

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 10th annual mentoring conference. This year, the conference has embraced the theme: *A Decade of Cultivating an Inclusive Mentoring Community: Developmental Networks for Innovation, Achievement, and Transformation*. It is an honor and privilege to have hosted this conference for the last ten years. It brings us great pride that our campus has been the setting for countless conversations surrounding mentoring research, methodologies, insights, and motivations over the years. It is our hope that this next week will be no exception and that all will enjoy themselves, learn something new, and share their wisdom with others. So much has emerged from past conferences, and we view this year as a great opportunity to take stock of previous growth and continue to nurture the relationships we have developed.

The goal of this conference is to highlight the significance of a mentoring community, like the one that has been fostered on our own campus, as a breeding ground for innovation, achievement, and transformation. Many cutting-edge ideas and newfound perspectives have been presented as part of this annual conference. In our changing world, the abilities to innovate, adapt, solve problems, and anticipate needs are of paramount importance. Mentoring creates paths that lead to success, allowing us to open doors for one another which were previously closed. Further still, mentoring is a transformative process that meets us wherever we are and raises us higher. To achieve this goal, we have a great line-up of presenters with rich backgrounds in diverse fields. We encourage all participants to take advantage of every opportunity to engage with the ideas presented, ask meaningful questions, and develop new relationships. These interactions typically offer surprising and far-reaching benefits, and it is our hope that this experience will continue to be rewarding decades after it has concluded.

We would like to take a moment to extend our gratitude for the role you play in our mentoring community, through your association with the UNM Mentoring Institute. Whether you have been coming to this conference for ten years, or it is your first year with us, thank you for sharing your time, energy, and insights. We commend you for your hard work in the field of mentoring, for showcasing your efforts and perspectives, and for your willingness to open your minds to the perspectives of peers from various personal and professional backgrounds. The strength of our community is rooted in our common interest to help those around us, to mentor or be mentored, and to make the world a better place one developmental network and relationship at a time. It is a privilege to count you among the members of our community and we are proud to open our campus to each of you.

Since 2008, the Mentoring Institute, a division of Student Affairs at The University of New Mexico (UNM), has welcomed attendees to this mentoring conference. And now, a decade later, for the 2017 conference, we are excited to extend the same welcome. Please enjoy the conference, the company, and the campus.

Sincerely,



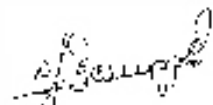
Chaouki Abdallah
Interim President



Craig White
Interim Provost & Executive Vice President
Academic Affairs



Eliseo Torres
Vice President
Student Affairs



Nora Dominguez
Conference Chair & Director
The Mentoring Institute

Chaouki T. Abdallah, Ph.D.

Interim President, UNM



Interim President Chaouki Abdallah obtained his Bachelors of Engineering from Youngstown State University in 1981, and his Masters and Ph.D. in Electrical Engineering from the Georgia Institute of Technology in 1982, and 1988 respectively. He joined the Electrical and Computer Engineering (ECE) department at The University of New Mexico (UNM) and is currently professor of Electrical & Computer Engineering. Between 2001 and 2005 he was the associate chair for graduate affairs at ECE. From 2005 to 2011, he was the ECE department chair, prior to becoming the provost and executive vice president of academic affairs in July 2011, a position he held until December 2016. He was appointed acting president by The UNM Board of Regents in January 2017 and interim president on June 1, 2017.

Craig White, Ph.D.

Provost & Executive Vice President for Academic Affairs, UNM



Interim Provost Craig White became Interim Provost of the University of New Mexico (UNM) on January 1, 2017. He joined the Anderson School of Management in 1998 where he is professor of Accounting. Between 2009 & 2014 he was chair of the Accounting department and currently serves as dean of the Anderson School of Management at UNM; a role he assumed in July 2014. Prior to entering academia, he worked in the tax department of the Fort Worth, TX office of PriceWaterhouse. His research and teaching specialization is in the area of federal income taxation. Dr. White's research interests also include the effect of tax incentives on business decision making, ownership of intellectual property, and business startups commercializing new technologies. His work has been published in a variety of academic and professional journals. Professor White holds both a Ph.D. and Master's degree from Texas Tech University and a BBA from Texas A&M University.

Eliseo "Cheo" Torres, Ph.D.

Vice President for Student Affairs, UNM

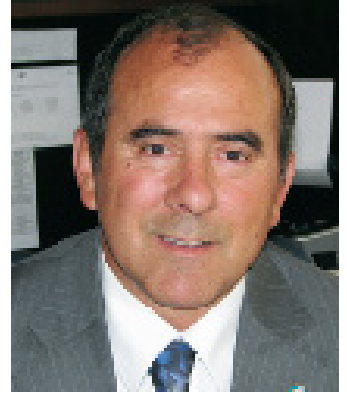


Dr. Eliseo "Cheo" Torres, has served as Vice President for Student Affairs at The University of New Mexico, a four-year state research university based in Albuquerque, New Mexico, since January 2, 1996. Before coming to The University of New Mexico, Dr. Torres not only served as Vice President for External 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. He also teaches the Traditional Medicine Without Borders: Curanderismo in the Southwest and Mexico class during the summer semester at UNM. This popular class brings practicing Mexican healers to the UNM Campus. Dr. Torres received his doctorate in Education from Texas A&M University in Kingsville in 1980.

Tim Gutierrez, Ed.D.

Associate Vice President for Student Services, UNM

Dr. Tim Gutierrez has worked at The University of New Mexico for the past 33 years where he has served in many capacities. 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. 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 UNM Mentoring Institute



The Mentoring Institute was established in 2007 to instill, foster, and promote a mentoring culture at The University of New Mexico. Our mission is to further the reach and impact that mentoring has on the world on a local, state, national, and international level. The Mentoring Institute develops, coordinates, and integrates research and training activities in mentoring best practices at The University of New Mexico (UNM). Through the application of instructional design standards, the Mentoring Institute provides training and certification services for a diverse array of staff, faculty, and students, in a centralized effort to recruit, train, and develop qualified mentors for the University, the City of Albuquerque, and the greater New Mexico community.

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

Our vision is to continually expand and encourage the widespread application of mentoring programs and 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.

Plenary Speakers

Monday
October 23



Ann Betz

Ann Betz, CPCC, PCC, CNTC, is the co-founder of BEabove Leadership and an international speaker and trainer on the intersection of neuroscience, coaching and human transformation. Ann served as the neuroscience consultant to The Coaches Training Institute (CTI) for many years, and provides neuroscience, leadership, and coaching consulting to many other corporations and non-profits, including the International Coach Federation (ICF). Ann is also the co-developer/leader of BEabove Leadership's popular training programs for human development practitioners: Neuroscience, Consciousness and Transformational Coaching, and Human Consciousness Architecture which have been offered in the U.S, Canada, Mexico, Turkey, China, Norway, Brazil, and the United Kingdom. She is an international speaker on neuroscience, leadership, human development, and coaching, and she excels at making the complexities of the brain come to life with depth, humor, and simplicity.



Lisa Fain

Lisa Fain is Leadership Development Services' Vice President and lead in diversity strategy, cross-cultural competency, and conflict resolution. Her passion for diversity and inclusion work is fueled by her strong conviction that leveraging differences creates a better workplace and drives better business results. She has conducted mentoring training programs for corporate, government, and educational institutions. As Senior Director of the Diversity and Inclusion function at Outerwall, Inc., Lisa spearheaded the development, establishment, and implementation of its diversity initiative. Lisa holds a B.S. in Social Policy from Northwestern University and a JD degree from Northwestern University School of Law. Lisa is a Life Coach and has completed her coaching certification from the International Coach Academy.

Tuesday
October 24



Chad Littlefield

Chad Littlefield, M.Ed., is the co-founder and CEO of We!™ (www.weand.me). He designs fun, challenging, and engaging experiences and tools that break down communication barriers. He has spoken at TEDx and is the author of the Pocket Guide to Facilitating Human Connections. Chad also led the design team that created We! Connect Cards™, which are now being used to create conversations that matter within companies in over 50 countries and on 6 of the 7 continents. He has worked as an instructor at Penn State University teaching the art and science of dialogue facilitation and team development. Chad has the privilege of consulting, coaching, and facilitating within organizations like JetBlue, Starbucks, Penn State, Typeform, United Way, Goodwill, and dozens more.

Tamara Thorpe

Tamara Thorpe is the Millennials Mentor; she helps Millennial leaders, entrepreneurs, and growth stage startups who want to get it right from the start. Her leadership coaching and training and organizational consulting saves leaders and their businesses energy, time, and money. Her work is built on over twenty years of experience in organizational leadership, education, and training. After earning a degree in Linguistics from the University of California, San Diego and a Masters in Leadership and Training from Royal Roads University in Victoria, British Columbia, Tamara became a solopreneur to design and deliver life changing programs for both emerging and seasoned leaders.



Maggie Werner-Washburne

Dr. Maggie Werner-Washburne is PI of the NIH-funded, UNM-IMSD program and Regents Professor emerita of Biology at the University of New Mexico. Most recently, she was a member of the NIH NIGMS Advisory council (2012-2016) and a board member and President of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS). Dr. Werner-Washburne not only has had a successful research career, studying the development of quiescence in the yeast *Saccharomyces cerevisiae*, but has also mentored hundreds of students in her laboratory and in the IMSD program who have gone on to very successful careers in science, medicine, and business. Dr. Werner-Washburne is currently working on a study entitled *Millennial Voices* with a colleague at UCSF and writing a book based on her mentoring experiences and success. Five years ago, she started a Pathways Scholars program, focused on freshmen, sophomore, and transfer students that, over this time, increased retention and graduation of Native American students in the program by as much as 70%. Her current dream is to develop *Conversational Retreats* in the Rocky Mountains, that allow groups to think deeply about and identify testable solutions to chronic, hard problems.



Wednesday
October 25



David Clutterbuck

David Clutterbuck is visiting professor in the coaching and mentoring faculties of Oxford Brookes, Sheffield Hallam, and York St John Universities. Co-founder of the European Mentoring and Coaching Council in 1992, he is now the EMCC's Special Ambassador, tasked with spreading good practice internationally. He leads a global community of specialist trainer-consultants in mentoring called *Coaching and Mentoring International*. Of his nearly 70 books to date, approximately half are on this topic area. His first book on mentoring, *Everyone Needs a Mentor*, was published in 1985 and is currently in its fifth edition. He is currently writing *Cool Coaching and Mentoring for Kids*. David lives in the Thames Valley, England and has a particular interest in working with young people with learning disabilities.





Brad Johnson

W. Brad Johnson, PhD, is Professor of psychology in the Department of Leadership, Ethics and Law at the United States Naval Academy, and a Faculty Associate in the Graduate School of Education at Johns Hopkins University. A clinical psychologist and former Lieutenant Commander in the Navy's Medical Service Corps, Dr. Johnson served as a psychologist at Bethesda Naval Hospital and the Medical Clinic at Pearl Harbor where he was the division head for psychology. He is a fellow of the American Psychological Association and recipient of the Johns Hopkins University Teaching Excellence Award. Dr. Johnson is the author of numerous publications, including 13 books, in the areas of mentoring, professional ethics, and counseling. His most recent books include: *Athena Rising: How and Why Men Should Mentor Women* (2016, with David Smith), *On Being a Mentor* (2015), and *The Elements of Mentoring* (2008, with Charles Ridley).



Lois Zachary

Lois Zachary is an internationally recognized expert on mentoring. You've likely seen mention of Dr. Zachary's books, or read her quotes, in the *New York Times*, *Forbes*, *Fast Company*, *Wall Street Journal*, *Financial Times*, *Inc. Magazine*, *T&D*, *Leadership Excellence*, *Chronicle of Higher Education*, and many other leading business and leadership news outlets. She is author of three best-selling mentoring books: *The Mentor's Guide*, *The Mentee's Guide*, and *Creating a Mentoring Culture*. With over 100 published articles and five mentoring toolkits, Dr. Zachary has created a comprehensive set of resources for promoting individual and organizational mentoring excellence. Dr. Zachary is president of Leadership Development Services, LLC, a Phoenix-based consulting firm specializing in leadership and mentoring, and director of its Center for Mentoring Excellence™. Her innovative mentoring approaches and expertise in coaching leaders and their organizations in designing, implementing, and evaluating learner-centered mentoring programs are used globally by a wide array of clients, including United Nations Women, Fortune 500 companies, government organizations, educational and other institutions — profit and nonprofit. She received her doctorate in adult and continuing education from Columbia University, Teachers College. She holds a Master of Arts degree from Columbia University and a Master of Science degree in education from Southern Illinois University.



**Thursday
October 26**



Tammy Allen

Dr. Tammy Allen is Professor of Psychology and Director of the Industrial and Organizational Psychology training program at the University of South Florida. Dr. Allen teaches, consults, and conducts research on mentoring relationships, well-being, and work-family issues within organizations. She is co-author of *Designing Workplace Mentoring Programs: An Evidence-based Approach* and co-editor of *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach*. She is a recipient of the Academy of Management Mentoring Research Legacy Award in recognition for her contributions to mentoring scholarship. She has published or has in press over 110 peer-reviewed journal articles in a variety of scholarly outlets. Dr. Allen is past associate editor for the *Journal of Applied Psychology* and the *Journal of Occupational Health Psychology*. She is the current President-Elect of the Society for Occupational Health Psychology and served as the 2013-2014 President of the Society of Industrial and Organizational Psychology.

Lillian Eby

Dr. Lillian Eby, Professor of Psychology, joined the University of Georgia (UGA) in 1996. She is a Fellow of the American Psychological Association, the Society for Industrial and Organizational Psychology, the Institute for Behavioral Research at the University of Georgia, and the Center for Gambling Research at the University of Georgia. Her research interests center on mentoring relationships, factors that predict individual career success, worker well-being, and the intersection of work and family life. She has published over 100 peer-reviewed journal articles. Dr. Eby has also co-edited three books, one on mentoring in organizational, educational, and community settings (Allen & Eby, Blackwell Press), one on the effect of relationships on employee attitudes, behavior, and well-being (Eby & Allen, Taylor/Routledge Press), and one on work and family (Allen & Eby, Oxford University Press). She is the current Associate Editor of the *Journal of Applied Psychology*. In addition to her active scholarship, Dr. Eby serves as the Director of the Owens Institute for Behavioral Research, a service unit under the Office for Research that promotes and supports trans-disciplinary social and behavioral science at UGA.



Akshay Sood

Akshay Sood is a tenured Professor and the founding Miners Colfax Medical Center Endowed Chair at the University of New Mexico's School of Medicine. Dr. Sood received his postdoctoral fellowship in Pulmonary, Critical Care, and Occupational and Environmental Medicine at Yale University, New Haven, Connecticut. Dr. Sood's research has focused on non-smoking host risk factors for obstructive lung diseases, including inhalational dust exposure. He is known for his work in the field of obesity/adipokines and asthma in women. He helped define the protective role of Hispanic ethnicity and the risk related to inhalational wood smoke exposure for COPD in New Mexico. Passionate about the role of mentoring junior faculty, he has helped lead the UNM Health Science Center Faculty Mentor Development Program. He is the Director of Mentoring Activities at the UNM Health Science Center Office of Academic Affairs and Faculty Development. He has been attending the UNM Mentoring Conference for the past 4 years and his work on mentor development has been published in *Academic Medicine*. His current research interest is on the assessment of the institutional mentoring climate and the role of mentoring in faculty retention.



**Friday
October 27**



Bob Garvey

Professor Bob Garvey is one of Europe's leading academic practitioners of mentoring and coaching. He is an experienced coach/mentor working with, for example, musicians, HR Managers, small business owners, young people, academics and executives. Bob has great experience in a whole range of different types of organisations. These include large and small businesses, the public and private sector, voluntary organisation, and NGOs. He has worked in many different industries including financial services, manufacturing, scientific, creative arts, education, and health. Bob subscribes to the 'repertoire' approach to mentoring and coaching. He is in demand internationally as a keynote conference speaker. Bob has a PhD in Mentoring from the University of Durham in the UK. He is a Fellow of the Royals Society of Arts and has published many books and papers on the practice of coaching and mentoring. He is a founding member of the European Mentoring and Coaching Council (EMCC). In 2014, the EMCC presented him with the Mentor award for services to mentoring and, also in 2014, he received a life time achievement award for contributions to mentoring.





Frances Kochan

Dr. Frances Kochan is a Wayne T. Smith Distinguished Professor Emeriti at Auburn University, Auburn, Alabama, USA. She previously served as dean of the College of Education. Dr. Kochan is editor of the Mentoring Perspectives Series published by Information Age Press. She is also co-editor of the 2017 Sage Handbook of Mentoring and the 2018 Blackwell Mentoring Handbook. She is author or co-author of six books on mentoring, over 200 articles and book chapters, and has made over 250 presentations at national and international venues. Her most recent research on mentoring focuses on the cultural aspects that must be considered in the mentoring process and how individuals and organizations can apply these principles to practice. She served as secretary and chair of the Mentoring and Mentorship Special Interest Group of the American Education Research Association and led the creation of the Global Research Mentoring Network, affiliated with this group. She served on the Executive Board of the International Mentoring Association and on the Board of the International Standards for Mentoring Programmes in Employment. Dr. Kochan has received numerous honors for her work. Among them was the University Council on Educational Administration Jay Scribner Mentoring Award for her dedication to mentoring students and faculty and fostering mentoring initiatives. She has served as keynote speaker annual meeting of the International Mentoring Association. She was also selected as the 2011 outstanding reviewer for the Mentoring and Tutoring Journal and the 2016 outstanding reviewer for the International Journal of Mentoring and Coaching in Education.



Pre-Conference Workshop Speakers



Jane Lewes

A powerful communicator and natural innovator, **Jane Lewes** is a dynamic development professional with a track record in motivating individuals and groups to identify and achieve their learning goals. An expert in work-based learning, Jane uses participative methods to engage, encourage and empower people from diverse backgrounds to work through obstacles, identify solutions and take responsibility for their own personal and professional development. In recent years, Jane has been based in Birmingham, UK, designing and delivering a number of programs specifically aimed at supporting managers to use coaching and mentoring to develop and retain unemployed young adults in the workforce. The retention rate for each of these programmes significantly exceeded the national average. During 2016, Stockholm City Council adapted the same methodology to support refugees and asylum seekers into obtaining sustained employment. Wherever possible, The Learning Consultancy offers routes to accreditation through its learning and development programs; this ensures that work-based learning enables individuals to gain formal recognition for their achievements.

Laura Lunsford

Author, scholar, speaker, consultant, southerner, and mentoring expert **Dr. Laura Gail Lunsford** has literally written the handbook on effective mentoring programs, which was published by Routledge in 2016. An engaging and knowledgeable speaker, she is the author of over 40 articles, chapters, and books on leadership and mentoring. The International Mentoring Association recognized her work in 2009. She is a co-editor of the new *Sage Handbook of Mentoring*, and co-author of the recent *Jossey-Bass monograph Mentoring Undergraduate Students*.



Eileen Murphy

Eileen Murphy is an associate of the Learning Consultancy with over 25 years' experience of training, facilitation, and organisational development. Eileen is a qualified trainer, teacher, and coach mentor. Eileen provides training and consultancy in the public, education, and not-for-profit sectors. She has a deep knowledge and understanding of Mentoring, Leadership and Organisational Development, Project and Programme Outcomes, and Evaluation. During 2014, Eileen was a member of the team that delivered the Birmingham work-based coach/mentoring programmes to support and retain young adults into employment. In 2016, Eileen co-facilitated the Stockholm Stad programme of work-based coach/mentoring to support recent entrants to the Swedish labour market. Eileen co-facilitates accredited leadership development programmes for all levels of managers within the Welsh Joint Education Committee, and across the not-for-profit sector in Wales. Mentoring commands a pivotal role within these programmes. Eileen is an experienced trainer and assessor for the Institute of Leadership and Management. In 2015, Eileen was appointed as an external consultant to provide support to recipients of grants from the Lloyds Bank Foundation England and Wales. Eileen has presented at national and international events, including the International Mentoring Association Conferences in 2015 (Arizona, USA) and 2016 (Auburn, Alabama, USA).



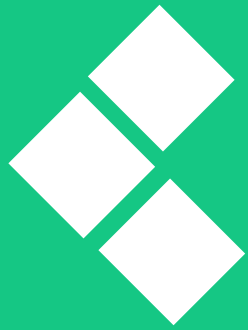
Conference Chair



Nora Dominguez

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 a member of several boards, including the International Standards for Mentoring Programmes in Employment (UK) and the Diversity Leadership Council (NM).





Monday

October 23, 2017



Plenary Sessions

11:00-11:45 Ballroom B

**This is your Brain on Mentoring: The Neuroscience of Creating
the Optimal State for Receptive Engagement**

Ann Betz—Co-founder of BEabove Leadership

12:00-1:00 Ballroom A

Lunch

1:00-1:45 Ballroom B

**Cultural Competency in Mentoring:
Strategies for Connecting Across Difference**

Lisa Fain—Center for Mentoring Excellence





Acoma A & B



8:00 - A Pragmatic Approach to Mentoring

10:45 am Jane Lewes & Eileen Murphy

The Learning Consultancy

2:00 - 5:00 pm *Part A will focus on the six building blocks required to guarantee a mentoring relationship of genuine worth: the personal ethics of the mentor, the preferred learning styles of mentor and protegee, the learning agreement between mentor and protegee, the protegee’s learning plan (“route map”), notes to track progress, the mentor’s reflections on practice. Part B will focus on the five key skills of the effective mentor. Trust and rapport: without these, there can be no mentoring. Active listening: a challenge to effective listening! The potential of powerful questions: the catalysts for transformational mentoring. Feedback techniques: keeping it constructive. Commitment to action: keeping the focus on results! Participants will receive a range of “takeaway” tools for their own mentoring programs. In addition, we will be making extensive use of the unique coach/mentoring model, Dialogi, to assist participants to apply all five skills within a structured mentoring “conversation”.*



Fiesta A & B



**8:00 - The Power of We: Creating Community through Positive Social Risks and
10:45 am Conversations that Matter**

Chad Littlefield

We!

2:00 - 5:00 pm *How might we create more conversations that matter? Chad Littlefield, TEDx speaker, will facilitate a deep dive pre-conference session to unpack this question. You will be left with a compelling and thoughtful perspective on how to break down communication barriers and boost connection and engagement in your programs. The session will introduce a new framework for viewing our interpersonal interactions leading to the development of critical skills for success in mentoring relationships. Chad’s style is lively, highly interactive, and rooted in both research and stories of his practical experiences working with clients. To make the power of “we” come alive, we will experience exercises featuring We! Connect Cards™ - a tool being used in over 50 countries around the world to create conversations that matter.*



Santa Ana A & B

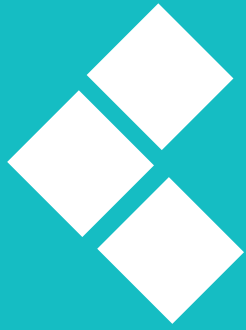


**8:00 - Evaluating Mentoring Programs: A Review of Benchmarks and Assessment Techniques
10:45 am to Monitor and Improve your Program**

Laura Lunsford

University of North Carolina—Wilmington

2:00 - 5:00 pm *Successful mentoring programs are tailored to individual and institutional needs. In this workshop, you will review common elements to successful programs while developing benchmarks and creating a plan to monitor and improve your program. This interactive workshop will review case studies and, ideally, examples from participants to engage in learning that ‘sticks’. Bring what you use in your evaluation efforts to the workshop for group sharing, critique, and improvement. You will learn how to: design activities that support program goals, monitor activities and relationships for early interventions. collect evidence, and prepare compelling reports. All attendees will receive a copy of Lunsford’s recent Handbook for Managing Mentoring Programs.*



Tuesday

October 24, 2017

Plenary Sessions

11:00-11:45 Ballrooms B & C

Ask Powerful Questions: Create Conversations That Matter

Chad Littlefield—Co-founder and CEO of We!

12:00-1:00 Ballroom A

Lunch

1:00-1:45 Ballrooms B & C

**Embracing Who We Are: The Significance of Narrative
in Successful Mentoring and Inclusion**

Maggie Werner-Washburne—*University of New Mexico*

2:00-2:45 Ballrooms B & C

**Mentoring and Leadership Insights for Millennials
(NOT about Millennials)**

Tamara Thorpe—*The Millennials Mentor*





Lobo A



9:00 - 9:45 am **Creating Developmental Networks: Mentoring in the Degree Attainment and Career Paths of Senior Administrative Latinas Working in HSIs**

De Long, L. & Medrano, V.

University of La Verne/Houston Baptist University

Latin American people are the fastest growing, largest minority group in the United States. As such, an increasing number of higher education institutions are being designated as Hispanic-serving institutions (HSIs); however, these institutions still lack diversity and representation in senior leadership roles. Mentoring can aid in retention and degree attainment efforts, and it is often cited by women and in educational literature as making the most significant difference in supporting female career advancement. Medrano's (2017) study explored the effect of mentoring on the degree attainment and career paths of first generation Mexican American women employed in senior administrative leadership roles at HSIs. The study found that both formal and informal mentoring played key roles in Latina degree attainment and career development and enhancement. Moreover, the study found that mentors can cross over between academic and career pathways. In this paper, the Medrano mentoring model introduces a new lens through which HSIs and other institutions can develop formal and informal mentoring practices for a holistic, student-centered approach.

10:00 - 10:45 am **Using an Advantage Model to Coach and Mentor Pre-service and In-service Teachers**

Hammer, J. & Rackley, R.

