieving students. My lab welcomes students who show a passion for science. Relevance: students want to work on research that's meaningful and where they can make a difference. Finally, the most critical aspect of mentoring is showing your own enthusiasm for your life's work so that you may inspire students to find their own passion.

FEATURED SPEAKER PANEL SESSION

2:00 PM – 2:45 PM

BALLROOM C

DR. CAROL A. MULLEN Virginia Tech	DR. JERALD WILLBUR The Leadership Mentoring Institute	DR. DIANA E. NORTHUP University of New Mexico	DR. LISE E. LEWIS European Mentoring and Coaching Council
PANEL MODERATOR – YVONNE GANDERT, THE MENTORING INSTITUTE			

The Featured Speaker Panels Session is a moderated panel session. The session is comprised four of the 2015 featured conference speakers, and is moderated by the Mentoring Institute's marketing assistant, Yvonne Gandert. She will facilitate dialogue in order to keep the discussion lively and on track. Participants will have the chance to ask the 2015 speakers their individual inquiries about mentoring, and direct questions towards their interests.

CLOSING REMARKS

2:45 PM – 3:00 PM

BALLROOM C

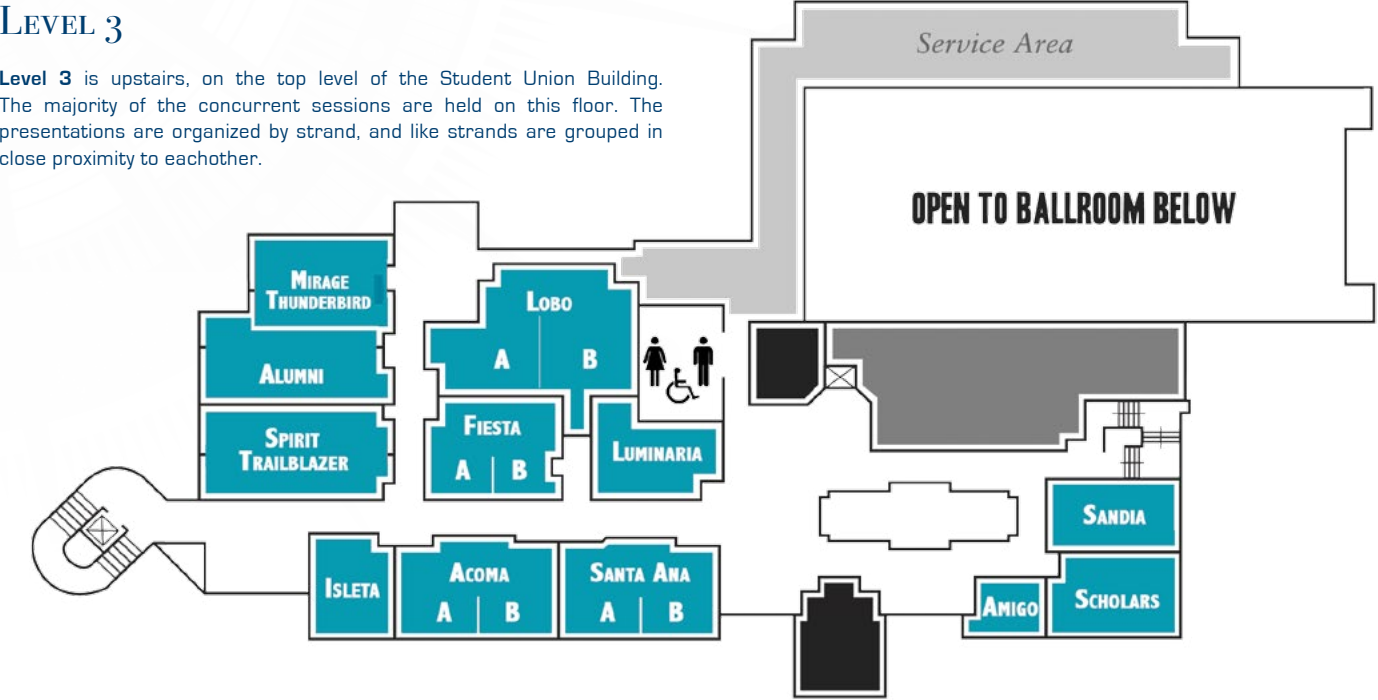
DR. ELISEO 'CHEO' TORRES
Vice-President for Student Affairs, University of New Mexico

UNM's Vice-President for Student Affairs will close the conference.

Conference Adjourns. See you next year!

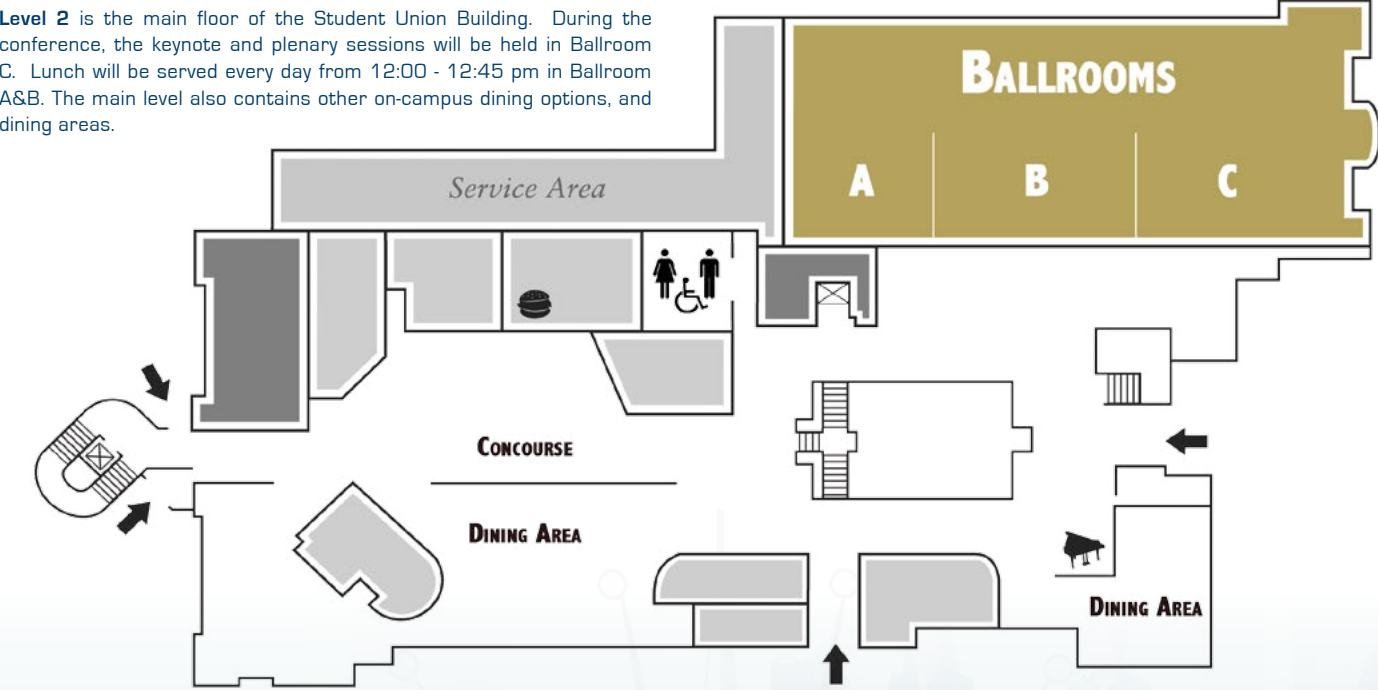
LEVEL 3

Level 3 is upstairs, on the top level of the Student Union Building. The majority of the concurrent sessions are held on this floor. The presentations are organized by strand, and like strands are grouped in close proximity to eachother.



LEVEL 2

Level 2 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.



CONFERENCE CONTRIBUTORS



Capture
Albuquerque

ALBUQUERQUE
HISPAN@
CHAMBER OF COMMERCE

CONVENTION & TOURISM
DEPARTMENT


Southwest 

(505) 842-9003 • WWW.AHCNM.ORG
EMAIL: ABQTOURISM@AHCNM.ORG

Partnerships & Networking

Robert G. Frank, President
Chaouki Abdallah, Provost & Executive Vice President, Academic Affairs
Eliseo 'Cheo' Torres, Vice President, Student Affairs
Tim Gutierrez, Associate Vice President, Student Services
Mathew David Munoz, Government Relations Officer

Nancy Phenix-Bourke, Vice-President, International Mentoring Association
David Clutterbuck, Special Ambassador, European Mentoring and Coaching Council
(EMCC); Chair of the Board, International Standards for Mentoring Programmes in
Employment (ISMPE)

The State Legislature

Senator Linda Lopez
State Representative Antonio "Moe" Maestas

Conference Marketing & Media

Dorene Dinero, Program Planning Manager, Student Affairs, UNM
Carolyn Gonzales, Senior University Communication Representative
Yvonne Gandert, Marketing Assistant, UNM Mentoring Institute

The Mentoring Institute

Nora Domínguez, The Mentoring Institute Director & Conference Chair
President of the International Mentoring Association (IMA)