Texas A&M University

Mentoring in an educational setting often uses a deficit model, trying to identify ways to assist, encourage, and improve a pre-service or in-service teacher's methods. The advantage model described looks at the pre-service or in-service teacher's skill set and then incorporates coaching and mentoring to support the individual's growth. This approach is proactive rather than reactive. The coaching aspect focuses on a concrete skill set that the pre-service or in-service teacher needs in his/her career. The mentoring component is more long term and is developmental. It includes a climate of respect and trust so that issues impacting potential growth and success are addressed. This paper examines an advantage approach to coaching and mentoring pre-service and in-service teachers who are in various stages of their career development. An advantage coaching model is applied to pre-service teachers during their early field experiences. Once identified, their skills are developed and improved for use in the field. The pre-service teachers learn to identify a coach and a mentor who will support their personal goals and needs during their first years of teaching. An advantage coaching and mentoring model are exercised with in-service teachers enrolled in an online doctoral program. Recognizing that these individuals are already professionals, the goals extend beyond improving their existing skills into determining and developing the skills needed for their future roles as well as identifying and training mentors to work with early career educators.

3:00 - Beyond Lectures & Lesson Planning: Mentoring Inside & Outside of the Classroom

3:45 pm Veas, G. & Veas, K.

Ashland Theological Seminary/ One Protégé

As the realities of globalization reverberate and technological breakthroughs forge ahead, the value of education will continue to rise as entire employment industries disappear. As students prepare for life after graduation, they are looking to academic institutions to help guide their educational journey in a more individualized and specialized manner. In an atmosphere of accountability with a strong reliance on high-stakes testing, educators are pressured to get through as much material as fast as possible. Unfortunately, the result of this is that the relational aspect of instruction falls by the wayside. While, historically, the skills of being an effective instructor were measured in the classroom as demonstrated through teaching assessments. Yet, time is limited when one takes into account the research demands required of educators today as displayed by publishing articles and securing grants. While these activities are highly visible and have long been esteemed, mentoring has not received the prioritization and respect that it deserves. The apprenticeship model of education provides a foundation from which to understand how mentoring can be utilized by those interested in shaping the next generation of students in a more traditional pedagogical style, that of apprenticeship. Best practices, from both inside and outside of the classroom, will be discussed, which can then be implemented to increase student engagement and interaction with the subject matter and the teacher.

4:00 - Challenges of Mentoring in a Competency-Based Education (CBE) Program

4:45 pm Miller, L.

South Texas College

As the labor market becomes increasingly more dynamic and selective, it is incumbent upon colleges and universities to provide students with the skills and credentials they need to be competitive. According to Nadine J. Kaslow (2007), one of the most effective strategies for maximizing student success is the inclusion of mentors. Among other documented benefits, students who have been mentored generally report higher overall grade averages (Rhodes, Grossman, & Resch, 2000). And, more importantly, after one year of mentoring in an institution of higher learning, students are significantly more likely to graduate than their counterparts (Campbell & Campbell, 1997). Based upon the empirically corroborated benefits of mentors, the Competency-Based Bachelor's Program in Organizational Leadership (BASOL) at South Texas College, was designed to offer all students a fully dedicated academic coach. Among his/her other mentoring duties, the academic coach engages in student advising, case management, and ongoing academic follow-up. When compared to similar programs in comparable institutions, the success of the BASOL Program is undeniable and would appear to support the well-established nexus between mentors and student performance. For instance, 87% of all graduates finish the program within the first four years, as compared to the national average of six years to complete a bachelor's degree. It is our intention to provide an overview of the functions and impact of the academic coach as a fully-dedicated mentor.



Lobo B



9:00 - Peer Coaching: Creating and Sustaining Positive Relationships

9:45 am Scigliano, D.

Duquesne University

Peer coaching involves cultivating a relationship of trust. The important elements of the coaching relationship that are needed to create and sustain a vibrant, effective coaching partnership will be shared. Knowing the important elements of the coaching relationship helps to make sure that the integrity of the process

and the longevity of the relationship is maintained and will thrive. In particular, the reflective model of peer coaching will be highlighted. Learn how to make your coaching experience sustainable so that you continue to make the most of this effective professional development practice for a long time and love it!

10:00 - “Crossing Bridges: Putting your PhD to Work in University Administration” Shadowing Program

Kiselyuk, E.

The City University of New York

“Crossing Bridges” is a shadowing program. The intent of the shadowing program is to complement The University scholars’ academic studies with hands-on experience, examining senior administrators’ essential roles and functions. The program is designed to offer students more insight into the career potential of their degrees. The CUNY administrators discuss translatable skills that students acquire through their course work and provide scholars the opportunity to witness real-time application of theoretical practice in relation to their discipline. A mission of the program is to enhance relationships between The University Administration and scholars in hopes to build bridges that harness knowledge, experience and growth. We strive to guide the process of self-actualization for our scholars, while exploring the countless opportunities available throughout the University. “Crossing Bridges” provides the option for doctoral students to experience firsthand employment possibilities outside the classroom. Students are offered a semester or more to shadow senior administrators to understand what career opportunities exist within higher education administration. The Offices of Human Resources is responsible for all operational logistics of this program. Through this program students build informal relationships that will ultimately grow their network and create a pool of resources while on their professional journey. While we have over 3,600 enrolled doctoral students, we have funding to support approximately 1,300 of these students, which is only 36% of the doctoral student population. In recognizing the current job market and that there are limited research/teaching opportunities available, our administrators enable our students to look into various administrative/academic possibilities.

3:00 - Aligning Resources: Mentoring Faculty in Liberal Arts Colleges

Lunsford, L.

University of North Carolina—Wilmington

Mentoring is a valued but under-developed activity on most small campuses. The Alignment Framework for Faculty Development for Liberal Arts Colleges (AFFD-LAC) will be used to examine and strengthen mentoring support for faculty members. The contribution of this model is to help administrators and faculty members think about the intersection of faculty work and institutional needs as they relate to mentoring. The overarching aim is for mentoring activities and programs to align with faculty and institutional goals in a strategic method that leads to improved outcomes. The session will review the latest findings about mentoring experiences across faculty ranks. The AFFD-LAC, featured in a forthcoming book, *Developing Faculty in Liberal Arts Colleges: Aligning Individual Needs and Organizational Goals*, will be summarized to show how administrators and faculty members may advance a mentoring culture on their campus. Examples of successful mentoring practices and of gaps will be presented. This presentation draws on new research from a longitudinal, mixed-methods study of faculty development within a consortium of 13 liberal arts colleges (Great Lakes Colleges Association). Session participants will learn more about the important, yet often neglected intersection of individual and organizational goals and outcomes to support a more strategic, aligned approach to mentoring faculty in small colleges. The goal is to foster faculty members’ collaboration and creativity; create proactive, rather than reactive, mentoring support for faculty; and engage faculty members in supporting the strategic imperatives of their institution.

4:00 - Strategies for Effective Mentorship Through Leadership Across Student Success Supports
4:45 pm Gordon, A. & Martinez, A.
University of New Mexico—Taos

At the University of New Mexico—Taos we are a small, commuter style, community college. By networking out of our silos over the past year we have built a dynamic workshop series for students geared for their success in higher education. In doing this, we are developing and fostering highly effective working relationships between various grant programs, advisors, instructors, professional tutors, peer tutors, and the Library. Now we are set to grow our workshop series and our network over the next year to include all major divisions of our institution. Join us to learn strategies for bringing people to the table so that you can also foster networks of care.



Acoma A



9:00 - Wisdom and Other Counselor Characteristics Applied to Mentoring Relationships
9:45 am Turner, T. E., Warfield, K., & Young, V.
Jacksonville State University

An effective mentor is also a wise counselor. Some mentoring programs require and provide a perfunctory list of duties, topics to be discussed, etc., which are pieces of information that could probably be gathered and/or shared independently from a website or handbook or article. While it is likely important for information about job expectations, institutional dynamics, and various “do’s and don’ts” to be shared person-to-person, the initiation and continuation of a genuinely developmental relationship requires much more. The application of counselor characteristics or counseling skills is applicable in a variety of settings. Anxiety and stress are not relegated to a few vocations, nor are struggles with life and relationships. The effective mentor provides support as the protégé seeks to navigate the vocational, personal, and interpersonal crises and benchmarks that accompany vocational and personal pursuits. This session suggests that effective developmental mentoring relationships are very analogous to aspects of effective counseling relationships, such as mentor availability, the utilization of wisdom, employment of listening skills, questioning, and the consideration of alternatives. This session will offer very practical content, with specific definitions of applicable counseling skills and their utilization in the establishment continuation of a truly developmental mentoring relationship.

10:00 - Mentoring Through the LEADS Service-Learning Program
10:45 am Plante, J.
University of Central Florida

Mentoring as a service-learning experience is associated with gains in students’ capacity to contribute to making a positive difference in their community (Banks, 2010). Leadership for Educational Attainment Developed through Service (LEADS) is a leadership program whereby middle and high school students have the opportunity to participate in service-learning projects that are important to them. The LEADS program is designed such that University of Central Florida (UCF) students work with the Evans High School students as mentors to develop leadership skills through service-learning projects to help address social issues in their community. Once they have identified their project, the LEADS Coordinators create fun and engaging curriculum that integrate leadership, communication, and teamwork skills. By partaking in the program, LEADS participants learn the importance of education and self-discovery through reflection. The present manuscript (1) introduces the audience to the LEADS program, (2) investigates key learning outcomes for LEADS participants, and (3) identifies collaborative efforts between LEADS Coordinators (mentors) and participants that yield quality end-of-semester service-learning projects.

3:00 - Exploring Palomares Empowerment Program – A Three Tier Dyadic Mentorship
3:45 pm Jafari, N. & Geula, K.
California State University—Fullerton

Hidden Curriculum (Boostrom, 2010) consists of learning material that is not defined by curriculum planners or teachers. The majority of these programs are secular and instructional material in nature that will help students in a non- denominational modus operando. Used effectively, it can lead to a positive change in student’s attitude towards learning and life in general. One type of hidden curriculum that has shown to be instrumental in improving low achieving students’ performance and attitude is the Palomares Spiritual Empowerment Program (PSEP), which has been in operation since March 2014, with impressive outcomes. This three-layer structure, both in design and implementation, has yielded outstanding results, not just in the lives of the students, but more so in the lives of the facilitators who participate in the program. The benefits that the facilitators obtain is enhanced and assured in their closely-involved process with their expert supervisor and trainer in the program’s collaboration with the school administrators and parents, who value the unique and complementary contribution of this program. PSEP promises an instrumental and effective outcome based on: (a) focus on critical thinking; (b) inclusive cultural curriculum; (c) a blended-learning implementation with individuals and collaborative activities; (d) a project-based approach; and (e) alignment with Common Core standards. PSEP is a zenith of collaboration between trainer, supervisor, facilitator, and learner, bringing together a dyadic mentorship that not only helps the learner, but it will also greatly impact the learned.

4:00 - Professional Learning that Transforms Beliefs: An Unconventional Model
4:45 pm Ginther, J.
University of North Texas

In order for teacher learning to truly transform instructional beliefs and practices at the classroom level, it is essential for teachers to possess confidence in their individual capacity to positively influence student learning (Goddard, Hoy, & Hoy, 2000; Henson, 2001). Decades of research regarding teacher efficacy (Bandura, 1977; Bandura, 1986; Goddard & Skrla, 2006) indicates that educators who believe they can teach all children in ways that enable them to meet high standards for achievement are “more likely to exhibit teaching behaviors that support this goal” (Protheroe, 2008, p.43). Therefore, it is logical for school leaders to deliberately direct their professional learning design efforts toward increasing teacher efficacy. It is no longer sufficient to simply hire talented teachers; all teachers must also unceasingly believe they can effectively address the demands of educating students in an era of rapidly rising academic expectations (Goddard, Hoy, & Hoy, 2000; Protheroe, 2008). Professional development, if planned with theories of human learning in mind, has the potential to serve as a powerful catalyst for the evolution of self-belief, and subsequently, improved teacher effectiveness. In North Texas, an innovative school district sought to transform teacher beliefs by designing a professional learning model with an unconventional fusion of elements including relationship-building workshops, goal-driven observations, digital networks, microteaching, guided reflection, peer-to-peer mentoring, and non-evaluative structured feedback. This session will provide quantitative and qualitative data regarding the effectiveness of this unique model and its impact on teacher beliefs as well as specific suggestions for designing transformative professional learning programs.



9:00 - 9:45 am **The AWARDSS Framework: Developmental Networks as a Tool for Supporting Underrepresented Students**

Brown, B. & Lieber, C.

University of Arizona

To be a strong applicant to graduate programs in scientific fields, some undergraduate research experience is generally required. Obtaining this experience is particularly difficult for underrepresented students and for those who attend college in non-traditional formats. To serve these needs, faculty at University of Arizona (UA) and University of Arizona South (UA South) collaborated to found a grant-funded program (AWARDSS) focused on providing pathways to graduate school for students like these. One major feature of the program is on providing mentorship to each student while helping these students access the resources necessary to build a developmental network. Programs that operate to build developmental networks benefit from providing access to multiple faculty mentors as well as by incorporating peer mentors from similar backgrounds whom they can use for support of all kinds.

10:00 - 10:45 am **Cross-Institutional Mentoring: A Partnership Between an Indigenous Community & a University**

Krebs, M. & Torrez, C.

University of New Mexico

As teacher educators, our work in both an institution of higher education and in an Indigenous community have led us to understand the importance of cross-institutional mentoring. Yes, individuals can learn much from each other in these types of partnerships, but institutions also need to benefit in order to create sustainable partnerships that exist even after the individuals have moved on. Changes within each institution as a result of partnering relationships should reflect the learning that has occurred over the life of the partnership—just as individuals change as a result of individual mentoring relationships. For example, at our institution of higher education, our Provost pointed out in an interview associated with this research, that the university needed to recognize that scholarly productivity may take longer to produce because of the necessity of establishing trusting relationships with Indigenous communities. Comparatively, the superintendent in the Indigenous community mentioned that the Indigenous community needs to be prepared to address issues within their community and be willing and open to new ideas and to change. We will present the results of a phenomenological study focused on answering the question: What are the key components of a successful partnership between an Indigenous community and an institution of higher education? We interviewed 19 co-researchers representing both partnering institutions to determine these key components and to understand how each institution can benefit from the cross-institutional mentoring with each other.

3:00 - 3:45 pm **Developing Leaders for Higher Education Administrative Positions: The Role of Mentors**

Gary, J. & Lowery-Moore, H.

University of Mary Hardin—Baylor

“The shortage of talented faculty leaders at our institutions of higher learning presents a leadership crisis” (Davidson, 2013, para.1). Future higher education leaders face unprecedented challenges of access, funding, affordability, and accountability. Leske (2014) stated “from the Ivy League to large public research universities, institutions have dipped into the corporate talent pool for leaders who, for better or worse, have brought leadership approaches from very different environments to higher education” (para.2). Higher education needs to develop systems to identify and develop leaders that understand both corporate and academic worlds (Davidson, 2015; Leske, 2014). Significant

research on mentoring programs in the fields of business, medicine, and education exists, however, research on mentoring in education focuses mostly on the P-12 environment (Ehrich, Hansford, & Tennant, 2004; Grogan & Crow, 2004). There is a dearth of information on mentoring programs focused on identifying and developing higher education faculty for administrative positions. This paper describes the findings of a qualitative study designed to explore the lived experiences of current and retired university presidents in order to establish if mentoring played a role in these individuals transitioning from faculty members to senior administrative positions in higher education. Findings from interviewee responses are shared and recurring themes are tied to related literature.

4:00 - 4:45 pm **Extending a Career in Teaching and Learning: Capitalizing on Wisdom through Mindfulness**
Kohlenberg, R.

University of North Carolina at Greensboro

A project initiated in 2009 to mentor advanced career professionals has continued as additional components were added. Beginning with the informal mentoring approach utilizing the “Virtues of the Heart/Soul” from Shu Ching, the study explored self-managed mentoring, developed a conceptual framework, and proposed a seamless integration of the components—teaching, research, service—for productivity. The concluding phase of the project has focused on enhancing wisdom through the practice of mindfulness. The integration of wisdom is essential in not only instruction, but also all areas contributing to the success of mentoring the advanced career professional. If that individual is fortunate enough to practice within an assessment system that allows seamless productivity, the wisdom of the advanced career professional can be communicated through all of the areas—teaching, research, and service. Although largely assumed, the value of wisdom in the academic environment is perhaps the most important element implicit in the institutional mission. Wisdom must be inherent in the development of new and emerging concepts and ideas. Whereas the statement is true for an entire institution and may in fact be practiced throughout, the purpose of this project has been to recognize its importance and integration in a return to success for the advanced career professional. The practice of mindfulness that integrates all of the components of the longitudinal study—the points of focus, self-monitored mentoring, conceptual framework, and seamless model for productivity—can lead the advanced career professional into the realm of imparting inherent wisdom into the educational environment.



Luminaria



9:00 - 9:45 am **The Effect of Personality on Mentoring**
Curran, T.

University of Charleston

The authors present a protocol for facilitating secondary analysis of raw data collected from investigations of the effect of personality on mentoring effectiveness. This supports the conference theme by adding value to future mentoring research through enabling re-use of collected field data. Mentoring is an important part of the educational process. This protocol is based on observed psychological data from mentors and mentees, that helps address a known gap. The suggested database structure accommodates traits and facets as generated by the PAR Incorporated NEO-PI-3 instrument, but does not prevent use of the IPIP-NEO-120. The dependent variable is measured, in part, from the Berk, Berg, Mortimer, Walton-Moss and Yeo Mentorship Effectiveness Scale, and, to broaden the measured scope, augmented with additional survey questions. With anonymization, data can be made available to the academy. Factor analysis can be applied to the psychological data of mentor-mentee pairs to reduce the number of variables and assess those variables most strongly related to successful mentoring. Statistical analysis would show the relationship of the effects of specific personality traits and/or facets on mentoring success. This information could be of value in producing successful pairing, and potentially avoidance of ineffective mentor-mentee matches. Analysis is not restricted to suggested techniques. Data collected by a consistent protocol across institutions and organizations would serve to enlarge the sample population and produce more robust assessments as the science develops.

10:00 - Cultivating a Professional Mentoring Culture: How Administrators Can Develop Educators

Veas, G., & Veas, K

Ashland Theological Seminary/One Protégé

Each day, families send their children off to school with the expectation that they will receive a quality academic experience. As educational administrators are charged with the leadership role of making this into a reality, the demands of the community shape not just the day-to-day decisions that are made, but also the long term strategic ones. With high levels of executive turnover, often times administrators are the first to go if things do not go as planned by stakeholders, as well as if they do. In this light, it is essential that the tyranny of the urgent does not take away from ensuring that practices such as professional development are implemented effectively. Too often annual trainings are viewed as one and done, lacking the tangible accountability and support necessary to be successful. Emerging and senior educators can both benefit from the personal touch of mentors, as they seek to follow through and properly implement new skills such as effectively diversifying curriculum and mentoring students one-on-one. A mentoring model will be introduced which will allow educational administrators to equip teachers to seek out mentors, who will serve as an anchor to supplement traditional professional development opportunities.

3:00 - Innovation-Based Learning: Student Growth in a Mentoring Community

Bischoff, M., Sanchez, J. & Nunn, L.

South Texas College

With various studies on student motivation (Walsh, Bradshaw, & Twining, 2011), knowledge retention (Naus & Halasz, 2015), technology in education (Davis, Hartshorne, & Ring, 2010), and the nature of mentorship (Zhang, Hong, Scardamalia, Teo, & Morley, 2011), great change can be expected from education when the application of these studies reach critical mass. In this study, undergraduate students were exposed Innovation-Based Learning (IBL) pedagogy, which utilizes this instructional approach that infuses other psychological principles to reinforce student learning and success (Liou, D. D., Martinez, A. N., & Rotheram-Fuller, E., 2016). Based on previously support research (Eby, L. T., Allen, T. D., Evans, S. C., Ng, T., & DuBois, D., 2008), we hypothesized that IBL will evoke a positive student response related to retention, student engagement, course persistence, and degree completion. This study's findings extend and support previous research on student's positive perceptions related to motivation, engagement and retention (Naus, M. J., & Halasz, F. G., 2015). Additionally, the notion of a robust pedagogy that includes an experienced, institution-wide mentoring community can produce significant changes to students' educational experiences at higher education institutions.

4:00 - Toward a Multiple Mentoring Model in Music Education

Weimer, K.

University of Texas Rio Grande Valley

Literature supports the importance of mentoring relationships in making meaningful contributions to novice teacher induction, and that especially important in the relationship is matching mentor/mentee by subject and grade level and in close proximity. The physical location of mentors to mentees and their availability impacts the relationship. Proximity is necessary to view the mentor as accessible and provide opportunities for interactions during the school day. In music education, matching mentor/mentee by subject and grade level and in close proximity can be challenging. Because of music's specialization, music teachers are often the only one in their building. I previously examined two music teacher mentor/mentee relationships within one state-wide novice teacher induction program and found that while these pairs were matched by subject and grade level, challenges of time and proximity were evident. The purpose of this paper is to explore a

multiple mentoring model in music education: how mentoring could be expanded beyond a one-to-one relationship to a broader, more collaborative and community-based approach that includes multiple mentors at the school building and district level with a variety of expertise in teaching and subject content area. This model will allow multiple relationships to form to provide novice teachers a support system including a variety of people in close and distant proximity. This model will build off Jacobs' (2008) model for the effective mentoring of music educators, and while it will focus on music, it can be adapted to fit all subjects.



Isleta



9:00 - 9:45 am **A Roadmap to Success: Disseminating a Pioneering Handbook on Mentoring Students**
Egues, A.

New York City College of Technology - City University of New York

A multidisciplinary committee of trained faculty mentors from fields across schools of arts and sciences, professional studies, and technology and design at a unique college within an urban university system developed a pioneering peer-reviewed handbook on mentoring students in undergraduate research. The handbook itself was built on the knowledge base of existing literature in the field of developmental relationships. Upon years of refinement and demonstration of effectiveness of the existing mentoring program, a committee member presented the collaborative and intensive work of vetting the handbook at the University of New Mexico (UNM) Mentoring Institute's 2016 mentoring conference. The venue afforded the college immeasurable opportunities to broadcast to a wide audience the promotion of diversity and inclusion, and innovation in developing cross-cultural faculty-student mentored relationships. Owing to the positive feedback and interest in the handbook, committee members have since journeyed across the country in various ways to endorse and share the handbook. The successful roadmap of how the handbook was developed as a vital product, its dissemination, and the transformational voyage of the faculty committed to its success will be shared as a methodology for cultivating an inclusive mentoring community that can be embraced by leadership across academic settings.

10:00 - 10:45 am **Near-Peer Mentoring between College Students and High School Students**
Salhotra, N.

Students With Ambition Go (SWAG) To College

In this presentation and paper, I examine the impact on high school graduation rates of Students With Ambition Go (SWAG) To College, a near-peer mentoring program that pairs underserved high school students with college students from the same background. I explain SWAG To College's model of virtual mentoring, its week-by-week curriculum that guides students from ninth grade through twelfth grade, its parent engagement model, and its robust essay support service. I briefly discuss SWAG To College's other initiative—Young Professional mentoring—which connects college students with young professionals in their career fields to help students navigate college and secure internships and jobs in their career fields. I study SWAG To College's effectiveness by conducting a case study of the SWAG To College program at Atrisco Heritage Academy in Albuquerque, New Mexico. I find that SWAG To College participation is correlated with students' improved scores on standardized tests, higher grade point averages, and increased high school graduation rates. These findings suggest that a near-peer mentoring model connecting underserved high school students with college students from the same racial and socioeconomic backgrounds can narrow the achievement gap and increase the number of low-income students matriculating to and graduating from college.

3:00 - Consistent Mentor Support Leads to Sustainable Mentoring Relationships
3:45 pm West, C.
Adelphi University

Positive outcomes for long term mentoring relationships can be attributed to the strategic support of mentors in formal, structured mentoring programs; particularly within the world of higher education. This presentation will focus on how effective support of mentors will sustain mentoring relationships. The following variables will be explored: A change in frequency of communication between mentors and mentees; A challenging situation encountered by a mentee and/or conversations among mentors and pairs pertaining to current events In the undergraduate college environment during exam season, especially if student mentees are balancing work, the frequency of communication with the mentor may change. In the case of decreased communication, if there was once regular communication among pairs, mentors may begin to wonder whether or not he/she has “what it takes” to support the mentee and may question the overall help needed from a mentee to navigate their college experience. Mentors may not feel as useful and/or needed. If a mentee experiences academic, financial, and/or emotional hardships; without effective communication from the mentee, the mentor can feel excluded from the mentees experience and potentially want to withdraw from the mentoring process or the program. Conversations among mentoring pairs about the current political climate may lead to the mentor feeling overwhelmed, and or confused. Providing solutions and ideas for effective mentor support, reviewers will learn how critical mentor support is for sustainable, long-standing and healthy relationships.

4:00 - The Theory of Mentoring Relativity Exploring Two-year Teacher Mentorship
4:45 pm Law III, V. & Krueger, K.
Lighthouse Educator Development Project

Relativity is defined as the method of two people agreeing on what they see if one of them is moving. Two people agreeing on what they see from different perspective in a manner that is mutually accepting by both. We must look at how relativity impacts the mentoring experience. The key function in mentoring is building effective relationships. Building anything is difficult; this is even more so true with relationships. We are all moving in some way and often do not understand how our movements affect those around us. Much like GPS, mentoring requires an understanding of where you are based on a series of fixed locations. Mentoring requires an agreement to respect the perspective of another and remain objective to the goal or end game. As educators, we learned through trial and error the importance of building relationships. Teacher mentoring programs must be designed to foster relationship building. As the culture of education changes, new teachers bring a fresh perspective, but many remain novice due to leaving within 3 to 5 years. The term mentoring is used to describe an activity in which a senior or experienced person who has earned respect and power within their field takes a more junior or less experienced person under their wing to teach, encourage and ensure their success. Relativity in mentoring is about having an understanding of our position in the mentoring relationship and working to have a shared perspective with our counterpart.