Research

Patricia Boverie, Professor Organizational Learning, UNM
Bruce Perlman, Professor School of Public Administration, UNM

Education, Training & Certification

Debbie Howard, Manager, Employee and Organizational Development, UNM

Operations & Evaluations

Tim Gutierrez, Associate Vice President, Student Services, UNM

Conference Logistics Team

Yvonne Gandert, Marketing & Editorial Assistant

Holly Caulder, Marketing & Admin. Assistant

Suzie Sainvilmar, Marketing & Editorial Assistant

Faith Sears, Marketing & Editorial Assistant

Jameson Hansen, Web Developer

Hafiz Ahmad Yar, Marketing & Editorial Assistant

Peer Reviewers

Margarett Alexandre
Ekaterina Arshavskaya
Donna Augustine-Shaw
Isaura Barrera
Lillie Ben
Robert Benefield
Sue Bingham
Lisa K. Bloom
David Brown
Beate Brunow
Sarah Bryant
Phil Bryant
Jennifer Butcher
Holly A. Caulder
Michael Cassidy
Natalie Ceballos
Debra Cody
Peter Collier
Carolyn Conn
Bonnie Covelli
Kathleen Cowin
Kim Creasy
Gregory Dawson
Regina Dixon-Reeves
Leah Dunn
Gloria Edwards
Aida Egues
Alison Essary
Kriss Ferluga
Debra Fetherman

Denver Fowler
Mary Fule
Kathy Fuller
Jonathan Gaines
Jo Ann Gammel
Yvonne E. Gandert
Elizabeth Garza
Laurie Giles
Amber Gordon
Katina Gothard
Dara Hall
Pauline Hamel
Sandra Harris
Laura Hill
Robin Hinkle
Grant Hirayama
Kathryn Hollywood
Annie Hough-Everage
Yang Hu
Michelle Hughes
Willie Jackson
Robin Jacobs
Jennifer Keeton
Yolanda Kirk
Joan Ledbetter
Naomi Lee
Sharon Lee
Young Lee
Sarah Lee
Shih-Pei Lin

Ludy Ilasus
Laura Lunsford
Kari Luoma
Therese Madden
Helena Marvin
Michael Mason
Julio A. Matos, Jr.
Sandra McClintic
Vanessa McWhirt
Shannon Millikin
Claire Mitchell
Clementine Msengi
Elizabeth Nakagawa
Michael Neall
Susan Neustrom
Shannon Norris
Barbara Olmsted
Shannon Osborne
Mary Jo Parker
Mary Pearson
Jennifer L. Penland
Chris Persons
Maureen Phillips
Barbara Pineknestein
Rhonda Porter
Emma Previato
Jeanne Gvarnstrom
Lora Reed
Susan Richard
Greer Richardson

Donna Roberts
Quintin Robinson
Rob Rockhold
Shielda Rodgers
Cheryl Ross
Gift Saloka
Lisette Santisteban
Suzie Sainvilmar
Stacie Schultz
Yan Searcy
Faith Sears
Anna Sherod
Wendelyn Shore
Emma Simmons
Cindy R. Sinclair
Steven Snyder
Nancy Southern
Be Stoney
Judy Suh
Myra Travin
Kathleen Wagner
Linda Gail Ward
Karla Wells
Betsy Witt
Thia Wolf
Jeong Yang
Hafiz Ahmad Yar
Jamantha L. Zeiser Astor

PARTNERSHIPS & FINANCIAL CONTRIBUTORS





SAVE THE DATE!

2016 Mentoring Conference

Tuesday, October 18th – Friday, October 21st, 2016

Call for Proposals Release:

March 15, 2016

Submission Deadline:

May 15, 2016

Accepted Proposal Notification:

May 30, 2016

Paper Submission Due:

June 30, 2016

Peer Reviewed Paper Submission Returned:

July 30, 2016

Final Paper Submission Due:

August 30, 2016



International Mentoring Association 2016 Annual Conference

**Mentoring Excellence: From
Preparation to Practice**



Keynote Speaker
Dr. Brad Johnson

Presenting:
What Master
Mentors Do
and
Top Ten Ethical
Quandaries for
Mentors (and how
to resolve them!)

Auburn, Alabama
"The Loveliest Little Village on the Plains"
April 13-15, 2016



**Pre-Conference
Workshop Speaker**
Dr. Frances Kochan

Presenting:
Cultural Factors that
Impact Mentoring:
Strategies for Relational
& Program Success



Pre-Conference Workshop Speaker
Dr. Lois Zachary

Presenting:
Making the Most of Mentoring: What You Need to Know
and Do During the First 90 Days

Call for Proposals

Due January 15, 2016

Visit the link below for more information
<http://mentoringassociation.org/call-for-proposals/>

Questions? Contact us at:
Conference@mentoringassociation.org
Or

Visit our website for updates at:
<http://mentoringassociation.org>

TABLE OF CONTENTS

Alexandre, M. • 31
City University of New York, York College
Augustine-Shaw, D. • 28
Kansas State University
Allen, E. & Joseph, N.M. • 22
Utah State University Eastern & University of Denver
Almager, I.L. & Valle, F. • 66
Texas Tech University
Alonso Garcia, N. • 40
Providence College
Amosu, M. • 59
Jacksonville State University & McIntosh High School
Angel, R.B. • 70
Appalachian State University
Aravamudhan, R. • 70
Salus University
Arrington, P. & Dawson, G. • 61
Troy University
Arshavskaya, E. • 74
Utah State University
Artrip, J.B. • 44
Oak Ridge National Laboratory
Astor, S. • 47
University of Georgia
Audette, D. • 34
Coaching With Care, LLC
Bessell, A. & Barter, A. • 21
University of Miami & Barbara Bush Foundation for Family Literacy
Bachtel, B. & Nakagawa, E. • 14
United States Coast Guard Academy
Balachowski, M. • 23
Everett Community College
Banerjee-Batist, R. • 65
University of Florida
Barbas Rhoden, L. & Brunow, B. • 45
Wofford College
Barnett, C.G. • 63
CGB Associates, LLC
Baugh, D. & Willbur, J. • 31
The Live Your Dream Foundation & The Leadership Mentoirng Institute
Bawa, P. • 74
Purdue University
Beeston, M. • 61
Brigham Young University
Behar, A. • 32
San Diego State University
Bell, M. • 27
Colorado State University
Benefield, R. • 69
East Texas Baptist University
Benefield, R. • 64
East Texas Baptist University
Ben, L. • 37
BenMentored, LLC
Berkovitz, T. • 51
Boston University

Blanchard, K., Tannenbaum, E. & Turpin, L. • 13
SIT Graduate Institute
Best, R., Leccese, P., Ghincea, C., Blevins, T. & De La Cruz, S. • 11
University of Colorado School of Medicine
Bigham, G., Martinez, J. & Nix, S. • 19
West Texas A&M University & Lazbuddie Independent School District
Bingham, S. & Cody, D. • 79
Clayton State University
Black, D., Cuper, P., Pelkey, H. & Durr, T. • 14
Keene State College & Winchester School District
Black, L. & Alford, B. • 17
Stephen F. Austin State University & California State Polytechnic University, Pomona
Bloom, L.K. • 29
New York Chiropractic College
Booton, B. • 70
University of Missouri
Bosits, M. • 72
Northwestern University
Boutakidis, I. & Sevier, M. • 9
California State University, Fullerton
Boverie, P. • 29
University of New Mexico
Brinkert, R. • 41
Pennsylvania State University, Abington
Brommelsiek, M. • 83
University of Missouri, Kansas City
Brown, B.A. & Lunsford, L.G. • 57
University of Arizona South
Brown, K.A. • 68
University of New Mexico College of Nursing
Brown, R.M. • 49
Saint Mary's University of Minnesota
Brown, T. & DeMatteo, F.J. • 81
Marywood University
Bryant, P. & Heins, J. • 75
Columbus State University
Bryant, S. & Pershell, K. • 18
Sylvia Bozeman & Rhonda Hughes EDGE Foundation & US Department of State, Foreign Service Institute
Buffington, A. & Hanna, H. • 60
Mississippi State University
Burke, A. & Steiner, A. • 76
University of Nebraska, Omaha
Butcher, J., Msengi, C., O'Connor, J. & Getwood, M. • 67
Lamar University
Carr, M.L. • 35
University of North Carolina, Wilmington
Carter-Francique, A. • 38
Texas A&M University
Carter, M. ¹ , Lunsford, L.G. ² & Grasso, M. ¹ • 30
North Carolina State University ¹ & University of Arizona South ²
Cassady, A.H. • 78
Oklahoma Christian University
Cassidy, M. • 26
Town of Holliston, MA