Fiesta A



9:00 - Retaining and Advancing Women in Engineering through Mentoring and
9:45 am Networking in College
Kaletunc, G.
Ohio State University of Illinois—Columbus

Retaining and advancing women engineers in the work place merits attention because 40 percent of women with an engineering degree quit by age 30. Although colleges prepare women engineers competence to tackle

technical challenges, there is an unmet need and opportunity to provide career management skills to build confidence in women engineering students for successful careers and reduced attrition. A unique mentoring program structured around a curriculum to address this need is designed and implemented with success. A 25-week long program in second year offering with 24 students and 24 practicing women engineers had unique elements lacking in traditional mentoring programs; a) Each student had an individual practicing woman engineer mentor. b) Learning communities were established to show the value of networking. c) A curriculum was designed focusing on career management skills. d) Biweekly mentor-mentee meetings to discuss a topic in the curriculum were followed by peer discussions in Learning Communities in the intervening weeks. Surveying of the participants showed that program was valuable in building relationships that both groups would like to continue in the future. The structured curriculum helped to focus conversations and peer discussions strengthened the confidence of the women students. Above 90 % of mentors and mentees strongly agreed that this experience made them consider being involved in this ongoing program as a mentor. Successful women engineers will make the work force more favorable toward diversity and a culture of inclusiveness. Furthermore, strong women role models will attract more girls to the engineering disciplines.

10:00 - Supporting Freshman and Sophomore Undergraduates in Mentored Research

10:45 am Parker, M

University of Houston—Downtown

UHD's DOED MSIEP grant-funded research project, Modeling Intended STEM Success, utilizes a program that encourages, prepares, and supports minority STEM students, to successful completion of the baccalaureate STEM degree, targeting the first and second years as well as the first-semester and second-semester courses through interactive on-site early career research. Co-PIs within the areas of Natural Sciences (Chemistry/Environmental Science/Evolutionary Biology) and Mathematics and Statistics opened their laboratory research programs to early career researchers. This presentation will describe the advantages and disadvantages to such an endeavor and will review the outcomes associated with retention of STEM undergraduates involved in early career research through this project.

3:00 - Personalized Mentorship in a Virtual World

3:45 pm Emanuele, C.

New York Academy of Sciences

Technology has promised us a solution to nearly every problem under the sun. Mentorship offers us a solution to the evergreen problem of lack of female representation in STEM. We have seen technology become the essential bridge between women all over the world and mentorship, but what else is necessary for this kind of relationship to flourish? How can a one-to-one partnership translate to a global network of connectivity, collaboration, and support? In this session, we'll explore the virtual offerings at the New York Academy of Sciences, lessons learned and challenges faced from our efforts, and highlight some of our strongest mentor and mentee engagement strategies.

**4:00 - Psychological Research in Action: Mentoring at an Urban HSI Institution with
4:45 pm Intersectional Perspectives and Outcomes**

Her, P. & Hillstrom, J.

New York City College of Technology -- City University of New York

This paper is from the perspective of three women who are psychology faculty members at various points in their professional development. It was written with the intention to promote ways for students and faculty members of color to construct representations of themselves as mentors. The New York City College of Technology's (CityTech) participation in National Science Foundation (NSF) and National Institute of Health (NIH) grants, as well as institutionally-funded research initiatives, provided the authors with a context for engaging undergraduate students through research within the field of psychology. City Tech is a Hispanic-serving institution with an urban campus landscape in downtown Brooklyn, New York. The majority of both faculty and students participating in grant- and institutionally-funded



Fiesta B



9:00 - 9:45 am **Life Cycle of One University's Faculty Mentoring Programs:
Supporting Institutional Change Initiatives**
Rinehart, J.

Northeastern University

University leadership does not develop faculty mentoring programs in isolation; rather, they reflect institutional culture and strategic initiatives. This paper reports on the evolution of mentoring programs, their effectiveness, and the future of faculty mentoring at Northeastern University. Northeastern University has a remarkable record of change, evidenced by rising in the US World & News Report rankings from 115 to 39 over 12 years, and in 2016 receiving the Research I (Doctoral University – Highest Research Activity) Carnegie Classification. This R1 designation is a significant shift from Northeastern's historical focus on teaching and compels the university to reconsider faculty development. We trace the trajectory of faculty mentoring programs as they developed to: 1) support advancing the research culture; 2) accommodate a lack of senior research-active mentors; and 3) support research-active junior faculty in a shifting culture. Since 1998, junior faculty members have been assigned a senior faculty mentor within their department to work with them through their pre-tenure years. As part of the 2008 National Science Foundation ADVANCE (Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers) Institutional Transformation grant, Northeastern piloted various mentoring programs which resulted in a number of mentoring initiatives that co-exist at the university - in the departments, colleges, and the now-institutionalized ADVANCE Office of Faculty Development. This paper presents the results from a mixed methods study that included a faculty mentoring survey and a qualitative study of administrators involved in faculty mentoring.

10:00 - 10:45 am **Start Strong: Birth of a University Wide Mentoring Program**
Sylvester-Caesar, J.

University of Houston—Downtown

From the day our doors opened more than 40 years ago, the University of Houston-Downtown (UHD), a predominantly Hispanic-serving institution has expanded to serve the educational needs of America's fourth largest city. During the past year, our institution developed a unique university-wide mentoring program for commuter students. This session will cover the successes and challenges of institutionalizing a peer mentoring program for all freshman students. Based on research and best practices of student engagement and retention, the program is designed with pairing faculty, upper level students and freshman students of similar interest and major. Peer mentors were selected and referred by faculty. Knowing that we lose over 40% of our freshman students after the first year of college, we designed an intentional program to address the social and academic needs of underrepresented, first generation students in order for them to establish a greater sense of belonging, which improves retention and graduation. This session will focus on lesson learned, questions to consider, and strategies for improvement.

4:00 - 4:45 pm **FLOWER: Self-Coaching Tool for Teens and Tool for Personal Skills Development
Course for Teachers**
Nuszpl, J.

ALEAS Sims, Inc.

This paper establishes an argument for flow (Csikszentmihalyi, 2008) as a foundation for mentoring and coaching relationships in academic (mainly secondary school) settings. Flow is the mental state during which a person feels enjoyment, energized focus, and full involvement while being fully immersed in a performed activity. During flow states, people perform their best, they feel challenged but in control, they receive immediate feedback from the

activity itself, they lose their time-consciousness and self-consciousness and experience other benefits. The session will describe FLOWER, a mentoring and self-coaching application for teenagers that fosters flow by helping adolescents realize their own strengths and goals. Users learn how to accept and give feedback while getting to know themselves, their own moods, and the moods of others in order to build harmonious relationships with possible adult supporters. According to Professor Csikszentmihalyi, a person might experience 8 different moods (mental states) even within a few hours. These moods can be represented on a “map of everyday experience” (Csikszentmihalyi, 2003, page 72.). The FLOWER application was developed based on Prof. Csikszentmihalyi’s Experience Sampling Method (ESM) and his wide range of research about adolescence and flow. The paper will also give a short view of the FLOWER mentor training program that teaches secondary school teachers how to become effective coach-type of teachers and how to incorporate FLOWER into their class activities.



Mirage/Thunderbird



9:00 - **Mentor Teachers as Leaders in a CoTeaching Collaborative School**

9:45 am

Torrez, C.

University of New Mexico

A vital partner in the clinical preparation of K-12 teacher candidates is the cooperating or mentor teacher. We describe a model of clinical preparation, Co-Teaching Collaborative Schools, and the work of, benefits to, and impact of the cooperating/mentor teachers. Inherent in the Co-Teaching Collaborative School is the co-planning and co-teaching of the co-teaching dyad members; the teacher candidate and the cooperating teacher. Findings from a seven-year partnership with a Co-Teaching Collaborative School indicate that the expertise of the cooperating teacher is fundamental to success. Additionally, the benefits to the cooperating teacher far outweigh externally perceived downsides, such as extra time invested. Cooperating teachers indicate that the benefits to their personal and professional lives are positive as are the benefits to the students in their classrooms. The collaboration of and ongoing leadership and oversight of the Co-Teaching Collaborative School by the cooperating teachers are part of the success of the model.

10:00 - **Caring Mentorship: From Orientation Through the Annual Evaluation Process**

10:45 am

Crouch, L.

Northern Arizona University

For new nursing faculty, a successful mentorship is more than working with an experienced guide, loaded with teaching resources. Navigating through the academic environment may be a complex endeavor for new faculty who are transferring from the healthcare service environment. There are lessons and effective classroom teaching strategies to be learned about academic expectations that reach far beyond the initial orientation phase. Caring is an important aspect in meaningful mentoring relationships, and optimal personal and professional outcomes. Caring may be portrayed by meeting the needs of an individual, and providing closer attention to both spoken, and unspoken goals and desires. Infusing caring in a mentoring relationship requires a deeper commitment, from the orientation phase through the annual evaluation process. Establishing mutual goals, choosing a comfortable setting for meeting times, using an orientation checklist to track information sharing, and personal connections promote a caring mentoring relationship. Through the promotion of caring mentoring relationships, both the mentor and mentee may experience perceptions of order and engagement, including personal and professional progression in the academic environment. The annual evaluation process may improve through the development of a caring relationship that promotes sharing teaching expertise, research endeavors, and pursuing promotion requirements. Caring mentoring relationships support current best practices by meeting nursing program accreditation standards, fulfilling the school philosophy, and providing measurable program outcomes, while fostering faculty retention and promotion endeavors.

3:00 - **Leadership Development: Servant-Leadership in Coaching**

3:45 pm **Westre, K.**

Whitworth University

This study examined the shared meanings and experiences of sport coaches who practice Servant-Leadership. The characteristics of servant-leaders, first described by Robert K. Greenleaf (1977), served as the framework for this study. A qualitative, multiple case study research methodology with a heuristic phenomenological slant was chosen for this study. Semi-structured in-depth interviews were used to ascertain the participants' (coaches) experiences with the phenomenon. From these interviews six themes emerged which characterized the specific practices of the servant-leader coaches. The data was discussed in relationship to the ten characteristics of Servant-Leadership as described by Spears (1995). It was concluded that Servant-Leadership has potential as a viable leadership style in the sport setting. This session is designed for the sport coach who is interested in applying the Servant-leadership model to coaching. Attendees will be given specific, practical strategies for the implementation of the model. Servant-leadership in sport has been shown to increase athlete motivation, confidence, satisfaction, performance, and enhance leadership development through a unique mentoring process.

4:00 - **Diabetes Education: Interdisciplinary Mentorship and Collaboration**

4:45 pm **Brahm, N. & Kientz, E.**

University of Oklahoma

***Background:** In 2014, the overall prevalence of diabetes in the United States was estimated to be 9.3% and 10.9% of the adult Oklahoman population (18 years and over). One core approach to improved glycemic control is self-management. A joint health care initiative was developed by the Colleges of Pharmacy and Nursing to help address this need through an unrestricted educational gift from Blue Cross/Blue Shield of Oklahoma. **Aim:** To report interdisciplinary mentorship and collaboration in a diabetes education program for the medically underserved. **Mentorship:** Mentoring was multi-directional: bidirectional between faculty members from both health care disciplines of pharmacy and nursing for the educational process, patient care delivery, and faculty development. Also, students are often incorporated into the educational process and faculty members provide mentorship to students. The mentorship demonstrated by patients participating in the educational programming was also multi-dimensional. They were very forthcoming on barriers they encountered and helped each other identify problem-solving strategies. **Collaboration:** As with mentorship, collaboration was multi-directional. Patients participating in the educational programming shared personal experiences, provided support to peers, and helped problem-solve shared barriers. **Results:** All participants endorsed the benefits of the program and knowledge acquisition and integration. Mentorship and collaboration were essential components of the program in a multi-directional relationship between the health care disciplines and educational program recipients. **Conclusion:** The diabetes education project incorporated mentorship into a collaborative interdisciplinary clinic. Mentorship was multi-directional between faculty and the participants. The participants provided their unique perspective on living with and management of a chronic health condition.*



Santa Ana A



9:00 - **The New World of Work -- Mentoring and Coaching Millennials**

9:45 am **Richmond, C.**

Assumption College

Changes in demographics are creating new opportunities and challenges for mentoring in the workplace. As Boomers (1946-1960) retire, Millennials (1981-2000) are outnumbering them in the workforce. Millennials must work with Gen Xers (1961-1980) who are relatively new to high-level positions. Both age groups face unique

challenges because they have several years less experience than their predecessors and Boomers are taking with them a wealth of knowledge and experience. The high number of Millennials—combined with the relatively lower number of Gen Xers and the increasing departure of Baby Boomers—means that employers will be facing leadership gaps, and they will be looking to Millennials to fill those gaps. Many Millennials are eager to start contributing, but they are unfamiliar with the new culture of work, which is being redefined as they enter it and is constantly changing, chaotic, and challenging. There is a resulting need for accelerated developmental learning activities such as mentoring and coaching to help new employees and aspiring leaders' fast track from basic workplace survival to being a successful team lead, manager, and leader. Organizations have seen the need for departing employees to mentor replacement employees, yet few have embraced this strategy. Corporations don't want to spend resources on new employees they perceive won't stay long. The outcomes of this paper are suggested new ideas and practices for successful mentoring and coaching of Millennials in the workplace.

10:00 - The Mentor Model: How and Why do Mentors Participate in Mentorship Programs?

10:45 am Herremans, I.

University of Calgary

This research investigates the benefits that mentors achieved by participating in a student-to-professional business mentorship program. Mentorship programs are primarily designed to fulfill the mentees' needs and objectives, and therefore the mentors' roles and the extent that the mentors benefit from the program are often not fully investigated. Our contribution to mentorship research comes from examining specifically how certain mentor characteristics and benefits help achieve mentorship outcomes. Mentors, not only mentees, are often the recipients of learning and development both personally and professionally. We first determine which benefits are most important to mentors and, thereafter, determine whether the mentors' benefits affect their overall satisfaction with the mentorship program. The Haskayne School of Business Professional Mentorship Program offered under the Canadian Center for Advanced Leadership (CCAL) at the University of Calgary is the setting for this research. Data were collected through questionnaire instruments developed by the research team. We found that benefits for mentors can be broadly classified into five categories: learning or enhancing their own managerial professional skills; advancing their own psychological-social skills; developing a personal relationship; receiving personal gratification; and providing an opportunity for self-reflection. Furthermore, whether the mentor's expectations were met was correlated with several benefits received through the mentorship program. However, because of little variation in the mentors' outcome ratings (all were rated highly), we were not able to provide strong statistical support for the relationship of benefits and other mentor characteristics in our model at this time.

3:00 - Catalyst for Learning: Our Mentoring Course Series Model

3:45 pm Henderson, T.

University of Texas—Dallas

As we reflect on our mentoring course as part of a series of courses at Undergraduate Studies at The University of Texas at Dallas in the context of the Catalyst for Learning and the High-Impact ePortfolio Practice framework developed by Gambino and Eynon, we identified meaningful case study examples that explore the relationship between the two. In this paper, we will analyze our mentoring course series in the context of the Catalyst for learning framework and provide specific examples of how the framework translates into practice. In doing so, we will analyze the three overarching design principles in the framework, "inquiry", "reflection" and "integration" and discuss how they overlap with two sectors of the framework, specifically "pedagogy" and "assessment outcomes." We will explore how our mentoring course series serves to embrace, link and support student learning and institutional learning. Lastly, we will analyze lessons learned and areas of improvement based on our study.

4:00 - Keeping an Eye on the Prize: Mentoring Success through Career Engagement

4:45 pm **Lara, A.**

Cal Poly Panoma

The Collins College of Hospitality Management at California State Polytechnic University Pomona has been extremely successful at mentoring freshmen and transfer students to achieve higher graduation rates, especially those who identify as Underrepresented Minorities (URM). The graduation gaps for URM students to non-URM fall below zero, largely due to consistent student career mentoring throughout students' academic careers from recruitment through graduation. We propose an interactive group exercise that will allow participants to explore career mentoring and engagement opportunities for students on their campuses, which will have potentially high impacts on student success. Participant groups will create a theme park inspired map to design "lands" in their park (Universityland) in which mentoring success toward graduation will be designed in several key career engagement areas, including: first year experience, student engagement, industry work experience, industry engagement, campus student resources, and effective communications.



Santa Ana B



9:00 - Professional Resilience: Cultivating Developmental Networks as a Community of Women

9:45 am **Bible, D. & Bluth, S.**

Sam Houston State University

Creating and sustaining a diverse professional network, that has both mass and depth, is critical for professional resilience. Teaching an integrated and reflective practice of self-development over the career and lifespan, this workshop presents the culture and thrive developmental mosaic framework in the common lexicon of coaches, associates, sponsors, mentors, and connectors. To increase resilience and provide room for diverse opportunities, each role within the framework should have multiple people (mass) with varied (depth) backgrounds. Reflection and ownership of one's culture, in terms of gender, race, ethnicity, spirituality, sexual orientation, education, etc., provides the axiological grounding that is the litmus test of institutional fit. Although often harder to define, institutional culture and one's ability to navigate within the stated and covert norms is a critical component of career achievement. Coaches, associates, sponsors, mentors, and connectors provide the network, knowledge, and historical insight necessary to attain professional success while circumnavigating potentially harmful professional choices. Resilience occurs when the cultural and thrive mosaics are combined to create the overall framework which can be applied within a variety of environments to effectively mentor women to excel professionally through the applied and consistent use of networks.

10:00 - Online Mentor Training for Inclusion: Competencies & Cultural Intelligence

10:45 am **Brown, B. & Lunsford, L. G.**

University of Arizona South/University of North Carolina Wilmington

This session showcases two online mentor training programs that integrate scholarship on mentor competencies and cultural intelligence to improve outcomes for underrepresented students. The training is for mentors of these students (middle school through post-bac) to promote inclusive support. This new approach was first piloted in a grant funded program to develop more diverse doctoral candidates in higher education. It will also be adapted in a new grant program to encourage visually impaired students to pursue STEM careers. Effective mentoring is linked to vital outcomes for mentees, from enhanced productivity and self-efficacy to improved career satisfaction. Formal mentoring also provides under-served individuals access to social capital. Yet mentoring is often 'picked up' by various means (i.e. observation) rather than taught or trained. While systematic, formal mentoring training has been shown to have significant effects, it typically focuses exclusively

on mentoring competencies with little thought to inclusive practices (Pfund et al., 2014). We demonstrate how formal training can support mentors in using inclusive strategies when mentoring underrepresented students. By applying theories from other fields in combination with recent findings regarding a need for addressing unconscious bias and identity conflict when mentoring the underrepresented, we provide an evidence-based model for increasing inclusive behaviors in mentoring (Ang & Van Dyne, 2008; Murrell & Blake-Beard, 2017). In particular we focus on increasing the cultural intelligence (CQ) of both the mentors and their mentees who participate, which in turn improves future performance outcomes for both groups.

3:00 - Who am I to Question?: Problematological Mentoring for PhD Students at Risk

3:45 pm **Rodgers, J.**

Baylor College of Medicine

Only three quarters of PhD students in all fields in the US finish their degree. Manifold mechanisms account for the loss rate, but many of these seem to be compounded for students from under-represented groups. The “Seminar” uses the constructive analysis of problems and their solutions as a forum for providing at-risk PhD students in the sciences with a safe place for dialogue and developmental mentoring. The chief topics are real-life problems, including ‘scientific’ problems facing students as they negotiate the stresses and complexities of graduate school. Although the PhD is expected to be an ‘expert problem-solver’, few are taught skills in analyzing problems themselves, and as the Seminar has evolved, increasingly it has turned toward the analysis of problems rather than solutions. This essay explores the philosophical underpinnings and practical applications of problem-oriented (problematological) mentoring. From their different perspectives of pragmatism and problematology, John Dewey and Michel Meyer emphasize the role of reflection in identifying problems, solution-paths and solutions. As a pragmatist, Dewey emphasized the importance of solutions; Meyer places greater emphasis on the role of problematization even in the absence of solutions. Questioning is part of problematizing: the selective practice of zetetic, aporetic, and ephectic questioning can help mentors create safe spaces for dialogue, leading to helpful problematization. Problematizing becomes a practical activity in which, somewhat paradoxically, the exploration of problems lessens the oppressive need for immediate solution, often allowing a student who is ‘between a rock and a hard place’ (aporia) the space to find a way out.

4:00 - Is It Real: Equity and Social Justice on University and College Campuses

4:45 pm **Robinson, Q.**

Southern Connecticut State University

Diversity, social justice and equity should be acknowledged as fundamental when establishing how they might be implemented and given space to grow and flourish on university campuses. Slater, managing editor of the *Journal of Blacks in Higher Education*, explained that racial incidents occur all the time on college campuses, which makes it clear that all students are not experiencing social equity or justice on university campuses; in addition, there have been a number of discriminatory incidents that make it clear that students are not safe in or outside the classroom (Griggs, 2015). How campus presidents and administrators make sense of equity and justice and allow them as part of the social structure, establishes whether diverse populations are respected, and given the freedom to be themselves and, at the same time, feel safe on campus. Social justice and equity could be regarded as beliefs held in the minds of individuals; which means social equity and justice could possibly be regarded as a human practices that can be adjusted to respond to the social and political needs of persons who make up university population.



Spirit/Trailblazer



9:00 - 9:45 am **Cultivating an Inclusive Community for Career Exploration: Lessons from a Developing Program**

Halter, A., Stefaniuk, T., & Whitehouse, G.

Florida Gulf Coast University

PAGES is a program at Florida Gulf Coast University offering career exploration targeted at students majoring in the humanities. Research into national employment trends shows that humanities graduates acquire superior transferable skills, but must decide among a dizzying array of career paths. PAGES was founded in 2016 to meet the needs of these students. PAGES trains students in a peer coaching technique to help them define goals and explore career options. Coaching is paired with career programming, employer contacts, networking, and cultural enrichment. PAGES relies on a diverse community to develop students. On campus, PAGES consists of a group of humanities and social science majors, and a team of advisors and faculty, with cooperation from various university offices. Off campus, PAGES works with local Chambers of Commerce to provide programming, career exploration, networking and internships. The multiple constituencies of the PAGES community bring planning challenges. The program has raised enthusiasm from employers, and from Foundation donors who currently supply our budget, but coordinating the campus community has proved more challenging. Faculty, Advisors, Administrators, and Staff each have different incentives and concerns; finding appropriate roles for stakeholders while maintaining program cohesion has proved difficult. Moreover, busy students often find it difficult to sustain commitment to a co-curricular program. The panel will cover the rationale of this program, assess PAGES' efforts to build a community of support, and discuss strategies for improving this and similar programs. Panelists will include the core PAGES team: a career advisor and two humanities faculty members.

10:00 - 10:45 am **Diversifying for Sustainability: Repurposing a Targeted Pilot Faculty Mentoring Program**

Towers, G. & Poulsen, J.

Indiana University—Purdue University Columbus/Regis University

For most junior faculty at Indiana University – Purdue University Columbus, dissatisfaction with traditional mentoring, that is, pairing with a senior departmental colleague for open-ended mentoring, was a fact of faculty life. In 2015-16, the authors addressed this ineffective reality by implementing a grant funded pilot program to provide targeted mentoring on career self-efficacy for under-represented, pre-promotion faculty. Mentors received training and were matched with mentees. Assessment demonstrated program effectiveness. Participants made measurable gains in general self-efficacy; increasing their self-confidence, establishing more robust social supports, and learning new strategies for career success. Upon program completion, we sought a sustainable modification of the program to more broadly serve all faculty. Feedback from focus groups led us to diversify the program by creating a “mentor bureau” and conducting mentee-only peer mentoring sessions. The bureau helps mentees form a local mentoring network or “map” (Rockquemore, 2013). We asked mentors to identify areas of expertise and mentees to choose from among these topics. In 2016-17, the mentoring bureau enlisted 15 mentors who mentored 11 mentees. Including program leaders, 44% (27 of 62) of full-time faculty participated in the bureau. Peer-mentoring was conducted through informal discussions at monthly mentee-only lunches. Feedback indicates satisfaction with both program components. Mentees reported that they gained expertise through the mentoring bureau and built relationships in the peer mentoring meetings. We are pleased to have the opportunity to share our sustainable and diverse mentoring model that successfully complements traditional mentoring.

3:00 - Mentors in History

3:45 pm Cassidy, M.

Town of Holliston

*Some of the most successful figures in history had mentors. Aristotle taught Alexander the Great. Henry Ford went into business with his friend and mentor, Thomas Edison. When Warren Buffet picked up a copy of Benjamin Graham's book *The Intelligent Investor* in 1949, it was life-changing. Looking intentionally at these and other developmental relationships can reveal patterns about mentoring, coaching, networking, and sponsorship still relevant today. There are common traits which should characterize these relationships and interactions.*

4:00 - Been There, Done That. Starting Afresh: Reciprocal Mentoring with Non-Traditional Students

4:45 pm

Rizzo, N. & Reid, C.