TABLE OF CONTENTS

Caswell, C., Moret-Vasquez, M. & Chagnon, J. • 75
Rhode Island College & Central Falls School District
Ceballos, N.A. & Najera, I. • 15
Texas State University
Chorba, K. & Morrison, A.B. • 50
Arizona State University & Kent State University
Chris Cook • 8
Workshop Leader, Capiche Consulting
Clarke, J. & Hauserman, C. • 10
Thinking Collaborative
Clayton, G. • 77
University of Colorado, Colorado Springs
Collet, V.S. • 36
University of Arkansas
Collier, P.J. • 24
Dr. Peter J. Collier Consulting
Collins II, C. & Claiborn, T. • 70
Kentucky State University
Combs, B. • 55
Marymount University
Conley, R.S. • 34
University of Michigan School of Dentistry
Conn, C. • 56
Stephen F. Austin State University
Coronado, M., Chow, K. & Malone, B. • 17
De Anza College
Covelli, B. & Washburn, J. • 17
University of St. Francis
Cowan, A. • 41
Central New Mexico Community College
Cowin, K.M. • 50
Washington State University
Cox, B.J. & De Long, L.I. • 47
University of La Verne
Crutchfield, C. • 45
Memphis Theological Seminary
Cummings, K. • 20
University of Missouri, St. Louis
Cummings, K. • 37
University of Missouri, St. Louis
Curran, C. • 22
University of South Carolina
Dagostino, L. • 40
University of Massachusetts, Lowell
Dallinger, C. • 38
Simpson College
De Leon, J. & Griffin, J. • 53
University of New Mexico
Diaz, T. • 65
Carlos Albizu University
Dixon-Reeves, R. • 44
University of Chicago Medicine and Biological Sciences
Dobbins, E.G. & Fincher, R.M. • 71
Samford University
Dominguez-Flores, N • 63
University of Puerto Rico, Río Piedras Campus

Douglas-Pryce, J. • 48
City University of New York
Drange, S. • 46
University of California, Los Angeles
Dr. Diana E. Northup • 84
Dr. Jerald Willbur • 8
CEO of the Leadership Mentoring Institute
Dunn, L. • 67
Xavier University
Ecklund, T. & Duffy, C. • 73
Stony Brook University
Edwards, G. & Magaya, L. • 66
Georgian Court University
Egues, A.L., Benakli, N. & Her, P. • 37
New York City College of Technology of The City University of New York
Egues, A.L., Leinung, E.Z. & Santisteban, L. • 29
New York City College of Technology of The City University of New York
Entwistle, D. & Nicholson, S. • 80
Malone University
Enty, B. & Zechman, T. • 59
Ohio Northern University
Essary, A. • 60
Arizona State University
Faulkner, B. & Helvie-Mason, L. • 20
Tarleton State University
Fetherman, D. • 82
University of Scranton
Ford, M.P. • 81
University of Wisconsin, Oshkosh
Francis, J. • 45
Old Dominion University
Frech, C. • 72
University of Central Oklahoma
Fronczek, W. • 65
Moraine Valley Community College
Fule, M. • 62
Northern Arizona University
Funghi, G., Stein, M. & Wolf, T. • 16
California State University, Chico
Furick, M.T. & Pinson, K. • 23
Georgia Gwinnett College
Furry, N. & Lindquist, J. • 22
University of North Carolina, Chapel Hill
Gaines, J. • 29
University of South Florida
Gammel, J. & Motulsky, S. • 36
Endicott University & Lesley University
Garza, E. • 36
California State University, San Marcos
Georgeson, T. & Hougan, E. • 80
Central Washington University
Gibson, L. & Sodeman, W. • 12
Hawaii Pacific University & Martin Methodist College
Giles, L. • 61
Eastern Nazarene College

TABLE OF CONTENTS

Gillin, J. & Rodriguez, A. • 58 Providence College	Hewlett, D. • 30 Bellevue University
Goedhart, C.M. & McLaughlin, J.S. • 21 Citrus College & Pennsylvania State University, Lehigh Valley	Hiester, S. & Hovsepian, N. • 79 University of Tennessee
Gonzales, R. & Marquez, R. • 77 University of Texas, San Antonio	Hignite, L.R. & Yao, R. • 49 Nevada State College
Gonzalez, D.J. & Kasimatis, M. • 83 Loyola Marymount University	Hill, L. & Persons, C. • 15 California State University, Fresno
Goodman, M. • 9 Eckerd College	Hinkle, R. • 39 Spalding University
Gordon, A. • 56 University of New Mexico, Taos	Hoffer, S.B. & Lange, B. • 80 College of Central Florida
Provost & Executive Vice President for Academic Affairs, UNM	Hogue, M.M. • 36 University of Lethbridge
Gosa, J. • 39 Creating Higher Standards	Hollywood, K., Blaess, D. & Santin, C. • 15 Concordia University Chicago
Gothard, K. • 25 Eastern Florida State College	Horowitz, J. • 53 Loyola University Chicago
Gottlieb, A. & Tami, N. • 38 University of Illinois, Urbana–Champaign & University of New Mexico	Hough-Everage, A. & Haugh, A. • 47 Brandman University Chapman University System
Gray, K. • 66 North Central State College	Howell-Collins, M. • 39 Morrisville State College
Grisetti, G. & Lawrence, D.A. • 78 Old Dominion University	Howell, J.R. • 78 Carilion Clinic
Guramatunhu-Mudiwa, P. & Angel, R.B. • 77 Appalachian State University	Hughes, M.A. • 39 James Madison University
Gurian, E. & Sherriff, G. • 41 Norwich University	Hughes, M.C. • 42 Westmont College
Gurjee, R. • 56 University of Central Lancashire	Hunt, I. • 11 Shippensburg University of Pennsylvania
Gut, D.M. & Beam, P.C. • 21 Ohio University	Hu, Y. • 20 Hunter College, City University of New York
Hagen, J. • 32 Concordia College	Hynes-Berry, M. • 65 Erikson Institute
Hairston-Green, D.Y. & Smith, L.S. • 61 Prairie View A&M University	Inagi, Y. & Marvin, H. • 9 City College of New York, CUNY
Haley, G., Tiggie, M. & Wilson, T. • 69 Palm Beach State College	Irvine, T. & Hatcher, T. • 12 North Carolina State University
Hall, D.M. & Hughes, M.A. • 21 James Madison University	Jackson, W. • 49 Reflective Resource Incorporated
Hamel, P.C. • 48 Northeastern University	Jacobs, R. • 72 Nova Southeastern University
Hansman, C. • 25 Cleveland State University	Johnson, P. • 53 Saint Mary’s University of Minnesota
Hardcastle, V. • 25 University of Cincinnati	Jorgensen, D. • 68 Rowan University
Hatfield, J. • 31 Kansas State University	Kahanov, L. • 75 Misericordia University
Heggen, S. & Pearce, J. • 47 Berea College	Kamler, E. & Goubeaud, K. • 76 Long Island University, Post
Helge, K. • 48 Tarrant County College	Kang, L. & Fox, D. • 52 University of the Fraser Valley
Henderson, D. & Jackson, V. • 82 Alabama State University & Pinson Valley High School	Kashanipour, R.A. • 48 Northern Arizona University
Henderson, T. • 63 University of Texas, Dallas	Keeton, J.D. & Wilson Jr., E. • 81 University of Kansas Medical Center

TABLE OF CONTENTS

Kelly, S. & Whitehouse, G. • 33 Florida Gulf Coast University	Marcotte, C. • 71 University of New England
Kemis, M.R. & de la Mora, A. • 79 Iowa State University	Marina, B., Johnson, J., McWilliams, A., Ben, L. & Bertrand-Jones, T. • 12 Georgia Southern University, Bowie State University, Wake Forest University, BenMentored, LLC & Florida State University
Kemp, K. • 10 University of Arizona	Markle, M. • 41 University of Pittsburgh School of Nursing
Kenemore, T. & Moore, B. • 49 Chicago State University	Martin, W. • 55 University of Oklahoma
Killpatrick, K. & Schaffer, R. • 17 Pepperdine University	Mason, M. • 43 Berklee College of Music
Kinney, D., Dunn, C., Green, C. & McLachlan, N. • 14 Central Michigan University	Matthews, D. • 58 California State University, Monterey Bay
Kirk, Y. • 38 University of Southern California	McKenna, K. & Carrino, A. • 20 Gateway Community & Technical College
Kochan, F. • 54 Auburn University	McMillian-Roberts, K. • 40 Fielding Graduate University
Kohlenberg, R. • 51 University of North Carolina, Greensboro	McMullen, R. • 43 Georgia College
Kramer, L. & Barrera, I. • 74 National University & University of New Mexico	McRae, V. & Feng, L. • 73 Albany State University
Krause, S. & Lovern, J. • 58 Northcentral University	McWhirt, V., Fisco, R. & Keener, C. • 13 University of Colorado, Colorado Springs
Kroll, J. • 27 The Institute for Leadership and Training (tilt)	McWilliams, A. & Beam, L. • 32 Wake Forest University
Krueger Yang, A. • 44 Everett Community College	Mehrenberg, R. • 69 Millersville University
Kurepa, A. • 71 North Carolina A&T State University	Mendez, S.L. & Conley, V.M. • 18 University of Colorado, Colorado Springs
Lagakis, V. • 47 Nassau Community College	Meyerer, S. • 42 University of New Mexico
Ledbetter, J. • 68 Georgia Highlands College	Miller, E. • 66 Blue Marble Space Institute
Lee, N. • 33 National Institute of Neurological Disorders and Stroke	Mitchell, C.E. • 83 University of Virginia
Lee, S. • 33 Dallas Baptist University	Mitchell, C.E. • 78 University of Virginia
Lee, S. & Brown, K. • 37 Mississippi State University & Mississippi School for Mathematics and Science	Monge, A. • 51 California State University, Long Beach
Lewis, C. • 42 University of Rochester	Montoya Olson, C. • 54 University of Texas, El Paso
Lin, S.P. • 46 University of the Incarnate Word	Moore, C. • 57 Argosy University
Livingston, C. • 59 Community College of Allegheny County	Moore, N.J. • 34 Appalachian State University
Llasus, L. & Rosenburg, N. • 15 Nevada State College	Morales, D. • 58 University of Texas, El Paso
Lobban-Viravong, H. & Schneider, M. • 45 Grinnell College	Morales, E., Ambrose-Roman, S. & Perez-Maldonado, R. • 14 New Jersey City University & Columbia University
Loop, J. • 66 Tompkins Cortland Community College	Morrison, A.B. & Chorba, K. • 68 Kent State University & Arizona State University
Lowe, K.L. & Gubbaj, A.R. • 60 University of Texas, Rio Grande Valley	Msengi, C. & Harris, S. • 57 Lamar University
Lunsford, L.G. & Parker, C. • 37 University of Arizona South & Patagonia Public Schools	Musgrave, S. • 25 California State Polytechnic University, Pomona
Madden, T. • 81 Notre Dame de Namur University	