University of South Carolina—Upstate

According to a study by Hussar and Bailey for the National Center for Education Statistics (2016), the U.S. has experienced consistent growth in the 'non-traditional' student demographic since the year 2000. This year, approximately 40% of the 20 million current college students are over the age of 25—and nearly 18% are 35 or older—yet, despite this, little academic discussion exists on mentoring non-traditional students (Langer, 2001; 2010). The growing population of college students with professional experience reflects both opportunity and need for deeper exploration into developmental relationships between faculty and non-traditional students. Because these students bring rich life-experiences, mentoring them may offer more reciprocal benefits. In the literature, 'reciprocal mentoring' (Gonzales, & Thompson, 1998; Harvey, et al., 2009) tends to refer to technology-based relationships between young 'techies' and older mentors. This paper addresses organically developed reciprocal mentoring in the Humanities and employs an auto-ethnographic methodology (Maréchal, 2010), wherein one professor and three non-traditional students reflect on their personal experiences assisted by a series of reflective questions. Key elements to be discussed include: common challenges non-traditional students face (finances and family), strengths that they bring (desire, determination, willingness/ability to mentor others), qualities they expect in faculty mentors (patience, guidance to opportunities), and ways mentoring becomes reciprocal (expanded insights, dependable partnerships, bidirectional encouragement). Insights will be drawn from the full set of developmental relationships in which the authors have engaged—amongst themselves and with others—as they practice inclusivity, seek achievement, and experience growth.



Wednesday

October 25, 2017



Plenary Sessions

11:00-11:45 Ballrooms B & C
Looking Back/Moving Forward
Lois Zachary—Center for Mentoring Excellence

12:00-1:00 Ballroom A
Lunch

1:00-1:45 Ballrooms B & C
Competence, Boundaries, and Cultural Humility:
Toward a Mentoring Code of Ethics
Brad Johnson—*US Naval Academy, Johns Hopkins University*

2:00-2:45 Ballrooms B & C
The Future of Supported Mentoring -
What's Happening Now and What Comes Next?
David Clutterbuck—*European Mentoring and Coaching Council*





Lobo A



9:00 - 9:45 am **Faculty Development Through the Creation of a Cohesive Mentoring Community**
Englar-Carlson, M., & Powers, K
California State University—Fullerton

Developing people — helping them become more capable, conscientious, and confident — is the mission of any academic institution. There is an increased interest in faculty development across the trajectory of an academic career. Whereas there are different models and formal faculty mentoring programs, this presentation addresses faculty development through community building within a graduate student mentoring program. The graduate student mentoring program itself addresses culturally-focused mentoring that emphasizes the importance of continuous and honest dialogue about cultural identity between mentors and mentees. It strives to openly acknowledge inherent power differentials and different socialized roles, discuss cultural identities within context of higher education, and is based on cultural empathy. Though outreach to graduate students is the core focus of the mentoring program, this type of mentoring requires specific mentor training. This training has created its own unique outcomes. For seven years this program has become a core aspect of faculty development in creating supportive culturally-responsive spaces for faculty. While this was not the initial focus of the mentoring program, creating a community among faculty mentors has become paramount. Creating community means providing faculty from across different disciplines an inclusive space to talk frankly about being a faculty member, learning institution knowledge and developing social capital, deepening connections, sharing triumphs and failures. There is a premium placed on developing cultural competency, empathy, and humility in our interpersonal relationships. Overtime, it is clear that mentoring students is a reciprocal process where successful student mentoring leads to creation of successful mentors who can support their peers.

10:00 - 10:45 am **“Nobody’s Talking to the Mentees”: Exploring the Concept of Mentorability**
Black, V., & Taylor, Z.
Texas State University

Although extant research supports the notion that college- and university-sponsored mentoring programs are effective in academically transitioning and retaining postsecondary students from a variety of sociocultural backgrounds (Gershenfeld, 2014), no research examines how mentoring programs solicit, recruit, and evaluate the potential “mentorability” (Reddick, 2014) of their mentees. Employing Riffe, Lacy, and Fico’s (2016) quantitative content analysis, this study augments Crisp et al.’s (2017) recent work, examining postsecondary mentoring program websites (n = 187) at public, four-year institutions in Texas (n = 44). Findings suggest only 19% of all mentoring programs address “mentorability” by outlining mentee reciprocity and defining mentee characteristics and expectations, compared to 37% of all mentoring programs which define mentor characteristics and expectations. Furthermore, mentoring programs are four times more likely to address their mentors (1,023 occurrences) than “mentees/protégés” (237 occurrences), speaking to the lack of focus on mentee “mentorability.” Implications for practitioners and future research are addressed.

3:00 - Tuckman's Model: Attaining and Sustaining Departmental Excellence

3:45 pm VanDerveer, B.

Ohio University

Attaining and sustaining departmental excellence by aligning faculty around the department's vision, mission, goals, and norms and empowering the internal constituencies, while serving university-wide internal and external stakeholders brings real value to higher education. The paper focuses on the work of cultivating an inclusive community of diverse faculty utilizing Tuckman's team development model. It is in this context that the forming, storming, norming, performing, and adjourning stages of team cohesion are explored and guide the department chairperson in leading, coaching, and mentoring the cooperative relationships and productive work activities of faculty members. Tuckman's model highlights the stages that are all necessary and inevitable for a unit to grow, face challenges, tackle problems, find solutions, plan work, and deliver results. The study of departmental leadership, group cohesion, and developmental networks continues to evolve. Using Tuckman's model, the paper discusses successful strategies for building and sustaining a healthy, vibrant, and collaborative academic department. Several professional development approaches are highlighted to facilitate and maintain quality working relationships. While each department's subculture, context, structure, and circumstances are unique; it is critical to cultivate and maintain developmental networks that are focused on excellence and to be engaged with others in leading our workplace towards a brighter future. The paper invites continued research and muscular dialog concerning the advancement of a department as a collectivity- not a collection of colleagues.

4:00 - Building a Culture of Mentorship - A Small Private Liberal Arts College's Experience

4:45 pm Burris, D. & Smith, A.

Pfeiffer University

In the last three years, since the concept of a culture of mentorship was solidified in Fall 2014, we have worked toward creating a common vision of what that culture looks like. As such, Pfeiffer's draft mission statement reads, "Pfeiffer University calls all members of its community into a mentoring culture. We foster self-awareness, empowerment, and resourcefulness through guiding relationships that equip servant leaders to add value to the world." To date, we have provided training to 94% of faculty and 59% of staff to ensure common practices and the ability to use consistent language for mentoring. This past year, we conducted qualitative research and exploratory interviews to get a sense of how the students and mentors are experiencing mentorship. This research presentation will highlight this research and the processes that have occurred over the last three years in our effort to develop a campus-wide common mentorship experience. We intend to share our qualitative analysis and going forward, we will conduct an empirical examination to determine the impact of student interactions with mentors and other network members on retention and graduation rates. Previous research has explored the effects of academic and social networks on students' outcomes. This study will add to the literature by measuring aspects of mentorship as part of a quantitative analysis. We have discovered that the developmental network we put in place is not limited to key functions within the campus community but rather extends throughout the community to a culture of mentorship.



Lobo B



9:00 - A Mentorship Intervention for the Professional Identity Development of Student Teachers

9:45 am Du Plessis, A.

University of Pretoria

The development and implementation of a mentorship intervention aimed at enhancing student teachers' professional identity is described. Student teachers depend on mentors who can guide them not only to acquire professional knowledge and competence in specific subject fields, but also to be equipped with the necessary soft skills to remain flexible and focused on self-development. We argue that mentorship activities are not always

clearly structured, hence resulting in mentor lecturers focusing on classroom practice rather than on nurturing relationships with students or on fulfilling the role of motivator, role model, supporter, and change agent. Final-year undergraduate student teachers (n=170) from a higher education institution in South Africa were selected for participation in the first phase of our study (September 2016) period. The student teachers' mentoring needs and expectations were explored. During the second phase (March 2017), mentor lecturers (n=25) from the same institution shared their perceptions of the responsibilities of mentors. Based on the feedback received a mentorship intervention was developed that will be implemented by mentor lecturers during July 2017 (third phase), after which the value of the intervention will be explored with mentor lecturers and student teachers (fourth phase, September 2017). A participatory reflection and action (PRA) approach was followed and utilised a case study design. Data were generated and documented through PRA workshops, open-ended questionnaires, observation, field notes, and visual techniques. Preliminary findings indicate the importance of striking a balance between mentoring activities focused on subject content and classroom practice as well as the development of soft skills.

10:00 - Student-to-Student Peer Mentoring for At Risk Students: Results of a Pilot Study

10:45 am Lee, L.
University of Houston

Scholars have examined peer mentoring with an emphasis on first year and transitioning students. The literature on mentoring for students on academic probation suggests improvement in retention but mainly through the use of faculty mentors. When students serve as mentors, these mentors are often not matched with their mentee's major. Through a pilot project, the College of Education at the University of Houston is making an intentional effort to match at risk students with like majors to improve the ease of communication and support for these students. At risk students are defined as students not in good academic standing for this study. At the end of Fall 2016, 124 students in the college were placed on probation; 93 of these students enrolled Spring 2017. These 93 students were then placed on a growth plan that included student-to-student peer mentoring via email. This session will discuss the results of the pilot cohort, present the implementation challenges that the program faced, and reflect on lessons learned for future cohort success. Expectations are that students who corresponded with their mentors the most will achieve higher GPAs. Struggles in implementing the program included mentors not sending emails in a timely manner and lower than anticipated response rates from mentees. Quantitative and qualitative data were used to assess the effectiveness of peer mentoring. Specifically, the quantitative data demonstrates the importance of student-to-student peer mentoring, while the qualitative data demonstrates how peer mentoring can be improved for increased participation from both mentors and mentees.

3:00 - From Protégé to Mentor: Active Development of Mentors through Scaffolding

3:45 pm Lee, S., Bulin, A., & Ginther, J.
Dallas Baptist University

Educators have long understood the value of scaffolding learning (Vygotsky, 1934, 1986, 1987; Bruner, 1973; Rosenshine & Meister, 1992). When teachers adjust the cognitive reinforcement given to a student during a lesson, they are building a scaffold which will support further learning and development. Just as in building construction, a scaffold is a temporary framework to assist a student to gain control and success with a task that may be too difficult to accomplish alone without support. Scaffolding is just as important in a mentoring relationship with doctoral students. During the doctoral journey at Dallas Baptist University, many students have been mentored to take on future academic roles that also require mentoring. Vygotsky (1934) taught us that "what a [student] is able to do in collaboration today, he will be able to do independently tomorrow." A variety of activities have been developed to support multi-level learning experiences that allow educational leaders to be mentored while also learning to mentor someone else. Doctoral faculty understand that we learn to be mentors through developmental relationships that build a framework for extending knowledge of mentoring. Discussions with reflective conversations are a part of the coaching process since feedback is such a vital aspect of developing as a mentor. This session will present qualitative data as case studies of individuals who were mentored to become mentors for others. Specific suggestions for strengthening these mentoring networks will be shared.

4:00 - **Developmental Networks: A Pathway to Inclusion & Community Building in an Online Lab**
4:45 pm **Brown, B., Grijalva, J., Kalel, C. & Alba, J.**
University of Arizona

Some subjects and their components are difficult to adapt to online formats, potentially leading to their neglect (McKeown, 2012). Faculty members at the University of Arizona South identified research experience as a neglected subject in their online programs which adversely affected non-traditional students attending this Minority-Serving Institution. Thus, they established an online undergraduate research lab - the Mentoring and Leadership ColLaboratory (MLC). In this session, we will present the successful framework, methodologies, and evaluation model currently being used in the MLC. This framework has been refined through trial and error over the course of two years, allowing us to share best and worst practices. This lab structure has evolved to support students from varied programs, backgrounds, and with wide-ranging professional goals by creating an inclusive environment supporting the development of all members. The MLC particularly focuses on how developmental networks can be incorporated into the lab specifically to provide support for students learning how to conduct research while also creating a network of developers for them. These developers (mentors, coaches, sponsors, or peers that a protégé identifies as someone who has helped or is currently helping advance their personal, academic, or career goals) provide vital developmental assistance and psychosocial support that typically is not present in online learning (Higgins & Kram, 2001). Results from the evaluations of the Spring 2017 cohort will also be presented (i.e. research self-efficacy, cultural intelligence, etc.) along with implications for best practices, particularly on inclusion and community building in the online environment.



Acoma A



9:00 - **Mentoring for Advising: Developing Relationships between Academic Advisors and Advisees**
9:45 am **Moore, N.**
Appalachian State University

The life of a new faculty member can cause a great deal of consternation as the new faculty member begins an academic life. When studying for the role of an academician - a life of scholarship, service, and teaching roles - they probably do not think a great deal of what those duties will entail. In most higher education settings, the faculty member will be responsible for at least some academic advising as one of their required service roles. Though required, it is one of the areas where there is often little direction or training (Strader, Ambrose, & Davidson, 2000). Academic institutions have begun to see the importance of mentoring through developmental relationships in the area of academic advising, and have started mentoring/training programs for the purpose of easing new faculty members' acclimation to their new institutions. Mansson and Myers (2012) have found that when positive developmental relationships are built with doctoral advisees, they are better able to develop positive advising skills when they enter the academic world. Titus and Ballou (2013), however, argue that mentoring and advising are perceived to be so similar that distinguishing between the two is often difficult. This paper seeks to show some prototypes for such positive advising mentorship programs, including one at the author's institution. In addition, discussion about how a campus can place a priority on good advising skills, both training and execution, will be presented.

10:00 - **Achieving a Higher Level of Teaching and Learning**
10:45 am **Horn, P.**
Northern Arizona University

This study investigated how a teacher induction program increased the beginning teachers' student achievement scores and teacher retention. The program components include the concept of beginning teachers transforming into a professional within one to two years rather than the three to seven years as reported in previous research.

The induction program was implemented in diverse K-12 school districts in the southwest including inner city, suburban, rural, and Native American schools. Over a nine-year period, 148 schools within 18 districts were included. Professional development was provided for 203 mentors and 2,162 first and second year teachers, which impacted 163,808 students. The association with full time mentors extended professional development for all stakeholders. The commitment of the partner districts to implement the components of the teacher induction program resulted in success for the districts, the mentors, the beginning teachers, and the students. The questions that were addressed include: (1) Can the development of full-time mentors who employ a variety of formative practices and processes accelerate a beginning teachers' practice for student success?; (2) Does mentoring increase the beginning teachers' student achievement scores on the state achievement test when compared with veteran teachers?; and (3) Does mentoring increase the beginning teachers' retention rate?.

3:00 - 3:45 pm **The Long-Term Impact of Mentoring: Alumni Interviews About the Mentoring Experience**
Gandy, J. & Hale, M.

Dallas Baptist University

As proponents of the mentoring process, we understand that each mentoring experience is a unique relationship. Research has repeatedly shown that college students can benefit greatly from mentoring relationships both inside and outside of the classroom. A transformational mentoring experience may be different for each participant in the process. Sometimes mentor influenced change is experienced by our students well after the mentoring relationship has ended. But how do we know what students really need? Are students able to easily articulate their thoughts and needs during the mentoring process? How can we assist student's metacognitive growth and self-authorship during the mentoring process? What are our mentees thinking after a mentoring meeting? What is the impact of the mentoring relationship five years down the road? In this presentation participants will view video interviews conducted with students about key mentoring characteristics and the impact on their experiences. How did these students perceive the mentoring relationship? Did they feel a connection with their mentor? How were they changed through the experience? Session participants will engage in paired discussion regarding the student interviews and share their experiences and observations from interactions they have had with their own students. The session will help provide context regarding the expectations and experiences of students in the mentoring process, and help mentors adjust to these expectations as they move through the process.

4:00 - 4:45 pm **Distance Mentoring**
Gandy, J. & Hale, M.

Dallas Baptist University

Online course offerings of post-secondary academic programs have grown extensively during the last few decades. A 2014 study by the Babson Survey Research Group, with additional data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS), found that 5.8 million higher education students (28.4%) enrolled in at least one online course during the fall semester of 2013. Of those students almost half (2.8 million) took classes exclusively online. Online education is changing the fabric of higher education and will continue to play a significant role in the delivery of academic content in the future. With more students moving into an online environment, how can faculty, staff, and administrators address the mentoring needs of these students? Is it possible to develop a deep mentoring relationship with someone with whom you may never occupy the same physical space? What challenges emerge in developing meaningful mentoring experiences online? In this interactive session, we will explore the frontier of online mentoring. Session participants will share various options they have employed to address the mentoring needs of students at a distance. We will explore what works and what does not. We will also take part in conversations with students in another time zone using a synchronous learning platform. How can this technology help address the needs of online students and what policies and procedures will need to be adapted to address this changing environment?



Acoma B



9:00 - Utilizing the Power of Relational Mentoring Networks in the Formation of School Leaders
9:45 am Cowin, K.

Washington State University-Tri-Cities

Learn about a successful relational mentoring program that utilizes the power of networking launched during the principal internship seminar, and continuing throughout the certification program for future K-12 school leaders. The findings to date are that deep, trusting, relationships are being formed within our network. This mentoring program is developmental in nature (Kram, 1985, 1996; Eby, 1997, McGowan, Stone, & Kegan, 2007) and based on tenets of relational mentoring (Fletcher & Ragins, 2007). Both peer and professor/leader-candidate mentoring practices are the focus of our work together. Our mentoring network seeks to help leader-candidates explore their own and other network members' life experiences which can contribute to a deepening of their understanding of their own leadership formation. The session will allow participants to experience components of our relational mentoring network program in action. Workshop themes focus on building community within the network (Gibbs, 2006; Palmer, 2011); establishing transparent and trusting communication that seeks to be transformational (Zachary & Fischler, 2014); developing a reflective practice (Arredondo-Rucinski, 2005; Dewey, 1916; Osterman & Kottkamp, 1993); and using an auto-ethnographic process (Lawrence-Lightfoot & Davis, 1997; Mullen, English & Kealy, 2014). Participants will receive a detailed outline of the components of the initial workshops that are instrumental in creating the relational mentoring network. These initial workshops will be clearly described with the aim that others can reproduce the workshops, and establish a collaborative dialogue with the author's mentoring network to discuss new ideas for implementation and programmatic outcomes.

10:00 - Building Leadership through Effective Mentoring - A Partnership between the College
10:45 am Community, Local Schools and the Community at Large
Baird, N. & Nixon, C.

Penn State - Erie/Penn State

A plethora of empirical research has documented the positive outcomes of effective mentoring on positive youth development, including but not limited to increased self-esteem, self-efficacy, social skills and connectedness. However, there is a paucity of work related to how to build and sustain these positive effects over time. Effective mentoring requires significant community resources and social capital. At a time when schools and youth serving agencies are facing unprecedented challenges related to funding and resources, it is imperative that we identify, build and assess a working model of mentoring that coordinates all the facets of our community resources to promote positive youth development across age and gender. Consistent with an ecological framework, The Behrend Mentor Project has adopted a multi-tier systems approach to build developmental networks among various community sectors including local schools, colleges, nonprofit agencies, and individual community members. This hands-on workshop will provide the nuts and bolts for building an effective, evidence based mentoring program, one that capitalizes on the strengths of each community sector. Innovative strategies, such as the creation of a new college leadership course, along with mobilizing the nonprofit sector will be highlighted in an effort to promote students' resiliency and sustain effective mentoring over time. Establishing an evidence mentoring program involved Both quantitative and qualitative outcome data from the The Behrend Mentor Project will be shared.

3:00 - Using Mentoring, Coaching, & Self-Mentoring to Cultivate an Inclusive Community for
3:45 pm Mentoring Support
Carr, M

University of North Carolina - Wilmington

Ready for a session that gets you moving and up to have fun - a little break from the norm? Put aside your writing tools and bring your enthusiasm for learning as a ticket to get in the door. Have any experience in hula-hooping? Not to

worry. You won't have to hula-hoop but you will learn how the hula-hoop, a time honored tool, can teach you the basic principles of mentoring, coaching, and self-mentoring in order to align each practice with your specific needs. Whether you combine the three practices or apply just one, you will discover which practice(s) matches your personality and may be the most valuable tool in your life from research in the field. So, put aside your fears and step into a session that brings mentoring, coaching, and self-mentoring to life in a fun and safe setting (some assembly required).

4:00 - Mentoring Increases The Retention and Graduation Rate of Underrepresented Minorities
4:45 pm In Higher Education: The Impact of Faculty Mentor Program on Student Success
Gonzales, S.

California State University—Stanislaus

The California State University, Stanislaus' (CSUS) Faculty Mentor Program (FMP) (FMP Year End Report, 1988; www.csustan.edu), which is designed to increase the retention and graduation rate of underrepresented minorities in higher education, is described and evaluated in terms of enhancing student success. If current educational trends continue, few African American and/or Hispanic American minorities will be in faculty positions, as well as administrative positions, with the authority or visibility to direct their peers, students, and colleagues. Fortunately, reasonable alternatives are available to counteract these developments. Through faculty mentor programs in higher education and related fields, new students can learn to recognize and use existing networks; and, current proteges can serve as "mentors" to facilitate entry of new student proteges into the university system. Universities can provide training programs that will: 1) increase the pool of qualified minority proteges, 2) strengthen university commitment to this type of program, and 3) generate successful minority graduates. Project objectives are identified: to encourage individualized contact between faculty and students, to improve academic achievement, to retain students, and to increase graduation rates of students. This poster is an evaluation of the perceived and actual outcomes of the program and its effects on student success. Assisted by the FMP administrators, instruments were designed and then administered to provide an informative and summarized evaluation of performance regarding the four program objectives. Results suggest that FMP participants experience improved academic achievement, experience increased informal interaction between faculty and students, and create a support network among student proteges in higher education. These experiences created by the FMP encourage protege students to remain in school and increase their chances of graduation.



Luminaria



9:00 - I'm Sorry: Mentors Can Play a Dynamic Role in the Process of Understanding Good
9:45 am from Bad Apologies
Hatfield, R. J.

Kansas State University

Saying I'm sorry just may be two of the most powerful words spoken. Powerful because they represent humility, personal responsibility, and courage to acknowledge wrong and the desire to restore what was compromised. It places the highest value on relationship and not on being right. Apologies have the power to mend, heal, and restore relational misunderstanding and conflict. Two are better than one in processing the complex labyrinth of relationships. We need each other and equipped mentors can play a dynamic role in the process of understanding good from bad apologies.

10:00 - Community Mentorship: An Examination of Bioecological Theory and Correlation to Mentorship

10:45 am

Jafari, N.

California State University—Fullerton

Bioecological systems theory, a community-based model creates mentorship opportunities, which function through the lenses of personal, interpersonal, and community planes (Robbins, 2005). Bronfenbrenner's theory defines complex "layers" of the environment, each affecting on a child's development (Berk, 2008). Collaboration between micro, meso, and exo systems leads to an ambiance of bi-directional influences; therefore, leading to an archetype for mentor and mentee to collaborate. Microsystem layer, which is the closest to the child offers a direct practical interaction benefiting child's relational development. Meso System defines the associations between Microsystems' affiliates, while emphasizing on the quality of the interpersonal relationship between members (Berk, 2008). Exosystem layer discusses the community and its impact on development. Each of the layers have a specific function that promotes the bi-directional involvement of adult and child leading to a mentorship platform. Through cultural storytelling, the genre of conversation, interpersonal skill building, and the variety of activities, a mentor enters into a mentoring relationship with the mentee. The mentoring relationship then allows children to internalize these tools for thinking and for taking more mature approaches to problem-solving practices in their social context. A successful mentoring partnership may start on a superficial level, but it will not remain there (Pulce, 2005). Within this fluid framework, the attention goes beyond simply what this child knows or can do. In each layer, cultural inventions channel the skills of each generation, with individual development mediated by interaction with people who are more skilled in the use of the culture's tools (Rogoff, 1998).

3:00 - Developing Leadership Resilience in Young Professionals: Sharing the Mentoring Journey

3:45 pm

Searby, M.

Peacewood Consulting Services

Many professors help students begin their journeys in mentoring by providing instruction about the research supporting the value of mentoring, the benefits of intentional mentoring in the workplace, and practical aspects of developing mentoring relationships. This initial engagement about mentoring often will result in deeper conversations or even a request from a student to begin a mentoring relationship with the professor. Even if that relationship does not begin at that time, it may lead to an intentional mentoring relationship after the student completes her/his academic program. The presenter has been involved in mentoring relationships with several former students which began during their academic preparation and formalized during the beginning of their professional careers. This session will provide a description of that journey from academic preparation to professional engagement and the important concepts, principles, and boundaries which must be involved. Ideas will be shared for beginning and maintaining the formal relationship. The concept of developing leadership resilience and the principles for accomplishing that will be shared during the presentation. These principles provide a framework for part of the mentoring work in the professional engagement period.

4:00 - Enriching New Faculty Orientation Program Through Ongoing Inquiry and Analysis

4:45 pm

Benakli, N., Egues, A., Her, P., & Marantz, Z.

New York City College of Technology—City University of New York

An unprecedented wave of new faculty joined an urban college of technology within the last decade. Six years ago, to respond to the imperative need to support the new faculty, an orientation committee of faculty from different disciplines and at different career stages was charged with planning and facilitating orientation activities aimed at achieving successful teaching, scholarship and service trajectories. The committee shared available resources and provided an overview of the key elements of a structured process of development and evaluation during the years leading to tenure. Ongoing and structured assessment of the activities informed the committee on what worked best. This paper reports on the quantitative results of the different assessments and how this data impacted the program.

The orientation program supports its inclusive mentoring community specifically developed to focus on developing networks leading to faculty achievement, innovation, and transformation. Outcomes demonstrating a marked increase in the retention interest and cohesion in the new faculty cohort are just some of the rewards of the program.



Isleta



9:00 - The Effectiveness of a Mentoring Program at a Small Liberal Arts University

9:45 am Merritt, R.