TABLE OF CONTENTS

Myers, N. • 24 University of Charleston	Previato, E. • 43 Boston University
Nakagawa, E. & Bachtel, B. • 41 United States Coast Guard Academy	Prybutok, V. & Golden, T. • 28 University of North Texas
Neall, M. • 54 Thinking Collaborative	Quinn, D. • 69 Reader to Reader, Inc.
Nelson, J. & Weber, C. • 79 North Dakota State University	Qvarnstrom, J. • 29 Sul Ross State University
Newman, D. • 64 Western Texas College	Ramamoorti, S. • 52 Kennesaw State University
Nickeson, T. • 24 University of Dubuque	Ramos-Diaz, M. & Strom, H. • 19 Pacific Northwest University of Health Sciences & Mount Adams School District
Nisbett, N., Simpson, R. & Kotkin-Jaszi, S. • 13 California State University, Fresno	Reeder, H. • 30 Boise State University
Norland, G. • 46 Bethany College	Reed, L. • 43 Ashford University
Norris, S. • 35 New Mexico State University	Regan, S. • 62 United States Coast Guard Academy
Norwood, A. • 26 University of Central Missouri	Richard, S. • 64 Richard Associates Marketing Consulting
O'Connor, K.A. • 67 Marywood University	Richardson, G., Rulli, C. & Hallam, B. • 82 La Salle University, Philadelphia Education Fund & Bryn Mawr College
O'Day, P.M. • 55 University of Oregon	Rider, J. • 11 Fort Lewis College
Olmsted, B. • 24 Nipissing University	Roberts, D.L. • 33 Embry-Riddle Aeronautical University
One Feather, S. • 27 Los Alamos National Laboratory	Robertson, M. & Major, B. • 55 Mayo Clinic
Ortega-Liston, R. • 32 University of Akron	Robinson, Q.L. & Searcy, Y. • 60 Southern Connecticut State University
Osborne, M. • 54 Seneca College of Applied Arts and Technology	Rockhold, R. • 59 University of Mississippi Medical Center
Parker, M.J. • 40 University of Houston, Downtown	Rodgers, S. • 43 University of North Carolina, Chapel Hill
Pearson, M.A. • 18 California Baptist University	Ross, C. • 42 MOMENTUM Leaders
Pedersen, J. • 78 University of Nebraska, Lincoln	Russell, H. • 28 University of Central Missouri
Pedrotty, M. • 44 University of New Mexico Health Science Center	Russell, J. • 35 Lock Haven University
Penland, J.L. & Velasco, J.G. • 75 Sul Ross State University	Saloka, G. • 32 Macalester College
Peterson, T. & Frazier, M.A. • 75 University of West Georgia	Santesteban, P., McElyea, V. & Nielsen, A. • 18 Arizona State University
Phelan, S.A. & Walker, B.G. • 71 Samford University	Santin, C., Hollywood, K. & Blaess, D. • 44 Concordia University Chicago
Piernik-Yoder, B. • 72 University of Texas, San Antonio Health Science Center	Schademan, A.R., Pierro, D. & McMahon, G. • 10 California State University, Chico
Pinekenstein, B. • 65 University of Wisconsin, Madison School of Nursing	Schilling, D., Snyder, S., Hirayama, G., Liggan, L. & Armstrong, D. • 15 Western University of Health Sciences
Pinna Perez, A., Baldwin, J. & Kubo, K. • 45 Lesley University	Schipani, C.A. • 55 University of Michigan
Porter, R., Carthon, J. & Wrensford, L. • 10 Albany State University	Schneider, M. & Lobban-Viravong, H. • 16 Grinnell College
Powers, K. & Perez, S. • 54 California State University, Fullerton	