Athens State University

Athens State University is a relatively small liberal arts university located near Huntsville, Alabama. In the fall of 2012 Athens State University established an annual mentoring program which included formative orientation sessions, opportunities for the new faculty cohort to discuss issues relevant to new instructional faculty at the university during their first year of employment, and support for the mentor-mentee relationship. While many higher education communities realize the need for mentoring new faculty, Athens State University realizes the need to mentor veteran educators new to the university and those who have been employed in vocations not part of the professoriate. The fundamental purpose of the six orientation sessions over the two-semester duration is to acquaint new faculty with representatives of departments or committees considered influential on university faculty. In addition to the representatives' presentations, new faculty engage in conversations central to the presentation theme. For instance, one of the sessions has as an invited speaker at least one faculty member who shares with the new faculty member their characteristics of teaching best-practices. Former new faculty participants have become presenters in this specific session. Generally, this session develops into quite a lively, interactive discussion among the new faculty members. Near the end of the spring semester for each academic year, the participants complete a survey, the results of which are carefully considered by the coordinator of the program, disseminated to the Provost and Deans, and the program is adjusted to meet the needs of future participants.

10:00 - An Evaluation of a Peer Mentor Program in Graduate Education

10:45 am Jacobsen, M.

University of Calgary

This is a report on the development and implementation of a peer mentor program for graduate students over three years. Goals of the program include supporting new students' transition into graduate school, enhancing collaborative peer learning and developing a community of practice among graduate students. Actions taken included the provision of: a) intentional peer supports for new students as they begin graduate school; b) mentoring and problem-based learning opportunities to build mentoring and leadership competencies; c) support in building social and academic relationships; and d) experiences to develop post-secondary teaching and learning capacity for both mentors and mentees. The Peer Mentor Program is led by a doctoral student director who works with the Associate Dean and an Academic Faculty Advisor to guide and support this initiative. To assess the effectiveness of the program, a multi-evaluative approach, including a developmental evaluation and practical participatory evaluation, was employed in collaboration with the program's stakeholders. Findings indicate that the program has been successful in: 1) providing strong support for new graduate students in making the transition to graduate school; 2) developing leadership and mentoring competencies of graduate students; and 3) facilitating the building of mentors' and mentees' social and academic relationships. Based on study findings and building upon mentors' and mentees' experiences in the program, recommendations for growth and improvement of the Peer Mentor Program, and further research on the same, are provided.

3:00 - Development, Implementation, and Evaluation of a Mentoring Program for New Online Faculty

Barton, D.

Wake Technical Community College

Based on their quality enhancement plan (QEP), Wake Technical Community College developed, implemented, and evaluated a faculty mentoring program to support new online faculty. This program was created using best practices for mentoring from the business industry, educational institutions, scholarly research, and with input from multiple stakeholders including faculty, staff, and administration. The pilot program involved mentor training, an orientation class, in person roundtable discussions, a web-based project management and team collaboration tool, and a web-based evaluation survey. At the end of the program a web-based survey was administered to both mentors and mentees to capture their final evaluations of the mentoring program. Based on mentoring theory, the evaluation of this program is described. Information from discussion questions contained within the orientation class, feedback gained from the in-person mentoring roundtable, and results of the web-based survey evaluation of the program were used to demonstrate the success of the mentoring program, along with recommendations for improvements. The outcomes of the first faculty mentoring program based on feedback from both mentors and mentees showed that the program contributed to the success and satisfaction of new online faculty and enhanced both mentor and mentee professional development. Suggestions for improvement based on participant feedback were also summarized and implemented in future mentoring programs.

4:00 - Enriching the Lives of Students: A Strategy that Develops and Empowers Through Mentoring

Payne, D.

Limestone College

The experiences faced by students can be the difference between success and failure. Students need the support and guidance of mentors. And the mentoring relationship can be one in which students' lives are enriched. This paper will explore the research pertaining to the benefits and challenges of mentoring in which a strategy will be developed to help guide the mentor and the mentee towards a more positive and impactful mentoring relationship that will develop and empower students.



Fiesta A



9:00 - Developmental Network: The ADVANCE Women of Color Summer Writing Retreat

Lowe, K., Qubbaj, A. & Wheaton, D.

University of Texas Rio Grande Valley/ Jackson State University

The ADVANCE Women of Color Summer Writing Retreat (SWR) provides a forum for women faculty to experience an intensive weeklong writing retreat followed by online coaching. Jackson State University (JSU), a Historically Black Colleges and Universities (HBCU) institution, initiated the SWR to promote career advancement for women STEM faculty, especially women of color, who often have high teaching loads, substantial service commitments, and family obligations. In 2015, JSU established a network with five other HBCUs and one Hispanic Serving Institution, the University of Texas Rio Grande Valley (UTRGV), to replicate and expand the writing retreat to other minority-serving institutions. The overall goal was to promote faculty development and build multi-institutional networks of collaborators. UTRGV hosted the retreat in May 2016, with 16 participants. The 10-week writing retreat experience included two-weeks of pre-retreat work, one-week in-residence, and seven-weeks of post-retreat online accountability coaching. Results of the UTRGV SWR included the completion of seven grant proposals and ten manuscripts. The

presentation consists of activities, best practices and coaching taken from the SWR. We will discuss the impact that a successful intervention, such as the writing retreat, has by exploring how it can be adapted to fit different institutional contexts, including how other institutions may approach replicating the SWR on their campus. This program can benefit faculty and students who wish to increase their scholarly writing output and expand their professional multi-institutional networks regardless of gender, race/ethnicity, academic discipline, tenure status, or career track.

10:00 - Using Maxim and Maze Mentoring to Produce World-Class Scientists

10:45 am Fenimore, E.

Los Alamos National Laboratory

History and experience with students and post-doctoral fellows at Los Alamos demonstrate that scientific discoveries happen because the scientist has a unique combination of scientific knowledge, not from just applying the scientific method. Although some might think of science growing like a tree with new knowledge being added, it is better to think of it as a maze where there are dead ends, gaps in the paths, multiple options for progress, and hidden connections between diverse topics. World-class scientists are world class because they make discoveries. Discoveries often involve recognizing a connection between areas in the maze that no one thought were connected. This implies a strategy for mentoring world-class scientists that includes emphasizing diversity, avoiding specializing, focusing on intuition, making sure that the student has a different footprint in the maze than the mentor, and designing research to position the student in the maze to make discoveries. The student should be mentored to recognize the difference between puzzles and crises (cf. Kuhn, 1962). Fourteen practical maxims for successful proposals, papers, and careers are combined with strategies derived from the maze. With 1500 students per year, Los Alamos has perhaps the largest student program in the country outside of a university. The author has used these strategies on approximately 60 students resulting in at least 25 still in the field around the world as researchers at national laboratories or professors at Harvard, Berkeley, Santa Cruz, NYU, Tokyo Tech, Leicester, Kobe University, and other top universities.

4:00 - Mentoring STEM Entrepreneurs in Networking: A Critical Success Factor for New Ventures

4:45 pm Lim, N.

D3Sciences & University of Arizona

Industry and academia have recognized the need for developed social skills, as well as professional and personal networks, for entrepreneurs to succeed (Baron & Tang 2009; Vissa & Bhagavatula 2012; Wadhwa, Aggarwal, Holly, & Salkever, 2009). Research has also revealed the benefits of heterogeneity within new venture teams (NVT), (Honore 2015). An NVT consisting of members with shared experience and members with diverse backgrounds tends to perform better than a homogeneous NVT in the dynamic environments faced by new ventures. These resources: social skills, active networks, and heterogeneity, are often missing from technologically innovative NVTs. Such NVTs typically consist of individuals who left an employer to found a startup company, or a group of university faculty who wish to commercialize their research (Wadhwa et al 2009). In either case, networking, as a skill and a resource, is often under-developed in these NVTs. In this paper, I present mentoring as a mediator, providing mentee NVTs with strong ties to the social capital of their mentors, and developmental training in the social skills required for effective networking. Mentors and mentees can gain practical insights from the mentoring methodologies employed by the University of Arizona for faculty seeking commercialization of their research, and for students seeking entrepreneurship education. I conclude this paper with its limitations, and directions for research into the contributions of mentoring toward the needed success factors for technologically innovative startups.



Fiesta B



9:00 - 9:45 am **Peer Mentoring as an Intervention to Increase Student Success Among URM STEM Majors**
Booton, B.

University of Missouri

This presentation will outline an effective peer mentoring model for the mentorship of underrepresented STEM majors participating in the University of Missouri's NIGMS (National Institute of General Medical Sciences) IMSD (Initiative for Maximizing Student Diversity) 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 approximately 80 incoming freshmen, sophomores and transfer participants. Training peers to be effective coaches is key the success of the program. The specifics of the peer mentor training will be discussed including selection, responsibilities, a three-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 from qualitative focus group data and external evaluator reports, student feedback, and success of our students entering summer research and graduate programs. Additionally, the IMSD program's retention rate and graduation date is significantly above the comparison data for URM (underrepresented minorities) STEM majors not receiving the IMSD Peer Mentor intervention. 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.

10:00 - 10:45 am **Modeling Mentoring in an Online Learning Environment**
Howell, A. & Paulins, A.

Meredith College/Ohio University

During the summer of 2016 a mentor/mentee co-taught a senior-level, baccalaureate course populated by students seeking a general education requirement. The course, Women and Leadership, modeled developmental mentoring relationships. The co-teachers, sought to model mentor-mentee relationships – grounded in our ongoing mentor-mentee relationship over the previous six years. The relationship was disclosed informally to students enrolled in the course through our presentation of course goals; we revealed our goal of creating a dynamic, inclusive, and nurturing online learning environment. Seventeen students were enrolled, 88% (15) female and 12% (2) male. The engagement of the co-teaching mentor-mentee improved the delivery of the course, providing students with enhanced teacher responsiveness and providing the co-teachers reflection and discussion opportunities leading to rich critical feedback given to our students. The co-teachers learned from one another about pedagogy and course delivery. For example, the mentee gained insight into online course communication. Traditionally a “hands off” style instructor, the mentee began to utilize the consistent engagement style of communication modeled by her mentor which improved her student feedback in other online courses. The mentor gained new knowledge of feminist literature as well as assistance with updating course projects that provided a fresh lens for critical thinking. Further, students were able to see how ongoing mentorships can impact success in the workplace. Our encouragement to students, male and female, to seek mentors as they begin their first career was authentically modeled by our actions. Reflectively, we, the mentor-mentee dyad, report that working as peers strengthened our professional relationship through communication, problem-solving, and co-teaching.

3:00 - **Mentorship, Students, Faculty, School, Community and C.H.I.L.L.: What More Do You Need?**
3:45 pm **Caruso-Woolard, C., Thacker, D., Payne, J., Pund, B., & Cole, B.**
Indiana State University

Educator preparation programs must align with the current diversified realities of society. Providing pre-service teachers with the appropriate tools in preparation for the challenges of the classroom and school environment is essential to produce teachers who are effective as they enter the profession. This presentation will explain how the mentorship provided via the faculty and students within this student-led organization to empower teacher candidates to fully envelop the experience needed to meet the challenges of the profession. To enhance the empowerment of candidates, colleagues determined this must be a student led organization. Labeled C.H.I.L.L. (Colleagues Helping Implement Lifelong Learning), this student-led organization engages an array of partners including advanced teacher candidates in mentoring relationships and our professional development schools. The organization is a learning community based in professionalism, leadership, mentorship, and collaboration, which promotes activities designed to facilitate the transition for teacher candidates as they move through increasingly deeper levels of integration in and responsibility to clinical settings. Since the authentication of C.H.I.L.L. as a qualified student-led organization at Indiana State University in the 2014-2015 academic year, our membership has grown to over 65 members and our accomplishments are numerous. Both faculty and students were involved in creating this organization. This session shares the mission, vision, experiences, and next steps for enhancing our mentorship through this innovative partnership with our students, faculty, schools, and community.

4:00 - **Small Group Mentoring for At-Risk Youth**
4:45 pm **Broaddus, B., Kelly, J. & Fogarty, K.**
University of Florida

The ideal mentor-mentee relationship consists of a balance between aspects that are vertical (i.e., knowledge and experience of mentor, with mentee as recipient) and horizontal (i.e., friendship and mutuality; see Keller & Pryce, 2012). A traditional view of mentoring is as a one-on-one relationship (Toelle, Terry, Broaddus, Kent, & Barnett, 2015; Tolan, Henry, Schoeny, Lovegrove, & Nichols, 2014). However, small group mentoring is an effective alternative that makes sense for programs with limited volunteer and staff resources (Toelle, et al., 2015). Small-group mentoring programs have demonstrated benefits for recruiting diverse mentors and mentees (Herrera, Vang, & Gale, 2002) along with fostering peer friendships within small groups (Toelle et al., 2015). This panel paper presentation will focus on the benefits of small group mentoring and how it works in a variety of community-based settings (i.e., rural, suburban, urban), from recruiting mentors to serving youth from diverse racial, ethnic and socioeconomic backgrounds. Specific examples of small-group mentoring practice, in the context and structure of non-formal science technology engineering and math (STEM) education, will be highlighted. Research-based positive outcomes of small group mentoring for at-risk youth as well as mentors in afterschool settings will be shared. Also, covered here is the “how to” or best management practices of small-group mentoring, including (a) locating best settings to set up small-group mentoring programs; (b) selecting effective youth education curricula, activities, and structure; (c) recruiting, screening and training mentors; and (d) ways to evaluate program effectiveness and possibly recalibrate.



Mirage/Thunderbird



9:00 - **Retention Through Mentoring and Preceptorship of the New Hire Nurse Practitioner**
9:45 am **Horner, D. & Eley, S.**
Indiana State University—Terre Haute

Purpose: To determine evidence-based methods to increase nursing job satisfaction to transform the healthcare landscape. **Body:** Mentoring is a dynamic relationship between a preceptor and preceptee to encourage personal

development and give back to the profession. Precepting involves the dynamic orientation process of a new hire. Development of a formal mentoring relationship based on communication and trust is essential between a preceptor and preceptee as the new hire acclimates to their role. Establishing high-quality mentor and preceptor relationships, provides support for nurse practitioners in the workplace and can increase job satisfaction and productivity, resulting in a decreased period of role insecurity, improved socialization, increased confidence in providing quality, and safe care for patients. This ultimately translate into provider retention. **Conclusions:** Preceptor and preceptee-led workplace experiences can provide an accepting and supportive environment, which can lead to increased job satisfaction. In turn, a higher level of satisfaction in the work environment can be associated with reduced turnover and improved retention and patient outcomes. Ultimately, a safer healthcare system will advance and improve patient care and outcomes. **Implications for practice:** Through Watson's Caring Model (Watson, 1988), a reciprocal relationship between mentor and mentee can provide a new nurse practitioner hire a sense of community and direct peer availability. By experiencing a mentor relationship, job satisfaction can improve, which is a key factor in retaining high-quality nurse practitioners. The utilization of E-mentoring or web-based coaching experience is a new and emerging area, and further exploration and research is needed.

10:00 - Validating an Institutional Mentoring Climate Survey at a Health Sciences Center

10:45 am Sood, A.

University of New Mexico

Background: The institutional mentoring climate influences the success of mentoring programs. There currently exists no validated survey to assess this climate – a critical gap in this field. **Objective:** To establish and validate a survey to assess the institutional climate for mentoring at a Health Sciences Center. **Methods:** We created a survey with the following four dimensions – mentoring structure (with 13 items); mentoring programs/activities (with 11 items); and mentoring policies/guidelines (with nine items), followed by an overall value dimension (with four items). Four experts evaluated this survey for content validity. These experts rated each program item, on a score of one to four, on whether the item related to the overall conceptual framework and to the dimension in which it was placed in the survey. **Results:** The mean scores for individual items as they related to the overall conceptual framework ranged from 3.25 to 4.0. On the other hand, the mean scores for items as they related to individual dimensions were lower. Items with lower score were associated with the following – a question simultaneously asked about multiple things, the possibility that faculty respondent might be unfamiliar with leader's role outlined in the question, and binary structure or lack of clarity of the question. All 37 items were retained, with modifications as necessary. **Conclusions:** We established the content validity of our survey. The next step will be to establish its construct validity. Having a valid and reliable scale will help support and evaluate interventions for improving institutional mentoring climate at academic centers.

3:00 - Classroom to Community: An Opportunity to Join in Action

3:45 pm Dinkel, S., Tucker, M., Edwards, L., & Hartman, A.

Washburn University of Topeka—Kansas

“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.” - John Crosby Life-long learning is the key to success, and there is knowledge and experience to share with others who hope to tread the path already traveled. Classroom to Community (C2C): An Opportunity to Join in Action provides ample opportunity for leadership and multi-directional mentoring utilizing community-based participatory research strategies (Minkler, Garcia, Rubin & Wallerstein, 2012). Seisser & Brown, 2013, define mentoring as “an enhancement strategy through which one person facilitates the development of another by sharing known resources, expertise, values, skills, perspectives, and proficiencies”. This definition is used to explore the needs of residents living at Pine Ridge Manor, a medically vulnerable, low-income community. The Interprofessional Education Collaborative Expert Panel (2011) identifies four domains of interprofessional education: values and ethics, rules and responsibilities, communication, and teams and teamwork. The C2C project conceptualizes the four domains and engages Pine Ridge residents as team members, mentors, and community leaders. The result is a bridge from learning in the classroom to application in a real-world setting. The cutting-edge, primary care clinic, embedded within a public housing community, enables community residents, students, faculty, and community partners to begin creating a culture of health.

4:00 - College Mentoring Program for Pre-Health Students –Nesting Doll Model Mentoring in Health

4:45 pm

Yilmaz, G.

College of Staten Island & City University of New York-New York

Establish a comprehensive college mentoring program for pre-medical students to serve as a tool to increase the number of college students accepted in medical schools. The primary objective of the program is to increase the access to health care by increasing the number of medical providers. The nesting doll serves as a model of this program. The program utilizes medical providers from New York area as mentors to college students and as a way to increase students' interests in career in medicine and influence their integration and future practice. The goal is to facilitate the education process and enable the college to serve a link between high schools and professional graduate schools. Pre-medical education requires not only good academic skills, but also research, shadowing a health care provider, and service to the community. Frequently, high school students lose direction in college and fail to get accepted into professional schools. Up to now, there is a deficiency of comprehensive mentoring in biological sciences that links high schools and professional schools. The mentoring program will group students in ten strata. The health practitioners will grow and reach their goals faster as their mentors identify obstacles and address them early. The effectiveness of the program will be measured based on questionnaire as well as college acceptance, college retention, timely graduation, and acceptance in professional school. The program unique approach will transform the recruitment process in medical doctors. It will also serve as a model for recruitment of employees in other health sectors.



Santa Ana A



9:00 - Learning from a National Mentoring Program in Long-Term Care

9:45 am

Wolf, D. & Ober, D.

Barry University/Washburn University

Now in its fifth year, the American College of Health Care Administrator's (ACHCA) signature National Mentoring Program seeks to transform and enhance leadership through mentoring in the field of long term care. Efforts began in 2008 to recruit experienced "Fellows" of ACHCA that would be mentors to inexperienced or soon-to-be administrators. A grant from a national nursing home organization was established in 2011 providing the foundation to promulgate the ACHCA Mentoring Program. In 2012, the first cohort was chosen along with pairing member mentors and mentees. To date, there have been five cohorts of mentors and protégés that have successfully completed the program. Based on the success of the national program, the ACHCA has now started to initiate and promote this program at the state and chapter level, resulting in dramatically increased participation. In addition, a research study is now underway to examine the quantitative and qualitative aspects of the program in order to sustain its growth and viability. This session will introduce the model chosen to implement the program that engenders relational success between the mentors and protégés. Participants will learn of the barriers and obstacles encountered and best practices utilized by the ACHCA members that have facilitated its success. Participants will also learn about the details of the research study and how that study will be used to benefit mentoring in other industries.

10:00 - Programs to Improve Employee Voice and Address Gender Pay Disparity

10:45 am

Schipani, C.

University of Michigan

Studies continue to show that gender pay disparity persists in the workplace. A recent Harvard study further finds that single MBA women are stifling their voice and reducing their expectations of salary and promotion because they see themselves simultaneously in the job market and the marriage market (Bursztney, Fujiwaraz, & Pallaisx, 2017). Yet, research also demonstrates that voice in the workplace is critical for both business success and employee well-being.

To further understand these issues, we designed and launched an empirical survey of business school alumni, asking questions about their perceptions of employee voice opportunities in the workplace and analyzed the data by gender. Our most interesting and disturbing result is that when asked about impediments to voice in the workplace, men most often cited fear of termination as a reason against speaking up whereas women cited futility. It appears that women worry less about the potential for termination because they do not believe their voices will be heard. Men are apparently confident they will be heard, and thus worry more about personal repercussions. Mentoring may help provide a solution to women's reticence to exercise voice in the workplace and simultaneously address pay disparities. We urge businesses to provide mentoring programs for women to encourage them to speak up in the workplace both to further their careers and to negotiate against pay discrepancies. We also suggest that companies provide training to both mentors and mentees. It is important for corporate leaders to listen to the voice of women and for women to speak up.

3:00 - 3:45 pm **Mentoring Innovation: Mentoring People to do What Artificial Intelligence Can Never Do**
Willbur, J.

Leadership Mentoring Institute & His Heart Foundation

In his book on innovation *The Creative Spark* Augustin Fuentes tells how creative collaboration was the creative spark that started humans on their path of progress. Adam Grant in his book *Originals: How Non-conformists Move the World* describes the process of taking new ideas and shepherding them through to implementation that original thinkers use. In this new age of artificial intelligence (AI) these are things people can do that AI can never do. It is no longer good enough for people to be merely knowledge workers; a computer can easily beat you at that. Now humans need to be innovative collaborators and mentors able to build relationships and function as a team creating collective genius greater than AI can produce. This is where the future is going. As Google is teaching us, we must create cultures where 'smart creatives' can work and develop new ideas and products. What is the role of mentors in this? Mentors must learn to recognize these 'smart creatives' and then encourage them as they develop original ideas. Mentors can help displaced people learn new skills they will need to function in this rapidly changing environment when many jobs will be reconfigured if not eliminated by AI. This paper will discuss new insights into innovation and imagination and how mentors can prepare themselves and their protégés for a rapidly changing work environment. The emphasis will be on seeing work as a calling and developing a growth mindset to meet the challenges of the future.

4:00 - 4:45 pm **Career Trumps Disability: A Corporate Mentoring Matrix for College Students and Graduates with Disabilities**

Delfs, E. & Tellmann, B.

Pearson, Inc

The Pearson Legal Disability Mentorship Program supports college students and recent graduates with disabilities in acquiring the critical skill of career self-efficacy. As defined by Olney, Compton, Tucker, Flores and Zuniga (2014), "If I believe I can facilitate my success, I am much more likely to achieve that success." In the context of a supportive, virtual mentoring relationship, participants learn specific skills in career exploration, resume preparation, interviewing, and what Sneider (2014) calls the essential "baseline skill" of networking. Pearson Mentors support their mentees in crafting a Career Action Plan that identifies next steps while articulating unconditional positive regard for the mentee's ability to choose a career path that reflects his or her true interests and capabilities, not their disability or others' perceptions of what is 'appropriate.' The program provides a matrixed ecosystem consisting of mentors from the legal function at Pearson, blind or disabled mentees who are college students or recent graduates, an internal network of Pearson-related resources, and access to "Super Mentors" who are employed professionals with disabilities. It is an innovative, cost-efficient pilot that is capable of replication by other corporations, institutions, and existing networking programs. The initial results indicate that the program has made measurable changes in attitude, confidence and career choices. Pearson, Inc. is a global, publicly held company of 35,000 employees who deliver a range of educational products and services to institutions, government entities, professional bodies and individual learners throughout the globe. The mentoring program's leaders approached the project armed largely with a plethora of good intentions to address the pervasive challenge of high unemployment and low expectations,

and a willing appetite to learn about successful mentoring programs. Creating and innovating along the way, early results from the initial pilot reveal positive changes in mentee's approach to their careers as well as the addition of new skills in resume writing, applications, and the interview process. Through exposure to persons with disabilities – often for the first time – mentors report changes in their attitude and knowledge about the tenaciousness, capabilities, and challenges facing young adults with disabilities seeking professional employment.



Santa Ana B



9:00 - 9:45 am **Gender Equity in Canadian Universities: An Integrated Model of Career**
Quinlan, C.
University of Toledo

Currently, less than one-quarter of Canada's universities are led by women. While this represents considerable change from 1974, when Pauline Jewett became the first woman president, progress for women climbing the educational leadership ladder to the office of the university president has been slow. The purpose of this qualitative research study was to describe the lived experience of Canadian university women presidents as they developed their career paths. Mentoring relationships are a critical factor for advancing women through the ranks of higher education administration and are therefore a legitimate and valuable vehicle for increasing the representation of women university presidents (Brown, 2005). As well, professional networks and the acquisition of skill development opportunities they provide significantly influence career development. But, for women, the value of professional networks for career advancement has been under realized. The declining support of women's-only networks to support women's career advancement may be a factor in the persistent under-representation of women in academic leadership positions. This qualitative study of women's career development experiences and the critical influences on the process of career decision-making toward advancement has enriched the understanding of the role of professional networks resulting in the development of an integrated network approach model of career. This alternative model encompasses a more complete view of how gender has influenced women's career advancement over time. The model recognizes the importance of the sociopolitical function of women's only networks as an opportunity for collective action leading to policy reform and social change to achieve gender equity.

10:00 - 10:45 am **Transforming Lives: Mentoring First Generation, Minority College Students**
Tayebi, K., Hamrick, T. & Fox, L.
Sam Houston State University

The Ronald E. McNair Scholars Program is designed to provide first generation, low-income, underrepresented students with effective preparation for doctoral study. Students in this program receive career, academic, and personal mentoring from McNair staff and a faculty member in their field. While there are 151 McNair programs nationwide (U.S. Department of Education, 2015), little research has been conducted evaluating the effectiveness of the mentoring process. The McNair Scholars Program at Sam Houston State University utilizes an intrusive mentoring program to ensure student success. During the academic year, the program provides academic success seminars, a research experience with a faculty mentor, and personal, academic, and career mentoring with McNair staff members to strengthen the participants' academic skills and facilitate a smooth adjustment to the rigor of graduate education. This study examines 194 participants, comprised of 165 first-generation students (85%), 141 low-income students (73%), and 140 students from underrepresented minority groups (72%), including 59 African-Americans (30%), 80 Hispanics (41%), and one Pacific Islander (0.5%). This paper will demonstrate the effectiveness of the mentoring program by examining outcome measures, such as enrollment in graduate programs, master's and doctoral degree attainment, and successful completion of a research project, as well as by analyzing survey results evaluating the mentoring services. We will provide best practices for building mentoring relationships that help students achieve and transform..

3:00 - 3:45 am **Mentoring Underrepresented Minority Graduate Students: Following A Five-Fold Path**
Abegunde, M.
Indiana University

How does one create and sustain a graduate mentoring center using a community-based approach? What commitments do the institution, faculty, staff, and graduate students make to establish relationships that support the holistic growth of students? How do students mindfully reflect on their experiences and use them to transform their relationship to and within the academy? How does such an approach impact mentoring and scholarship? This session will discuss the creation and ongoing development of the Graduate Mentoring Center (GMC) at Indiana University. The center is one of the President's Diversity Initiatives, a group of programs that are designed to recruit and retain underrepresented minority students. Since its founding, the GMC has developed and implemented dozens of programs, collaborated with a broad range of campus partners, and has had visits from over 250 students a semester. The GMC's core feature, however, is its mentoring cohort that pairs minority faculty members with graduate students. As the GMC begins its fourth year and welcomes its third cohort, we have taken the opportunity to reflect on our success, especially that of the most recent cohort. This session, therefore, will pay attention to the development, structure, operation, and growth of the cohort and the impact it has had on faculty and students.

4:00 - 4:45 pm **Having a Black Male Mentor Matters: A Review of The Mentoring Study's Results**
Dixon-Reeves, R.
University of Chicago

Previous studies of the mentoring experiences of black graduate students and recent PhDs in Sociology have reported that this population of early career academics has had limited access to mentors, and when they do, white males provide more career-enhancing supports than mentors of other gender and racial/ethnic groups. The most cited of these studies relied on data collected from subsamples of pre-doctoral scholarship recipients. This article argues that the experiences of recipients of prestigious scholarships is not representative of the mentoring experiences of the vast majority of black graduate students and junior faculty (who do not receive such funding). The Survey of the Characteristics and Dimensions of Mentoring: An Investigation of the Mentoring Experiences of African American Graduate Students in Departments of Sociology (The Mentoring Study) fills a gap in the literature by providing information on the mentors for this larger group of academics and the types of scholarly activities in which they engage. The Mentoring Study, a representative sample of non-randomly surveyed African American graduate students and recent doctoral recipients, found that black males serve as the primary mentors for these emerging scholars. Ninety-three percent of study participants reported having at least one mentor and 26% reporting having three mentors. Black males overwhelmingly served as primary, secondary, and tertiary mentors for all participants. Without black male mentors, many of these African American graduate students and early career academics would not have received faculty mentoring and some might have been at risk of not completing their academic programs.



Spirit/Trailblazer



9:00 - 9:45 am **Vital Connections Between Mentoring and Success for Art & Design Students**
Lamour Sansone, K. & Stanwood, J.
Lesley University College of Art & Design

Lesley University College of Art & Design's (LUCAD) wrap-around mentoring program is an integral component of the First-Year Experience and newly developed Division of Integrated Studies as a reorganization strategy to ensure Art & Design student success. This layered package of academic advisor, faculty mentor, and peer mentor acts as both a cocoon and scaffolding device to support students in exploring and mapping as they acclimate to college life and develop art & design studio practice learning within a comprehensive university environment.

Students pursuing degrees in Art & Design balance the demands of their studio practice, social-emotional needs, and liberal arts coursework. This presentation will show how members of LUCAD's Office of Academic Affairs understand how vital the connection between mentoring and academic program development is to ensure success, from the moments students deposit through program completion and beyond. These supports have contributed to a higher level of student retention and satisfaction, serving as a model for Lesley University and other art & design colleges.

3:00 - Finding a Voice in a Second-Generation Circle

3:45 pm Farrell, M.P.

University at Buffalo - SUNY

Collaborative circles (CCs) are primary groups in a field of creative work who share a common vision and combine the dynamics of friendship and work groups (Farrell, 2001; Corte 2013; Parker 2012). Usually formed by novices entering a field, the dynamics of these groups contribute to the creative work and adult development of their members (e.g., the French Impressionists. First Generation CCs include peers who initiate a new movement; 2nd Generation CCs include a mentor from a 1st generation CC and a set of novices. Examples of 2nd generation CCs include Freud's Wednesday Evening Society; Manet's Post-Impressionist network; and Dante Rossetti's protégées who founded the arts and crafts movement. In a 2nd generation CC, members first establish a dependent relationship with an idealized mentor (Kohut 1977); acquire a sense of competence while immersed in identification; then struggle to do autonomous work. Issues of plagiarism, sibling rivalry, betrayal and selling-out are common. While some internalize not only the culture of the CC but also the spirit of innovation (e.g., Wm. Morris, Paul Gauguin, Carl Jung), others remain dependent, are traumatized, or even drop out of a field. In this paper, using examples from my historical studies, I present findings on the dynamics of individuation as members struggle to "find a voice" in 2nd Generation CCs. To illustrate the dynamics, I present findings from my historical research on case studies, including the Pre-Raphaelites, the Impressionists and Post-Impressionist, and Freud's Wednesday Society, the group that met at his home and were the foundation of the psychoanalytic movement.

4:00 - I Got the Power: The Sources of Power and Their Role in the Mentor/Mentee Relationship

4:45 pm Lesaine, J.

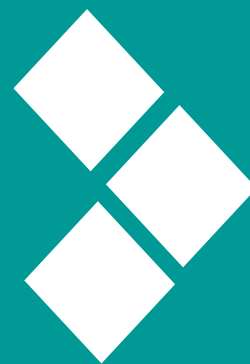
Newberry College

Power can play a vital role in the establishment and development of the relationships between mentors and their mentees. When used correctly, power can strengthen that relationship, but when misused, it can serve as a major obstacle. In this session, participants will be introduced to the five sources of power: coercive, expert, legitimate, referent, and reward. Then, using scenes from the movie *The Mighty Ducks*, participants will discuss how Coach Gordon Bombay uses the sources of power to develop relationships with his athletes (Avnet & Kerner, 1992).



Thursday

October 26, 2017



Plenary Sessions

11:00-11:45 Ballrooms B & C

**Mentoring That Matters: Using the Power of Mentoring
to Help Veteran Transitions**

Tammy Allen—University of South Florida

12:00-1:00 Ballroom A

Lunch

1:00-1:45 Ballrooms B & C

**East Meets West: How Mindfulness Might be Leveraged
to Enhance Mentoring**

Lillian Eby—University of Georgia

2:00-2:45 Ballrooms B & C

**Health Sciences Center Faculty Mentoring in Scholarship
is Useful... But First Train the Trainer**

Akshay Sood—University of New Mexico





Lobo A



9:00 - All Down the Line: How Advertising Alumni Help Current Students Find Jobs and Internships

Berkovitz, T.

Boston University

The advertising program at Boston University is professionally oriented and prepares students for a variety of careers in every sector of the industry. The faculty worked in advertising agency departments including creative, account services, media and digital. The program has succeeded in placing almost of its graduates into major agencies throughout the world. The key to this success is the mentoring relationship between the faculty and their students who feel encouraged and supported throughout their time at Boston University. Professors provide career advice and offer students leads on job openings they receive from alumni. AdLab is the student operated advertising agency that is taken for credit as a course in the program's curriculum. It gives students hands on experience working with real clients within the agency structure and instills an esprit de corps to students taking the course. AdLab is a significant part of the foundation that has built the strong relationship between alumni and the college. This paper explores how mentoring within AdLab eventually leads to increased job opportunities for students which are shared by AdLab alumni. A review of the literature on mentoring in and excerpts from emails to professors in AdLab will demonstrate the effectiveness of using a strong and dedicated alumni base to connect students with jobs in advertising. Topics will include how job openings are provided to the professors, the role that Boston University's ad program played in the success of professionals and how it motivates alumni to support current students.

10:00 - The Role of Mentor Training for Inclusive Communities: Promoting Minority Student Success

Bluth, S.

Sam Houston State University

First-generation and minority scholars whom advance on to graduate school face a new set of dilemmas and roadblocks. I looked at developing and evaluating our current Minority Scholars faculty-student mentoring program, Bridge to A.S.P.I.R.E., and the students' relationship with their faculty mentors. I will discuss the learning-centered mentoring paradigm as laid out by Smith (2002) in preparing mentors to provide effective mentoring relationships based on the seven critical elements of reciprocity, learning, relationship, partnership, collaboration, mutually defined goals, and development. I will discuss the training components as the development of a balance of in-person and internet based training to promote connectivity between the mentor and mentee. Best practices will be shared in the key concepts of mentoring across the context of differences including culture, communication skills, intergenerational understanding, sexual identity, gender, and race and subsequently mentoring across power asymmetry. As campus communities, there is a need to connect graduate students with resources and support services and training mentors to build strong developmental networks, in particular with minority graduate students, promotes student success.

3:00 - Mentoring Learners About Diversity and Inclusion Across the Academy
3:45 pm Sanders, P.
University of North Alabama

People and groups are different on many levels based on culture, social status, ethnicity, nationality, sexual preference, abilities and spiritual beliefs. The way in which students are taught to effectively and successfully communicate with any audience they encounter informs them of at least five significant principles: diverse audiences should be valued, are important, should be respected, embraced, and be given a voice as part of a community that is larger than themselves. This author posits that universities should teach students through ways that are strategic. This paper explores innovative ways instructors can accomplish the aforementioned by including the following in their teaching approaches in the classroom: (1) the importance of diversity, (2) discussing issues surrounding diversity, proposing solutions for students wrestling with such topics, and (3) providing ways for those in higher education to effectively teach and train learners to communicate with diverse constituencies as part of their academic experience. Such instruction is of highest importance and value through the trickle-down enrichment effect instructors are able to pass information on to their students before and as they encounter diverse spaces once they leave the academy.



Lobo B



9:00 - Reflections from the First-Year Implementation of an Instrumental School-Based Mentoring
9:45 am Jones, S.
University of Houston

In the United States, students from low-income families underperform academically compared to their peers (Ravitch, 2013). This achievement gap is likely due to lack of educational resources at home and access to quality education (Ravitch, 2011). Rhodes, Spencer, Keller, Liang and Noam (2006) propose that mentoring counters this inequity in three ways: “(1) by enhancing youth’s social relationships and emotional well-being, (2) by improving their cognitive skills through instruction and conversation, and (3) by promoting positive identity development through serving as role models and advocates” (p. 692). During the 2016-2017 school year, an instrumental school-based mentoring (SBM) program was started in a predominantly low-income, African-American middle school in south central United States. In the program, undergraduate college students are trained to use motivational interviewing techniques and a module-based curriculum to impact students’ self-regulation skills. The mentoring program has shown promise in a predominantly low-income, Hispanic charter school, but had not previously been implemented in a traditional public school setting. School-based mentoring poses unique challenges and opportunities. This session will present director, supervisor, and undergraduate mentor reflections from the first year of implementation. Mentors completed weekly open-ended questionnaires to monitor for any potential issues. Additionally, mentors completed post-mentoring surveys to rate their level of relationship with their mentees, satisfaction with the mentoring curriculum, and the hassle of school-based mentoring. Summaries of these survey reports will be combined with the program director and supervisor reflections to give a full picture of how one mentoring program navigated the first year.

10:00 - Creating a Graduate Course Titled Mentoring for Career Development
10:45 am Searby, L.
University of Florida

All graduate students will experience mentoring in some form. However, they usually have no training in what mentoring entails, how to make the most of mentoring, or how to be a good protégé. In light of these issues, I created an entire graduate course to raise students’ awareness of the complexity and value of mentoring for themselves and others. I, myself, am a mentoring researcher and practitioner, and an executive board member of the International Mentoring Association, and am very passionate about mentoring. I had the privilege of

creating and teaching this 3 credit hour graduate course for five semesters at Auburn University, with the title of *Mentoring for Career Development*. The course attracted graduate students from multiple and diverse fields of study, offering the opportunity for cross-fertilization of ideas for mentoring across the campus and into the community. In this paper, I will share the course syllabus, text resources, course activities, and student responses.

3:00 - 3:45 pm **Mentoring Matters: A Community Mentor Program for Academically Vulnerable Freshmen**
Baier, S.

Wayne State University

For most people education is a path to a better future concerning job acquisition, well-being, and financial stability. Universities of Access (universities with less selective admission criteria) have opened their doors to students from all walks of life including academically and socially vulnerable students to help them build a better future and transform their lives. Universities have recognized that many students do not have family members who can give them advice and mentoring to thrive in college. For that reason, many universities have invested greatly into providing a host of student services; however, organized mentoring efforts have not been made widely available to those students who need these the most. In the fall of 2017 Wayne State University introduces a new Community Mentoring Program to serve students who may be at a higher risk of dropping out based on predictive analytics. The aim of this presentation is to describe the process of the development of this program including challenges and opportunities. Program components will be laid out, including mentor recruitment, the mentor-mentee matching process, contracts between mentors and mentees, and mentor training. In addition, activities to create meaningful relationships and support fostering student success will be discussed. Initial experiences and feedback from both mentors and mentees will allow for a first evaluation of the efforts thus far. Insights acquired thus far will be shared and discussed.



Acoma A



9:00 - 9:45 am **Establishing a Mentoring Culture to Help Diverse Students and Graduates Achieve Success**
Pearson, M.

California Baptist University

When a healthy relationship is established and maintained between mentors and mentees, a healthy mentoring culture is established. This culture supports achievement and success. The relationship may evolve as mentees become independent and as a result the model of the mentoring culture takes root and grows as the mentee achieves success. This paper will explore a case study of two diverse graduates who are very successful in their respective careers and attribute an effective ongoing mentoring relationship and the experience of working in a mentoring culture as crucial to their success. Research from a 2010 study on effective journalism educational experiences provided a foundation for continued work on mentoring. Tracking the two graduates provides important information that created a guideline for best practices for mentoring to help mentees achieve success. The first case explores the circumstances of a BA graduate who began his first professional job and continued to seek the support of the mentor. Navigating personal tragedy while in a high stress agency position highlighted the need for a mentoring culture. Communication and mentoring sessions guided the individual through two job changes and achievements in the community. The second case looks at a MA graduate who worked in a professional position while enrolled in school and continued to seek advice on establishing a mentoring culture in her work place. Through a turn of events fueled by the San Bernardino shooting incident in December of 2015 and a personal loss, that mentoring culture gained importance as the mentee became a mentor to several diverse individuals impacted by the crisis.

10:00 - “She’s Younger than Me!”: The Influence of Age on Mentoring in Doctoral Education

10:45 am Alston, G.

North Carolina A&T State University

This paper will highlight findings from a feminist grounded theory study that explored the nature of the cross-age mentoring relationship between female faculty mentors and their female doctoral student mentees. Specifically, the following will illuminate how age influenced power dynamics within their mentoring relationships as the mentors were younger than their mentees. The findings of this study support the notion that (1) perhaps younger female faculty mentors at the doctoral level are not so uncommon after all but more so understudied and (2) the influence of traditional conceptualization of age and mentoring potentially can affect student-faculty relationship. The paper concludes with future considerations for exploration age and practices of mentoring in doctoral education.

3:00 - Project Teacher Development: Transforming Lives of Students of Color

3:45 pm Witmer, M. & Hendricks, J.

Millersville University—Pennsylvania

Although the challenges of recruiting and retaining teachers of color in American public schools are multifaceted, the College Readiness Report overviews some programs designed to first help close the achievement gap for ethnically diverse students and help prepare those students for college (AASCU, 2012). The American Association of State Colleges and Universities (AASCU) Task force urges colleges to work collaboratively with their communities to identify specific needs and programs. Project Teacher Development (PTD) features a partnership between Millersville University (MU) in Pennsylvania and an urban school district in the same community. The backbone of this project is the well-established Color of Teaching (COT) Mentoring Program that is a college-readiness and support program offered at MU that benefits underserved middle school, high school and college students of color. This teacher pipeline project provides middle school and high school students of color with a college mentor, an opportunity to participate in Side-by-Side seminars focused on careers in education, a residential Summer Academy where students get exposure to college life, and a dual enrollment college course, earning them college credit while still in high school. Upon graduation from the program and successful acquisition of a teaching certificate, candidates are guaranteed a one-year full-time job in the local urban school district. Providing these experiences can close the “opportunity gap” (Milner, 2015) and transform the lives of students of color who want to become educators.



Acoma B



9:00 - PLCs as Professional Development: Dynamic Mentorship in Teacher Education Programs

9:45 am Hargrove, T. & Fox, K

University of North Carolina—Wilmington

Teacher education programs are typically seen from outside the profession as innovative models of expert classroom teaching, but how do teacher educators stay current in methodologies being advocated in the field and being used by K-12 public school partners? This three-year study documented the initial teaching concerns of seasoned faculty members in a teacher education program and recorded the evolution of a new mentoring structure for supporting faculty in examining shared goals and maintaining high levels of teaching. Using self-mentoring guidelines (Carr, 2012; Carr, 2015) with concurrent small group discussions of senior faculty, a focus on teaching emerged. Following an initial needs assessment, a homegrown departmental professional learning community (PLC) formed to address the needs of the department. Seminars focused on cutting-edge instructional strategies and attention to the diverse needs of pre-service teachers. Additional small group mentoring PLCs, designed to include faculty across rank, years of experience, program areas and research interests, were formed to support faculty in their efforts. The PLC served as a vehicle to drive change in the department resulting in an ethos of collaboration ultimately reshaping

the way mentoring is done in the department. PLCs also resulted in increased faculty engagement opportunities, innovations in student learning opportunities, and a source of continual renewal among the PLC stakeholders. As in other mentor relationships, the mentor—in this case the PLC leaders—benefited from the experience of using his or her knowledge in a meaningful way and sharpened their skills in the process (Cavallaro and Tan, 2006).

10:00 - Mentoring Global Leaders: Focusing on the Pillars of a Good Childhood

10:45 am Duarte, G. & Miller, E.

Indiana State University/South Texas College

The session will present the mentoring project “Mentoring Global Early Childhood Leaders”. The project involved an inclusive group of nine educators from six countries who focused on the Pillars of A Good Childhood based on the Sustainable Development Goals. (Nigeria, Nepal, UAE, Canada, Pakistan, and USA) Two lead mentors (Nepal & USA) facilitated projects based on developed relationships and through cross cultural weekly discussions that lasted a year. Power points, projects, and discussions empowered each participant working in their local community as they created projects, conducted research, and implemented service initiatives. Skype, Google, and WhatsApp sessions were used across the group. Cross cultural collaboration and diplomacy were critical in supporting these developmental relationships across six countries. Best practices incorporated elements of Sustainable Development Goals, Pillars of A Good Childhood, sensitivity, and respect. The work of ASCD (2013) has developed and extended concepts of sustained leadership, and this project adapted those elements to cross cultural leadership and mentoring in the one-year international project. Outcomes included ten action based community modules for teacher training and youth projects. Challenges involved cultural understanding, platform access, and regional differences. This project involved weekly online meetings for over a year, and the group diversity represented over 12 languages, 8 cultural groups, six nations, and building emerging projects. The model for this project began through two years of global interaction through the organization, Association for Child Education International.

3:00 - Creating A Mentoring Safe Place

3:45 pm Hatfield, J.

Kansas State University

As mentors, we must be keenly aware of the dynamic of creating a place of safety where a mentee can share honestly and vulnerably, without fear of judgment or broken confidentiality. Trust is the key ingredient for every mentoring relationship, without it, the mentoring dynamic is compromised. A sacred place of trust is paramount for mentoring relationships to flourish. As mentors, we must be committed to not violating sacred conversations. A safe mentoring culture involves the following relational values: trust, non-judgment, respect, unconditional acceptance, confidentiality, and dignity. Mentees must feel protected and shielded from what they share having confidence from risk of exposure. When this mentoring safe place dynamic is understood, established, and maintained real issues are allowed to surface and transformation has a better possibility to occur.



Luminaria



9:00 - A Tale of Two Mentoring Models: Supporting University Student-Tutors in STEM Courses

9:45 am Billings, E., Gerson, H., & Hasenbank, J.

Grand Valley State University

We compare and contrast two research-based mentoring paradigms we used to support university student-tutors (mentees) who provided in-school exam preparation for advanced-level STEM exams at a local high school. University professors supported the tutors in lesson preparation and provided pre- and post-instruction mentoring grounded in the research of Micro-teaching Experiments (Billings & Kasmer, 2015) and Cognitive Coaching (Costa, Garmston, Ellison, & Hayes, 2014). The two approaches are similar in purpose but differ in

important ways. Micro-teaching Experiments comprise an iterative cycle of conjecture, implementation, and analysis (Gravemeijer, 2004). Cognitive Coaching provides a framework for structured planning and reflecting conversations with the goal of developing the capacity for self-directed learning. Under both frameworks, the mentee chooses the personal-learning focus that frames the planning and reflecting conversations and participates in analysis of the teaching/tutoring session. The mentee identifies the area to examine, and the mentor takes notes during observations to support the mentee's data-driven reflection. The field notes are examined through a reflective conversation that activates the mentee's prior knowledge to help them critically examine their own teaching, articulate new learning, and make specific plans for future teaching. The two approaches differ in the levels and types of support given during the analysis and reflection phases. Our presentation focuses on comparing the benefits of each mentoring framework in different situations and ways they supported the university student-tutors' teaching practices. We will provide illustrative cases from our work with the student-tutors to demonstrate strengths and weaknesses of each mentoring framework under various conditions.

10:00 - Fostering Grit in Preservice Teachers through Mindful Mentoring: A Case Study

10:45 am Trube, M.

Ohio University—Chillicothe

This research credits mindful mentoring practices with fostering grit in early childhood pre-service teachers, supporting their dispositions to persevere through incremental goals toward graduation from college and achievement of their long term goals of becoming teachers. Findings from a case study designed to identify traditional and nontraditional teacher candidates' perceptions of the benefits of mentoring practices are presented. Mentorships that support the 48 teacher candidates include faculty mentoring, mentoring by cooperating teachers, and peer mentoring. Peer mentoring is the focus of this paper. Limitations of the study and recommendations for further investigation are identified.

3:00 - Team Leadership: Theories and Application in Higher Education

3:45 pm Covelli, B.

University of St. Francis

Developing individual and departmental networks within an increasingly diverse community in higher education is an important aspect of operations and governance. Numerous scholars have studied the theoretical strengths of effective team leadership. This review of literature captures directive team leadership, empowering team leadership, and Hill's (2013) model for team leadership to demonstrate the collaborative nature of how individual behaviors and actions drive a team's performance. Following the review, a case study of a higher education committee is described with specific examples of directive and empowerment behaviors. The committee's self-review of team effectiveness is measured using a team leader. This tool diagnoses the team's strengths and weaknesses and provides an opportunity for action planning. The analysis of the review offers specific applications for managers, leaders, or coaches within higher education to implement training on the importance of effective team leadership at their institutions.



Isleta



9:00 - Sheltered Shadowing: A Model for Incorporating Shadowing into your Mentoring Dyad

9:45 am Koch, R., & Jagodzinski, P.

Northern Arizona University

Shadowing is a popular form of career exploration for job seekers and new hires, and there is quite a bit of literature to suggest its importance in these environments. However, a more specialized form of shadowing may offer alternative and additional opportunities for individuals who have begun the road down their career path(s). The Sheltered Shadowing Model offers opportunities to prototype promotion opportunities, to better understand the needs of different positions within an institution, and to explore job directions within an

institution. It also has many benefits to the shadower, the shadowee, those in contact with either party, and the institution overall. This paper will explore literature about traditional mentoring and shadowing, shed light onto this new proposed model, and describe how a mentoring dyad was able to use this model to its advantage.

10:00 - Mentoring the Expected and Unexpected

10:45 am Gut, D., & Beam, P.

Ohio University

The purpose of this paper is to describe our experiences in mentoring both tenure-track and non-tenure track higher education faculty. We highlight mentoring situations that are both expected and unexpected and how, based on mentoring principles, we address these anticipated as well as unique challenges. Typically, our mentoring responsibilities focus on topics such as interpreting departmental policies and practices, tenure and promotion criteria, teaching load and student evaluations, assessment and accreditation requirements, and resource acquisition. In addition, our extensive mentoring backgrounds inform our current practices and responses to new and sometimes unexpected situations faced by our mentees. Such challenges include coping with dysfunction within a department, votes of no confidence in leadership, differences in leadership management style, and lack of administrator's understanding of diverse programs within a department. This paper also addresses the different strategies we have utilized when mentoring practitioners who are new to higher education and those who are non-responsive to mentoring. Although we work within the context of higher education, many of the mentoring principles discussed in this paper can be applicable to other settings.