TABLE OF CONTENTS

Searcy, Y. & Robinson, Q.L. • 13 Southern Connecticut State University	Thornton, H.J. • 46 Appalachian State University
Shenkman, M. • 59 Desert Sky Mentoring	Thorpe, T. • 52 The Millennials Mentor
Sherod, A. • 18 Kingdom Workers	Todd, J. • 62 University of Washington, Bothell
Shore, W. • 51 Pacific Lutheran University	Torino, G. • 70 SUNY Empire State College
Silber, E. • 23 Fordham University	Travin, M. & Farrand, B. • 12 TechShift Consultants
Simmons, E. & Cofield, T. • 22 University of California Riverside School of Medicine	Trebian, P. • 52 Cardinal Stritch University
Sinclair, C.R. • 9 University of Toronto	Trube, B. & VanDerveer, B. • 74 Ohio University, Chillicothe & Ohio University, Athens
Slattery, C. & Paxton, M. • 83 Shippensburg University of Pennsylvania	Tuberville, K., Taylor, R. & Lawhead, J. • 16 University of Memphis
Sluder, J. & Smallwood, M. • 26 University of Texas, Dallas	Uminski, S.J. • 30 Northern Arizona University
Smith, J.L. & Holman, T.R. • 17 University of Texas, Austin	Unger, C. • 82 Robert J. Dole Institute of Politics
Smith, M.D. • 79 Missouri State University	Vann, D. • 72 Columbus State University
Smith, M.L., Dixon, A., Curtin, S. & Geleta, N. • 16 Edinboro University	Wagner, K. & Accardi, J. • 80 Eastern New Mexico University
Snider, C., Kemp, W. & Ramanathan, J. • 69 University of Florida	Ward, H. • 33 University of Texas, Brownsville
Southern, N. & Gibbons, K. • 76 Saybrook University & New Day, Inc.	Ward, H. & Jones, I.S. • 73 University of Texas, Brownsville
Southwick, H. • 27 Central Intelligence Agency (Retired)	Ward, L. • 64 University of Texas of the Permian Basin
Spohn, J. • 56 Brandman University	Weber, C. & Nelson, J. • 26 North Dakota State University
Srinivas, S. • 71 Northeastern Illinois University	Weeg, B.E. • 50 University of Northern Iowa
Staats, A.F. & Okonkwo, C. • 82 Rutgers University	Welling, S., Luoma, K.L., Ferluga, K. & Berens, M.M. • 11 Davenport University & Chamberlain College of Nursing
Steadly, K.M. • 63 University of Cincinnati	Wells-Edwards, A., Balachowski, M., Evans, T. & Munoz, L. • 10 Everett Community College
Stephens, V. • 76 Dickinson College	West, C. • 53 Adelphi University
Stewart, G. • 28 Gateway Community & Technical College	Whitmore, G. • 49 Coach Quen™, Quendrida Whitmore Coaching & Consulting
Stoney, B., Neil, M., Wright, D., Gonzalez, E. & Hill, J. • 19 Kansas State University	Williams, S.L. • 62 Northeastern Illinois University
Story, C., Ferguson, M. & Jordan, J. • 23 Sam Houston State University	Witt, B. • 73 Wright State University
Suh, J. • 58 Nassau Community College, State University of New York	Wood, A. & Plummer, E. • 50 Virginia Polytechnic Institute and State University
Sweeter, J. • 26 Arizona State University	Wyatt, J. • 77 Mississippi State University
Tapia, C. & Coutteau, B. • 68 California State University, San Marcos	Yamashita, M. • 72 Reitaku University
Tarkow, J. & Johnson, D. • 31 University of California, San Diego	Yang, J. & Lee, Y. • 22 Texas A&M University, Kingsville
Teranishi Martinez, C. • 67 California State University, Channel Islands	Young, M.R. • 19 Johnson University



Mentoring Institute

ADDRESS

1716 Las Lomas NE
Albuquerque, NM 87131

PHONE

505.277.1330

FAX

505.277.5494

WEBSITE

mentor.unm.edu

EMAIL

mentor@unm.edu