3:00 - Connecting the Dots: A Tapestry for Effective Mentoring

3:45 pm Baugh, D. & Willbur, J.

His Heart Foundation & The Leadership Mentoring Institute

This presentation will focus on the contrast between three award-winning programs whose focus is on using mentoring as an instructional strategy to improve the skill levels of at-risk youth and discouraged learners and our new MentorSuccess program. The three models which have received national recognition are KIPP (Knowledge is Power Program), Roots of Empathy, and the HOSTS (Help One Student to Succeed) program. Each program provides an immersive intervention into tough and troubling situations. We will also show why we believe our newly developed MentorSuccess program is a blend of the best attributes of each these three programs. MentorSuccess is a unique structured mentoring approach using customized literature, carefully selected character traits, and proven success oriented skills to mentor challenged learners. While KIPP's and HOSTS programs are K-12, and Roots of Empathy focus is K-8, our primary focus is on kindergarten through fifth grade. Our question is: Why wait so late to help students?



Fiesta A



9:00 - Effective Mentorship of Underrepresented First-Time-in-College STEM students

9:45 am Jegdic, K.

University of Houston—Downtown

Mentoring is a complex two-way communication that has the potential to: recruit and retain students, spark an interest in a certain field, build students' confidence with their chosen majors, motivate students to achieve greater academic goals, foster intellectual curiosity and life-long learning, and provide career opportunities. In this paper, the author will review the experience of mentoring underrepresented first-time-in-college students at the University of Houston—Downtown (UHD) and will present some of the major challenges and strategies on how to overcome those challenges. Over the last ten years of her service to UHD, the author has mentored over thirty students working on various undergraduate projects including senior thesis projects, directed study projects, and undergraduate research projects supported by internal and external grants. Also, for the past seven years, the author has served as a faculty mentor

for Scholars Academy (SA) at UHD, supervising each long semester a group of about seven to ten students. The role of a faculty mentor is to provide their group of students with guidance beyond what they receive from their academic advisers such as: answering their questions about required/elective courses and their relevance, encouraging them to apply for scholarships/internships, organizing field trips, encouraging students to attend seminars and conferences, participating in volunteering and networking activities, participating with students in various events organized by SA, and creating an engaging environment where students would feel comfortable seeking any kind of academic help.

10:00 - Cultivating Developmental Relationships through the Establishment of Theory-Based

10:45 am Programs

Thomas, J.

University of Arizona

Though a great deal of work has been done to describe the characteristics of successful informal and formal mentoring relationships, there has been considerably less reported in the literature regarding theories that might underlie systematic approaches to the establishment of formal mentoring programs. Formal mentoring programs (FMPs) can be effective in facilitating desired mentee outcomes, but they vary considerably in their scope and composition. Given the rising prevalence of formal mentoring programs, there is an increasing need to describe theory-based accounts of what might constitute optimal, necessary, or sufficient program elements. This paper argues that insights from the medical literature can be used to guide the development of theory-based approaches to mentoring program design. In particular, it is argued that paradigms that have been successfully used in the field of medicine to improve patient outcomes can be adapted to address the concerns of those engaged in mentoring program development. The utility of this approach is demonstrated through a discussion of the formation of a theoretical formal mentoring pipeline program that is designed to address the needs of underrepresented research faculty members who are working in STEM disciplines. This program template highlights the ability of theory-based program design to cultivate and maximize the effectiveness of developmental mentoring relationships. Implications for the determination of optimal program components are discussed given the proposed theoretical approach.

3:00 - Closing the Gap Between Being a Dissertation Advisor and Being a Mentor

3:45 pm Pfirman, A.

Clemson University

Although there are many facets to the quality of a Ph.D. experience, scholars agree the single most important factor is the relationship between the faculty advisor and the graduate student. There is little literature aimed specifically at studying or understanding graduate students' experiences in an analytical way, so as to form a body of knowledge on their experience in obtaining their Ph.D. There is even less literature about the conceptualizations of underrepresented doctoral students. This paper reports partial results from a larger phenomenographic study focused specifically on African-American, Hispanic, and female Ph.D. students and designed to answer the question, "What are the different ways underrepresented doctoral students in chemistry perceive their relationship with their faculty advisor?" In this paper, we focus on the ways in which chemistry doctoral students conceptualize the ideal advisor based upon their own experiences in graduate school. Initial results show that the advising relationship between a faculty advisor and a doctoral student is not always a mentorship. These results provide direct evidence regarding effective mentoring practices for graduate students based upon five emergent themes. Two pilot studies were conducted to shape the direction of this study, and the theoretical foundations used are Socialization Theory and Engagement Theory of Quality Graduate Education. As a qualitative, multi-institutional investigation of students' experiences and perceptions throughout their doctoral journey, this study is intended to expand and change current understanding of student-faculty and mentoring relationships in an effort to improve graduate education in the sciences, with a focus on underrepresented students.



Fiesta B



9:00 - Evoking Positive Youth Outcomes: The Influence of Mentor-Mentee Relationship Quality

9:45 am Fogarty, K., Broaddus, B. & Guay, N.

University of Florida

A growing body of research supports the influence of mentoring on positive outcomes and problem behavior avoidance for youth at-risk (Whitney, Hendricker, & Offutt, 2011; Keller & Pryce, 2012). A meta-analysis of 46 program evaluation studies serving youth in high-risk settings (e.g., Tolan, Henry, Schoeny, Lovegrove, & Nichols, 2014) found modest effect sizes for mentoring reducing mentees' aggressive behavior ($d=0.29$) and increasing academic achievement ($d=.11$). Relationship quality is a socioemotional feature of the mentor-mentee relationship which potentially explains how mentoring influences positive youth outcomes; two features of the mentoring relationship that comprise quality and influence positive youth outcomes are emotional closeness and time spent together (Whitney et al, 2011). Engaging in friendship-oriented social activities also helps strengthen the mentor-mentee relationship in terms of closeness. For example, activities such as talking together over lunch or sitting down to set goals with youth help build mentor/mentee rapport in a social setting (DuBois, Holloway, Valentine & Cooper, 2002; Herrera, Vang & Gale, 2000). This panel/poster session will explore the potentially influential role of mentor-mentee relationship quality on positive youth development outcomes by including the following into the discussion (a) how mentor-mentee relationship quality has been operationalized; (b) an overview of positive youth outcomes produced by mentoring and connections between relationship quality, other program features and outcomes; (c) preliminary evaluation results, including reviewed literature and authors' STEM mentoring program with at-risk youth, assessing mentor-mentee relationship quality influence on youth outcomes; (d) practical ways to build relationship quality in youth mentoring programs.

10:00 - Empowerment through Mentorship in Nursing Education

10:45 am Beck, S. & Sanders, D.

Bloomsburg University—Pennsylvania

There is a growing demand for registered nurses in the United States. This is largely due to the increase in demand for healthcare, an aging population and a nursing workforce exposed to a stressful work environment. Shortages of nursing faculty have caused many U.S. nursing schools to turn away qualified applicants for entry-level baccalaureate nursing programs. Creative strategies for attracting and retaining nursing faculty can alleviate some of the paucity present in nursing programs across the country. One such strategy is faculty mentorship, which sets up a partnership between an experienced faculty member and a less experienced one to help provide guidance and support. These mentoring relationships are successful at producing productive faculty who have improved morale, increased job satisfaction and offer a better quality of education to the students (Kapustin & Stankiewicz-Murphy, 2008). The National League for Nursing (NLN) advocates the use of mentorships to help establish and facilitate the development of new nursing faculty. The NLN promotes the use of mentoring to foster career development, enhance recruitment and retention, and establish healthful academic work environments for nurse educators (NLN, 2006). Case study research was completed to identify the characteristics and behaviors demonstrated by nurse educators, to aide a novice faculty member to successfully transition into the role of nurse educator. The results of this case study research may help to direct mentoring programs in order to facilitate recruitment and retention of competent educators as well as success in the roles of educator and transformational leader.

3:00 - Transforming the Hispanic Leader: Know Yourself/Know Your Roots

3:45 pm Garza, L., Gallardo, J., Castillo, Y., Pacheco, G., & Henderson, E.

West Texas A&M University

Demographics in the U.S. are rapidly shifting and one of the groups that are experiencing the greatest growth is the Hispanic population. While the educational attainment of Hispanics has dramatically improved over the past couple of decades,

there is still a long way to go in closing the gap between Whites and Hispanics. One of the challenges of the Hispanic community in achieving college success is the lack of cultural and social capital. This project, the Hispanic Leadership Academy will work toward giving Hispanic students the cultural and social capital to succeed in a university setting; thus, creating stronger leaders at the University as well as the larger community. There is a void in the literature regarding the experiences of one of the fastest growing U.S. populations, Hispanics, and what effect learning their culture, participating in leadership training may have on their educational success. Much of the research indicates that university student engagement is key to success. Therefore, the intent of this program is to engage and encourage students to become proactive leaders in their community – creating a domino effect with student leadership in the Hispanic community, so that they can pass on their newly acquired skills to other students in the College of Education and Social Sciences.



Mirage/Thunderbird



9:00 - **Mentoring Freshmen in the Health Sciences: Piece of Cake, Right?**

9:45 am **Hamel, P.**

Northeastern University Bouvé College of Health Sciences

Though research on mentoring college students has focused on traditional approaches toward academic achievement and retention, new trends demonstrate correlations between successful mentoring and student motivation, self-efficacy and career development (Holland, et al., 2012) with greater emphasis on leadership, communication and expanded capacity (Campbell et al., 2012). Additionally, viewing communication as a leadership skill (O’Connell, et al, 2013) versus a medical skill in Health Sciences is critical for successful interactions among health professionals, patients and caregivers. Modeling effective, appropriate and competent communication in mentoring relationships can teach, but also motivate and inspire college students during important formative years. This presentation highlights recent efforts at Northeastern University Bouvé College of Health Sciences to evaluate and revise an introduction to college course for first year Health Science students that has traditionally focused on orientation to college, advising and student success curricula. Upon review, a broader focus was recommended to include introduction to health/healthcare, professional health majors, co-curricular activities, community-building and interprofessional education to enhance student learning, satisfaction, self-efficacy and retention. Curricular revisions include the addition of CPR certification and simulation components in interprofessional student teams.

10:00 - **Toward Evidence-Based Mentoring: An Evaluation of a Mentored Career Development Program**

10:45 am

Cronkite, R., Weitlauf, J., & Hager, M.

VA Palo Alto/Stanford University/Menlo College

The Department of Veterans Affairs (VA) Career Development Award (CDA) Program is among the largest and longest running early-career CDA programs in health services research (HSR). A hallmark of this program is formal academic mentorship of CDA awardees (mentees) by senior scientists (mentors). Although evaluations of CDA programs have been conducted for quality assurance, in-depth investigations of the specific contribution of mentoring relationships to mentee outcomes in these programs has been more limited. This presentation draws upon the empirical data culled from a recent systematic program evaluation of the VA CDA program. We focus on the relationship of mentoring functions and processes to subjective mentee outcomes, with the goal of identifying specific mentoring functions as potential best practices for successful career development programs. Among the 159 HSR CDA awardees who began their awards between 2000 and 2013, 133 (84%) completed a survey designed to assess aspects of mentorships considered relevant to mentee outcomes: self-efficacy, career satisfaction, and perceptions of the effectiveness of their mentor/mentoring team. Overwhelmingly, mentees characterized successful mentoring relationships as those with open communication and the “right working chemistry.” Provision of psychosocial and career mentoring was associated with

higher levels of career satisfaction and perceived mentor/mentoring team effectiveness. Specific mentoring functions, including fostering open communication between mentee and mentor, accepting the mentee as a competent professional, strategizing to achieve career aspirations, navigating academic politics, setting priorities, and providing opportunities for visibility and career advancement, were most commonly highlighted as impactful components of mentorship.

3:00 - Exploring Mentor Training Effectiveness Using Mixed Methods

3:45 pm Fillingim, R.

University of Florida

Programs designed for mentor training have proliferated; however, research regarding the outcomes of the programs remains scant. In this study, the authors evaluated outcomes for the University of Florida's Master Mentor Program, using qualitative findings to corroborate and elucidate quantitative results. Twenty Faculty (8 females 12 males) at different academic levels and from varied training backgrounds completed a mentor training program. A validated survey quantitatively assessed participant perceived improvement after completing the program. Qualitative data were collected by having participants complete reflective writings in response to two standardized prompts related to communication style and creating shared expectations with your mentees in the future. Replies provided insight into what participants learned, if information was useful, and how they planned to use new knowledge. The Transtheoretical Model of Change (TTM) was used to code qualitative data. Quantitative results revealed significant improvement across a broad range of mentor skills. Qualitative findings revealed that the majority of participants were at pre-contemplation and contemplation stages. Evidence of the preparation stage was less frequent; the action stage was rarely represented. Despite well-documented benefits, little is known about how mentor training programs impact participants, and few studies describe the simultaneous use of qualitative and quantitative methods, which may offer insight into how mentoring programs build institutional mentoring capacity. Tailoring the Mentor Academy program to TTM stages of change, providing them with opportunities to bridge the factual and conceptual knowledge with the practical implementation of new knowledge, may benefit future participants.



Santa Ana A



9:00 - How to Mentor New Business Venture Development Teams

9:45 am Jindrick, J.

University of Arizona

Successful business ventures continually introduce new product, service, process, and positioning innovations; they keep improving internal and external transformation methodologies; and they continually monitor goal and objective achievements. New venture development teams are wise to model their venture plan on these core concepts. The primary mission of a new business venture development team is to create an organization that will earn a profit solving customer problems with something new and better than the competition. While this recipe for success seems straight-forward, it is not so easy to execute. Experienced mentors can help a venture development team effectively and efficiently move their venture concept through the research, ideation, test, and planning stages to resourcing, launch, stability, sustainability, and growth. There are a variety of proven business venture development tools that can be used to mitigate risks and optimize the probability of new venture success. Based on experience with some 200 internal corporate ventures, spin-off companies, independent start-ups, and over a thousand graduate and undergraduate entrepreneurship students, this paper outlines several of the more useful tools the author has developed and used for mentoring new business venture development teams.

**10:00 - Accounting for Mentoring Accounting Professionals: A Perceptual Control Theory
10:45 am (PCT) Perspective**

Ramamoorti, S.

University of Dayton

We posit that mentoring provides enduring benefits for the protégé, an aspiring accounting/auditing professional. Specifically, we seek to demonstrate how the understanding and insights gained from Perceptual Control Theory (PCT) could be used to promote critical thinking and professional skepticism, as well as to enhance professional judgment and decision-making. After all, you cannot improve a process unless you first understand it. Perceptual Control Theory (PCT) postulates that people do not control their behavior, instead, they control their perceptions through varying their behavior (Powers, 1973a; Marken, 2009). To the extent that “behavior is the control of perception,” it is critical that the protégé develops the capacity to formulate the most relevant and useful representations of reality before engaging in behaviors that control those representations. Such “mental models” can help the protégé formulate the most relevant and appropriate perception of issues and values that matter, naturally leading to the exercise of sound professional judgments. With habit, application, and experience, the one-time protégé is able to function independently and ultimately to become a mentor in his/her own right. Perceptual Control Theory (PCT) could provide the foundation for generating the most important outcome from mentor-protégé relationships, viz., inculcating correct perceptions in the protégé that lead to optimal judgment and decision making behaviors. We discuss technical, judgmental and normative aspects of judgment and decision making and illustrate PCT application using examples from accounting and auditing, such as making fraud risk assessments and reviewing management’s going concern assessments.

3:00 - Today’s Leaders are Learners: Strategies to Support Values-Based Leadership Development

3:45 pm Clark-Borre, L.

California State University—Chico

Everyone grapples with the challenges of these times. Business and management scholars today are acutely aware of the obstacles facing those preparing students for today’s leadership challenges. Many question traditional teaching methods. Researchers across disciplines are asking age-old questions with renewed interest: How do we respond when risks seem overwhelming? How do we cope when “business as usual” isn’t possible anymore... when long-held assumptions don’t hold? What does it mean to be a successful human being? Leadership is less about “power” and more about influence born of the capacity to center oneself alongside those who are confused, frightened, without direction, or in need of support. It’s about being useful, even uniquely so, and thus is within anyone’s reach. Coaches and mentors can employ approaches to uncover a solid, even timeless basis from which anyone can access this potential, this power. Drawing on the work of enlightened business leaders and scholars - as well as philosophers whose voices and inquiries resound through time - this session offers techniques and a clear roadmap to frame an exciting journey that begins with one question: Do you have the will to lead?



Santa Ana B



9:00 - Developing a Career Coaching Model Based on Students’ Learning Styles

9:45 am Maldonado, S.

Hostos Community College

According to the United States Census Bureau (2007), in the year 1910, the total population of the United States consisted of 92.2 million people. Presently, the overall population has increased to 300 million people. This change in population is attributed to an influx of different ethnic groups to the United States (United States Census Bureau, 2007). The United States Census Bureau (2007) indicated that about one

in three United States residents belongs to a racial group other than White. Latinos are the largest minority group in the United States (United States Census Bureau, 2007), with a population of 44.3 million. Blacks are the second largest minority group, with a total of 40.2 million. Asian people represent 14.9 million of the population, while American Indians and Alaska Natives consist of 4.5 million of the population. This change in demographics has also influenced the population in the United States educational system, including higher education. Statistics from the United States Census Bureau (2007) indicated that California has the largest Latino population of any state in the nation. California has 13.1 million Latinos, followed by Texas, with 8.4 million, New York with 3.2 million, and Florida with 3 million. Latinos are the fastest growing group in United States. Due to the increase of the Latino population in the nation, the academic success and the progress of this group should be an important aspect to discuss (Ivers, Milsom, & Newsome, 2012). As a result, this study intends to help Latino students who are not clear in terms of their career goals to identify possible careers to pursue based on their learning styles and preferences.

10:00 - Affective Intercultural Mentoring: Towards a Theory of Culturally Inclusive Mentoring

10:45 am Hernandez, E.

University of Arizona

Globalization has increased our need to work with diverse individuals both within and across organizations. It also places a higher priority and responsibility on organizations to ensure mutually positive interactions with other corporate organizations and individuals within other cultures (Chandler, Kram, & Yip, 2011; Dollwet & Reichard, 2014). The currently accepted method of focusing on providing employees with “country-specific factual knowledge” has proven impractical. Prior research has emphasized the importance of Cross/Inter-Cultural mentoring (CIC), which is the partnering of a mentor of a specific culture with a mentee of another culture. However, this approach has been shown to be ineffective in lessening the strains of operating with or in a foreign environment (D’Souza, Singaraju, Halimi, & Sillivan Mort, 2016). Although unsuccessful in most cases, CIC does offer a guiding path toward creating culturally open and adaptive individuals within occupational organizations in the form of mentoring. This project introduces a theoretical framework and methodology for mentoring focused on incorporating concepts from several varied fields into a unified concept: Affective Intercultural Mentoring (AIM). AIM moves past CIC to address social concerns within cultural interactions rather than just knowledge, with the end goal of increasing the cultural intelligence and adaptability of employees and resulting in increased performance and positive interactions.

3:00 - Mentoring the Next Generation in the Academy: Evaluating a New Faculty

3:45 pm Mentoring Program

Pauffer, N., Brackett, D., & Kim, S.

University of North Texas

Given increasing expectations for scholarly productivity and teaching effectiveness, universities are more readily recognizing the importance of high-quality mentoring for early career faculty. In this study, researchers applied the Context-Input-Process-Product (CIPP) model to evaluate and inform efforts to improve the faculty mentoring program at a research-intensive university. Using an explorative approach, researchers evaluated this program in an effort to contribute to effective preparation program design and improvement. This multi-year project includes survey and interview data from university administration and junior and senior faculty. Thus far, results indicated four major themes including the: (a) importance of building mutual relationships; (b) personal and professional benefits of mentoring; (c) value of networking and collaboration; and (d) diversity and inclusion. The voices of the participants will be used to move from a CIPP model to a continuous improvement model evaluation in the areas that both the participants and the body of literature indicate as best practices in developing quality leadership among faculty.



Spirit/Trailblazer



9:00 - **What Do Mentoring Aspirations Do?**

9:45 am **Shenkman, M.**
Desert Sky Mentoring

Mentoring aspirations supports the development of “wisdom skills” that inform a person’s values and life path and helps the mentee to tap into the currents of life that solidify an ethic of being expansively creative and generously encompassing of new endeavors. This process concentrates on a person feeling strongly there being something “more” in his or her life than excelling at one’s job and meeting ambitious career goals. To help concretize how aspirations affect development and decisions I use figures of aspiring roles: leader, artist, prophet and mystic. Once a person realizes the role that fits her, she can enact the aspiring ethic that supports that role, the stance that solidifies initiatives, selects the work that need to be done, and develops relationships that support that work. I reference the cutting edge thinking of philosophers such as Deleuze, Guattari, Manning, Massumi, Derrida, Simondon and Varela and Maturana. This process can be done in a stand-alone manner or it can augment and enhance transactional mentoring that focuses on institutional skills and advancement.

10:00 - **Mentoring Student Scholars in the First—Not Last—Years of College**

10:45 am **Moghtader, M.**
James Madison University

Numerous conclusive studies in library science and first-year writing emphasize the importance of orienting new college students to information literacy and research-based writing. Such an orientation is increasingly vital in efforts to equip 21st century students with a critical disposition to access, filter, and use information in general. But the stakes become much greater—and the challenges more complicated—as students look for role models to mentor them in discipline-specific ways of thinking. Traditionally, this mentoring is done in the second half of the undergraduate experience, programmatically at the department level through curricula intervention (introductory courses to the major, courses on research methodology, and so on). There are productive ways, however, to begin this mentoring sooner, well before students declare a major and become disciples of a specific scholastic community. Through a writing curriculum co-developed by librarians and first-year writing teachers at my institution, we have discovered a way to mentor first-year college students “as scholars” by enticing them to converse with their professors about academic research and the research process.

3:00 - **Individuals Who Believe They are Mentored by Someone Who Is No Longer Living**

3:45 pm **Clay, P.**
Synthesis International

The purpose of this qualitative after-death communication study was to understand and describe the experiences of individuals who believe they are mentored, guided, or supported by someone who is no longer living. Previous after-death communication (ADC) studies have focused on bereavement, often a single communication incident, or on ADC experiences within the context of mental illness. The current study advances an awareness of ADC, beyond bereavement and outside a pathological assumption, by studying the experiences of 12 healthy, well-functioning individuals who had multiple occurrences of perceived after-death mentoring communication over time. The study utilized 12 archived, semi-structured interviews with individuals of diverse ethnicity, age, gender, and religious background, who believed they had been mentored over time after the physical death of the mentor. The researcher adopted an initial line-by-line content analysis, followed by axial coding. Results revealed differences among participants’ experiences. Example differences include the initial awareness of the mentoring, the means of fostering the relationship, the demeanor of the perceived mentors, and the modalities of mentoring. The study also described the range of perceived support and guidance. The solitary commonality among participants was a universal

appreciation of and gratitude for the perceived mentoring. The discussion explored parallels between the mentoring experienced by participants in the current study and recent research on mentoring in education and business, as well as prominent historical mentoring situations. The reported mentoring experiences were contextualized through linkage between the mentoring experienced by the individuals and Situational Leadership, a widely-used theory and practice of mentoring in business. A potential benefit of the study is a decrease in feelings of isolation for those who believe that they themselves have been mentored by someone who is no longer living. In addition, the findings may be helpful to professionals working with individuals who seek to understand the context of such experiences.



Posters



The Power of the Other and the Power of Paradox: Mentoring on Steroids

Barrera, I.

Univeristy of New Mexico

EPIC Mentoring: Creation and Evaluation of a Mentoring Program for New Online Faculty

Barton, D.

Wake Technical Community College

Using Transformational Coaching in a Capstone Course to Foster Developmental Relationships

Beacham, C.

West Virginia University

Professional Resilience: Cultivating Developmental Networks as a Community of Women

Bible, D.

Sam Houston State University

Peer Mentoring as an Intervention to Increase Student Success Among URM STEM Majors

Booton, B.

University of Missouri

Diabetes Education: Interdisciplinary Mentorship and Collaboration

Brahm, N.

University of Oklahoma

Student Mentoring for Scholarship as a Written Communication Skill

Brahm, N.

University of Oklahoma

Global Public and Private Partnerships: Eight Case Studies for the Diplomacy Lab in D.C.

Callahan, M.

University of Oklahoma

Mentoring, Coaching, & Self-Mentoring: Finding the Practice(s) that Align with Your Needs!

Carr, M.

University of North Carolina—Wilmington

Developmental Networks for One-of-A-Kind Teachers in Special Education

Carter, E. & Petrelli, A.

Bridgewater State University

Transforming the Hispanic Leader: Know Yourself/Know Your Roots

Castillo, Y. & Garza, L.

West Texas A&M University

Faculty Perceptions of Starfish and its Influence on Student-Faculty Mentorship

Chumbley, C. & Stoltz, I.

University of Texas—San Antonio

Individuals Who Believe They are Mentored by Someone Who is No Longer Living
Clay, P.

Synthesis International

When First Impressions are not the Last!

Davis, C. & Johnson, R.

Prairie View A&M University

Sandia National Laboratories

Onboarding Underrepresented Students at the University of Kansas (KU)

Deaver, L.

University of Kansas

Mentoring With a Maze to Produce World Class Scientists

Fenimore, E.

Los Alamos National Laboratory

Small Group Mentoring for At-Risk Youth: Effective Practice in Diverse Community Settings

Fogarty, K.

University of Florida

Evoking Positive Youth Outcomes: Tapping the Mentoring Relationship Quality Potential

Fogarty, K.

University of Florida

Onboarding Underrepresented Students at the University of Kansas (KU)

Gavosto, E.

University of Kansas

Peer Mentoring Integrated in Undergraduate Supplemental Instructions

Gavosto, E. & Villafuerte, L.

University of Kansas

Hidden Players of Ethical Mentoring for Women Graduate Students in Science and Engineering

Gelles, L.

Utah State University

Mental Health Needs and Resources of Graduate Students in Academia

Gelles, L.

Utah State University

Mentoring Increases The Retention & Graduation Rate of Underrepresented Minorities In Higher Education

Gonzales, S.

California State University Stanislaus

Retention Through Mentoring and Preceptorship of the New Hire Nurse Practitioner

Horner, D.

Indiana State University

Creating Synergy by Integrating Networking and Mentoring with High Impact Practices

Hunter, N.

Clarion University of Pennsylvania

How to Mentor New Business Venture Development Teams

Jindrick, J.

University of Arizona

Group Mentoring for New Faculty: A Case Study

Kahle-Piasecki, L.

Tiffin University

“Crossing Bridges: Putting your PhD to Work in University Administration” Shadowing Program

Kiselyuk, E.

The Graduate Center

Keeping an Eye on the Prize: Mentoring Success through Career Engagement

Lara, A.

Cal Poly Pomona

A Roadmap to Success: Disseminating a Pioneering Handbook on Mentoring Students

Liou-Mark, J.

New York City College of Technology

Alumnae Mentors: Starting your Own Program & Lessons Learned for Experiences at Tulane

Lopez, B.

Tulane University

Race-Gender-Class Gaps in Higher Education: Intersectionality for Evaluation & Equity

Lopez, N.

University of New Mexico

Enriching New Faculty Orientation Program Through Ongoing Inquiry and Analysis
Marantz, Z.

New York City College of Technology

Programs, Curricula and Resources for Improving Research Mentoring Relationships
McDaniels, M.

Center for the Improvement of Mentored Experiences in Research

Mentoring in the Degree Attainment and Career Paths of Latinas working in HSI
Medrano, V.

Houston Baptist University

Mentoring as a form of Professional Development for Secondary Science Teachers
Melendez, M.

University of Texas at El Paso

Assessing the Mentoring Competencies of OUHSC Faculty: A Pilot Study
Mickel, N. & Wiskur, B.

University of Oklahoma

Exploring Experiential Learning and its Role in Leadership Education
Morris, B.

University of Florida

FLOWER: Self-Coaching Tool for Teens and Mentoring Program for Teachers
Nuszpl, J.

ALEAS Sims, Inc.

Mentoring the Next Generation in the Academy: Evaluating a New Faculty Mentoring Program
Paufler, N.

University of North Texas

From Bud to Bloom: Eco-pedagogy to Encourage Emerging Environmental Leaders
Pieroni, P.

Brooklyn College

Been There. Done That. Starting Afresh: Reciprocal Mentoring with Nontraditional Students
Reid, C.

University of South Carolina Upstate

Inclusive Mentoring of Scientist Development Using the Problematologies of John Dewey and Michel Meyer

Rodgers, J.

Baylor College of Medicine

Leadership—Mentoring Student Creativity in the Classroom

Roquemore, B.

Georgia College & State University

Breaking the Glass Ceiling: Adelante con Confianza (Moving Forward with Confidence)
Salazar, L.

New Mexico State University

Assessing the Success of a Mentoring Program Beyond Satisfaction Surveys

Sassen, C.

University of North Texas

Integrating Developmental Networks into a Doctoral Program of Human Inquiry
Shambaugh, N.

West Virginia University

Mentorship, Students, Faculty, School, Community and C.H.I.L.L.: What More Do You Need?

Thacker, D.

Indiana State University

Initiating an Inclusive and Comprehensive Faculty Mentoring Program

Urtel, M.

Indiana University - Purdue University Indianapolis

Consistent Mentor Support Leads to Sustainable Mentoring Relationships

West, C.

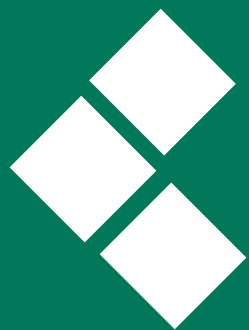
Adelphi University

Exploring the Use of Technology in Mentoring
Wilcox, D.

Western University of Health Sciences

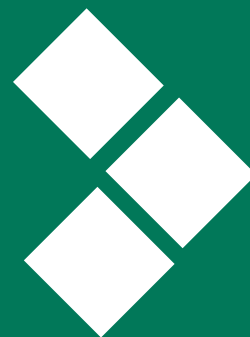
More to Success Than the Mentor and Mentee
Yarbrough, J.

West Texas A&M University



Friday

October 27, 2017



Plenary Sessions

11:00-11:45 Ballrooms B & C

Exploring the Cultural Aspects of Mentoring

Frances Kochan—*Emeriti Auburn University*

12:00-1:00 Ballroom A

Lunch

1:00-1:45 Ballrooms B & C

**Adding to the Mentor's Repertoire or Innovation in Mentoring
Practice Through Coaching Skills**

Bob Garvey—*Sheffield Hallam University & Leeds Beckett University*

3:00-3:45 Ballrooms B & C

Experts' Round Table

Lois Zachary—*Center for Mentoring Excellence*



**MENTORING
INSTITUTE**



Lobo A



9:00 - Online Mentoring as a Safety Net: Onboarding the Leaders of Tomorrow
9:45 am Brown, B. & Wittman, R.
University of Arizona South

Online education continues to grow in popularity, in part due to accessibility and flexibility; however, online students often report feeling isolated and disengaged (Vonderwell, 2003). Unsurprisingly, online courses have attrition rates 10-to-20 percent higher than traditional classrooms. For these reasons, online student retention is a major factor in higher education (Bawa, 2016). Causes of attrition often include the inability to adapt, lack of computer literacy, poor time management and poor self-motivation. With such a wide range of issues, institutions struggle to mitigate these problems (Bawa, 2016). In this session, we'll demonstrate an application of social integration theory to address these issues. This theory posits that students engaged in a collaborative learning community are more likely to persist and successfully complete their degree (Tinto, 2003). Building on Tinto's model, we propose a new pedagogical approach that (1) supports students struggling with these known concerns, while also (2) preparing them to be future leaders and mentors. In Fall 2017, the UAS Organizational Leadership program will deploy two workshop-based courses that formally train students in mentoring. In the first course, students are mentees; in the second course, which can be taken any time after the student's first semester, previous mentees become mentors to incoming students. This format provides a formal developmental network as well as a student learning community, and gives students the skills needed to develop these networks in the future. Both courses and their pedagogical evidence-based frameworks will be presented using syllabi, implementation and analysis plans.

10:00 - The Role of Prepared Goals and Objectives in Meeting Mentees' Expectations
10:45 am Herremans, I., & Ambrose, D.
University of Calagry

This research uses participant entrance and exit surveys to investigate the satisfaction of mentee expectations upon completing a mentorship program. In addition, it investigates the impact that the written communication of mentee goals and objectives for the mentorship program has on mentees' expectations. The research looks at expectations in two major areas: assisting with career and professional development and providing emotional and psychological-social support. This research offers a contribution to the mentorship research by attempting to understand what factors lead to the meeting of expectations for mentorship program participants. The Haskayne School of Business (HSB) Professional Mentorship Program offered under the Canadian Centre for Advanced Leadership (CCAL) is the setting for this research. Data were collected primarily through a questionnaire but focus groups aided in developing the items and interpreting the findings to ensure validity and reliability. We found that mentees who prepared a clear mission and objectives exceeded their psychological-social support expectations by a greater variance than those who did not. Consequently, the mentees found that they received greater satisfaction and encouragement than expected during the mentorship program.

2:00 - **Breaking the Glass Ceiling: Adelante con Confianza (Moving Forward with Confidence)**
2:45 pm **Salazar, L.**
New Mexico State University

The aim of this paper is to analyze and present the research available on gender and experience as determinants of leadership, with special focus on the superintendency. The paper is based on a systematic literature review. The findings of this study will be presented in four categories: 1) leaders' characteristics, behavior and style, 2) women's barriers towards leader positions, 3) leadership outcome/results, 4) experience and opportunity. The literature supports the idea that women and men have very similar perceptions of what a successful superintendent is, yet women are disproportionately hired and receive little to no mentorship for this role (Valian, 1999). The review supports the premise that a glass ceiling and other barriers for women do still exist. This study will help expose some of the barriers and inequities as evidenced through the lived experiences of women. Statistics from various bodies of research support the claim that gender inequities exist (Valian, 1999); therefore, it is believed that when there is equal representation of both men and women at all levels of decision making, more equitable decisions can be made. Students presumably would then benefit from a school leadership team that is diversified. Therefore, through the feminist lens, individual stories and voices of women will be the center of discussion where they can be heard and valued. These discrepancies and imbalances are byproducts of discrimination. Discrimination itself is often deeply rooted in deficit thinking. We need to dismantle deficit thinking, and to encourage women to pursue these upper administration positions.



Lobo B



9:00 - **Distributed Leadership and School Leadership: Voices from the Field**
9:45 am **Kew, K., Padilla, K., Padilla, M., & Salazar, L.**
New Mexico State University

Schools are reflective of society and influenced by the communities they serve. Successful schools are adaptive and change to meet the demands of their micro- and macro-environments. Diversity and constant learning are central elements in adapting to complex and changing conditions (Morrison, 2008) and creating and sustaining reform that is meaningful and important (Hargreaves & Fink, 2006). Leadership and human behavior are not always controllable, rational, and predictable. Change is ubiquitous and being a leader in today's knowledge society requires an adaptive, connectionist, and holistic understanding of systemic change and reform. In the Voices from the Field research, school leaders spoke of the high level of stress and responsibility in their roles as district leaders. They discussed the need for mentoring and networking to lessen feelings of isolation and vulnerability, particularly those working with struggling schools. In a context of both changing student demographics and increased school accountability, the role of school administrators, already complex, becomes even more so (Crow, 2006; Rorrer & Skrla, 2005). This paper shares the voices and quandaries of school principals and superintendents and views their struggles and successes through the framework of complexity theory. Suggestions are made for distributed leadership and networking with colleagues within and across districts as potential avenues for managing the significant stress and workloads of school and district leaders in the midst of increasing standardization and demands on their time.

10:00 - **Reflections on a Formal Faculty Research Mentoring Relationship: Voices of Participants**
10:45 am **Ward, L. & Paulins, A.**
Ohio University

Academe benefits when faculty matriculate successfully through the tenure process. Because "research mentoring has a critical and distinct role in enhancing the research productivity of graduate students and new faculty" (Borders et al., 2012, p. 162), a formal mentoring program for tenure track faculty was established. In particular, the need

for new faculty to develop sustained streams of research was addressed through a Faculty Research Mentoring Program (FRMP). The College facilitates the development of Memorandums of Understanding (MOU), which contain mutually developed plans between pre-tenured faculty and tenured mentors. Mentoring partnerships are evaluated annually, with outcome reports submitted based on completion of MOU action items. Up to three years of financial support (honoraria to mentors) is provided. After four years of implementation, qualitative research was undertaken to understand program effectiveness and to analyze the ways mentors and mentees build their relationships and perceive success or lack thereof. One mentor/mentee dyad was selected for in-depth case analysis, with separate interviews conducted. Data were analyzed using comparative content analysis. As a result of our research, we gained insight into effective mentoring strategies and pitfalls, identified specific take-a-ways realized through this formal mentoring relationship, determined the soundness of financial support, and formulated a research-based set of best practices to inform faculty members and administrators about implementing new faculty formal mentoring programs.

2:00 - Developmental Networks for One-of-A-Kind Teachers in Special Education

2:45 pm Carter, J., & Petrelli, A.

Bridgewater State University

In December of 2014, twelve beginning special educators agreed to participate in a year-long participatory action research project designed to explore their decision-making processes. Since that time, participants engaged in quarterly group interviews, the construction of content maps reflecting their decision-making processes, individual interviews, and varieties of spontaneous project activities. Although the outcomes of the research project were designed to understand their decision-making processes, an unintended outcome was the evolution of a developmental network among project participants. The high regard for the developmental network among project participants led to the voluntary continuation of project activities for two additional years. As a result, new designs for creating new networks among other special education teachers are being spawned. By applying the principles learned from the original participatory action research project, the investigator hopes to replicate models of developmental networks for special educators throughout the Commonwealth of Massachusetts.



Acoma A



9:00 - Formal or Informal Mentoring? What are the Strengths of Each Approach?

9:45 am King, P.

New York City College of Technology

Formal or Informal mentoring? What are the strengths of each approach? This presentation and paper looks to review the subject from both direct experience working as a mentor as well as a literature review on the topic. Over the past 7 years Professor King has been involved in a wide range of mentoring experiences including his participation in his colleges' formal Emerging Scholars Program, outlined in the CityTech Handbook on Mentoring Students in Undergraduate Research as well as the informal mentoring that occurred as the second lead faculty member in the International Solar Decathlon Competition, a student run project sponsored by the US Department of Energy. Prof. King has published and presented at conferences on the topics of mentoring and interdisciplinary studies including two recent papers titled The Solar Decathlon: Mentoring a Diverse Urban Population of Over 40 Nationalities, 9th Annual Mentoring Conference: (2016) and Mentoring in Architecture: It all starts in the classroom, 7th Annual Mentoring Conference: (2014) and two book chapters entitled Integrated Projects and the Development of Interdisciplinary Problem Solving Strategies (2012) and The Solar Decathlon: Team DURA and Interdisciplinary Place Based Learning (2016 accepted). These experiences have involved strategies that make use of both formal and informal mentoring techniques. Through both direct experience working as a mentor and through literature review as part of prior publications it has become apparent that further research and publication on the interactions of formal and informal mentoring and their effectiveness would be a valuable exercise.

10:00 - Developing a Mentor Mindset to Build Capacity in New School Leaders

10:45 am Augustine-Shaw, D.

Kansas State University

Preparing good school leaders depends on creating a support structure during the initial years of practice. Current mentoring programs for educational leaders often consist of “buddy-like” relationships that provide on-the-spot problem-solving and random attempts at assistance or introducing the new leader in various settings. However, long-term development for new leaders is more about bringing their strengths to the table and developing the capacity of others. A mentoring program that is responsive to and impactful for the deeper needs of new leaders, embeds a focus on the growth of mentors as well as mentees. Mentors learn to develop a coach-like mindset to move beyond simply giving advice. Active listening, questioning for deep thinking, and having positive intent are invaluable components of the training. Their most important work is to help new leaders explore and develop their individual leadership strengths. Mentors learn as much about good communication and giving good feedback as the mentees do about being the kind of leader they want to be. Mentors are valued for their experience as successful practitioners but they also serve as coach-like mentors and engage in coach skill training that integrates knowledge and strategies on developing a coach-like mindset. Mentors build capacity in new leaders by enabling them to develop authentic professional presence. School leaders provide a visionary approach to motivate others and achieve desired results. Mentors support this journey through acquiring a mindset that assists each new leader as they forge their own path in their local school setting.

2:00 - Strategies, Stages, and Opportunities for Maximizing Mentoring Relationships

2:45 pm Blaess, D., Bloom, L., Hollywood, K., & Santin, C.

Concordia University Chicago, New York Chiropractic College

It is undisputed that the foundation of a productive mentoring dyad is the quality of the relationship between the mentor and mentee. Maximizing and benefitting from the mentoring relationship are the overarching goals for both participants. Just as a mentor must be willing as well as intellectually, emotionally, and psychologically prepared to enter a reciprocal and mutually beneficial learning experience, the mentee must be willing and prepared. The development of trust through initial role and responsibility exploration, goal setting, and planning are instrumental in the later developmental stages of the relationship: mentee awareness, acceptance, appreciation, and action. Often overlooked, however, is the fact that mentoring typically occurs during mentee transition experiences accompanied by psychological as well as neuroendocrine stress responses. Awareness of mentee O-zones, or key neurochemical opportunities during times of intrapersonal and interpersonal stress, accompanied by the production of specific ligands or neuropeptides and hormones, may assist a mentor in capitalizing on opportunities for the development of trust bonding and facilitating mentee psycho-social and emotional intelligence. Strategies, stages, and the unique relational impact of neurochemical opportunities that occur during the mentoring relationship are discussed. Practical implications and recommendations for future research are presented.



Acoma B



9:00 - Creating a Male Learning Community to Promote Relationships and Academic Success

9:45 am McNeal, M. & Mitchell, A.

Morehouse School of Medicine

According to several reports, males perform significantly worse in pursuing higher education when compared to females. U.S. Census Bureau data shows that females have surpassed males in college enrollment, especially among Hispanics and Blacks (2015). This trend is especially alarming with African American students. African American males are trailing behind their African American female counterparts 44% vs. 66% in bachelor degree conferment. In master’s degree conferment, males also lag behind females (28.3% vs. 71.7%). The same is also true for doctoral degree conferment

(34.8% vs. 65.2%) (U.S. Dept. of Education, 2012). Participation in Learning Communities (LCs) better prepares faculty and students for interactions with each other. These interactions represent an important component of student persistence, increased academic performance, stronger motivation, satisfaction with faculty and institution, increased academic effort, and educational attainment (Wood & Williams, 2013). Mentoring is an effective and vital strategy that supports African American males and aids in their retention in college (LaVant, Anderson, & Tiggs, 1997). A learning community focused on male students and faculty interactions will provide mentorship and networking opportunities that will expose male students in various educational levels (high school, undergraduate, and graduate) to mentors who have completed their education and excelled in their careers. These relationships will help males, especially African American males, to succeed through college and graduate school. Although one of the major goals is related to addressing the success of African American males, this format could be inclusive and promote diversity among all ethnic groups.

10:00 - Intrusive Mentoring of College Students using the Blackboard Online Platform

10:45 am Gomez, J.

Our Lady of the Lake University

In response to college students who do not take advantage of available faculty support, we enlisted a new intrusive mentoring technique using the Blackboard online platform, which college students encounter on a daily basis. We utilized Blackboard's announcements tool to send weekly emails to students about our Graduate Study in Psychology resource page that contains essential advice for career self-preparation and information about future graduate studies in psychology. This approach drew students' attention, compelling them to simply click an emailed link to access our career-preparatory materials online. Our Blackboard resource page provides an on-demand self-paced learning environment, using eye-catching colors, inspiring pictures of psychologists in action, and brief what-you-need-to-know videos to help students plan for their future careers. Developmental relationships are essential for our hispanic-serving institution (HSI) population (Our Lady of the Lake University, San Antonio, Texas) to encourage our first-generation, lower income, and Mexican American college students to begin thinking strategically about their professional futures. We find students are shy or hesitant to approach professors and research suggests the university environment itself may hold achievement-oriented beliefs, practices, and values that differ from students' home culture. Using this alternative intrusive outreach via Blackboard, in the first six months 114 (75%) of 152 psychology majors had viewed our Blackboard page, and 57 (50%) of those 114 had accessed the page multiple times. Our next steps are to document evidence of the effectiveness of outreach via Blackboard for increasing student contact and expanding mentoring relationships.

2:00 - The Power of the Other and the Power of Paradox: Mentoring on Steroids

2:45 pm Kramer, L. & Barrera, I.

National University/University of New Mexico

Mentoring typically involves a relationship between two diverse individuals, one identified as more skilled than the other. That identification is a core element of mentoring. Unfortunately, it can also be its Achilles Heel when it unbalances the voices of the participants, privileging one over the other. In doing that, it limits the twofold goal of the mentoring process itself: to capitalize on another's potential and to set the stage for the emergence of something more powerful than what existed prior to the mentoring. The first requires acknowledging and tapping into the power of the other to shape a given interaction in both implicit and explicit ways. "When you get the power of the other on your side, you can surpass whatever limit you are currently experiencing [in your interactions]" (Cloud, 2016, p. 10). The second requires accessing the power of paradox through which elements of opposing perspectives can be integrated so as to yield a greater inclusive perspective. "Excessive focus on the individual elements of a...problem...will detract from the [best] overall solution" (Martin, 2007, p. 82). The first half of the presentation reviews selected literature in relation to the targeted powers: the power of the other and the power of paradox (e.g., Cloud 2016, Martin, 2007, Zander, 2016, Shapiro, 2016). The second half focuses on the benefits of tapping into these powers in mentoring relationships and on specific strategies for doing this. Presenters will illustrate both benefits and strategies through concrete examples and interactive activities with presentation participants.



9:00 - An Andragogical Approach to Supporting Teachers' Professional Learning Through Coaching

9:45 am **Jasso, L.**

Concordia University—Irvine, California

This paper builds off of previous research presented in “Teacher Perceptions of Effective Instructional Coaching in Professional Development” (Jasso, 2016) to include a deeper analysis of the role andragogy, or adult learning theory plays in coaching support as a component of teachers’ professional learning. Andragogy is built on six principles: the need to know, readiness to learn, the learner’s self-concept, the role of the learner’s experience, orientation to learning, and motivation (Knowles, Holton, & Swanson, 1998). Although andragogy continuously serves as the primary instructional method in adult education (Rachal, 2002) in providing a “set of guidelines for effective instruction of adults” (Feuer & Gerber, 1988, p. 35), it remains largely absent in adult professional learning situations. Because adults have unique learning needs, an andragogical approach to teacher professional development and support shows great promise in improving teachers’ professional development and coaching experiences. To analyze the potential impact andragogy can have on coaching relationships specifically in teacher professional development, survey results from 116 teachers, and interviews with five teachers were analyzed to measure the aspects of andragogy that teachers perceive to be the most effective when applied to the coaching services they receive in follow-up support of their professional learning. The results of these analyses provide new perspectives to inform coaching practices pertaining to teacher professional development.

10:00 - Meeting of the Minds: Bridging Gaps and Building Community in First-Year Experience

10:45 am **Baldwin, J., & Fiore, L.**

Lesley University

Students participating in a freshman seminar volunteered to develop and facilitate a culminating event, titled “Meeting of the Minds.” This event was intended to bring faculty and students together in a gameshow format, creating an atmosphere where students could ask questions and learn about faculty whom they might not otherwise meet in their courses. The students worked with two faculty mentors and, in turn, became liaisons to their peers. As relationships among the students and faculty mentors evolved, the project grew to include a conference presentation to community members (students, staff, faculty, trustees), and launched a new phase of the first-year seminars, in which second-year students become Course Assistants for faculty who teach first-year students. Over time, a cohort of mentors across all four years of academic study will enhance students’ and faculty members’ experiences on academic and social levels. This work informs a growing body of research on the effectiveness of first-year seminars (e.g., Murray & Wolf, 2016; Permzadian & Crede, 2016; Zerr & Bjerke, 2016). The Meeting of the Minds process has been documented to inform future iterations and to provide a guide for practice. This guide has benefits for students’ morale, resilience, and perceptions of “self as researcher” that influence similar benefits for faculty who have taught for a range of years, and are committed to increasing students’ success and retention.

2:00 - Think. Act. Lead.: Creating a Mentoring Culture on Campus

2:45 pm **Burney, C., Hermelbracht, J., Kelley, C., & Piskadlo, K.**

Stonehill College, Easton, Massachusetts

Think. Act. Lead. is a comprehensive, integrated, and holistic development program and philosophy that offers a transformative educational experience by engaging each student through meaningful and individualized mentoring, conversation, and feedback. Our goal is to enhance the likelihood of success of the students while attending and upon graduation from Stonehill College, a private, solely undergraduate, Catholic liberal arts institution of 2,400 students. Think. Act. Lead. is creating a culture that promotes ongoing purposeful planning, intentional engagement, and thoughtful reflection upon all experiences—a culture that empowers each student

to realize meaningful growth, clarify, and achieve a deeper understanding and awareness of who they are as people and be able to tell their individual/personal stories of transformation. By utilizing grant funds from the Davis Educational Foundation, new mentorship and leadership development programs have been created, technology tools have been enhanced, and resources to improve how faculty and staff communicate with, share information about, and support students in their progression through Think. Act. Lead. have been created and implemented. This presentation builds upon our last conference session and will provide an overview of the academic and student support services and deep mentoring relationships being formed among community members, including alumni across the country, which is vital to keeping students engaged and successful in and out of the classroom. The intended outcome of Think. Act. Lead. is that each student has a transformative educational experience—one that will ultimately set the Stonehill College experience apart from those at other universities.



Isleta



9:00 - 9:45 am **The Particular and Complex: The Black Male Youth in the Social Context of Development**
Kwame-Ross, T.
Augsburg University

As youth development practitioners, whether teachers, youth workers, or mentors, understanding the everyday lives of Black youth matter. Accurately comprehending their daily challenges, ultimately, influence how we see, categorize, and work with them. Profound knowledge is located in the social context of development —How humans learn and develop across social, cultural, and political contexts. Specifically, we encourage youth practitioners to unite the particular and complex nature of development and context. Here, youth practitioners and mentors are invited to revisit, review, and revise their knowledge, practice, and methodology sources, for working with Black male youth. Youth practitioners who understand the social context of development, including issues related to race, culture, and gender, become the best workers, for Black male youth. This is achieved through researching the Black-male-youth-experience. Similarly, the African aphorism, “it takes a village to raise a child,” can be translated to, “it takes supportive and developmental networks to raise mentors.” This pithy “truth” has the potential to build inclusive mentoring communities, while cultivating and fostering strong relationships. Talking, modeling, and sharing our work, can encourage innovation and achievement, between mentors, and within the broader field of mentoring. Working with Black male youth, will be explored, using a critical constructionism, sociocultural, and bioecological lens.

10:00 - 10:45 am **Coaching, Mentoring, and Leading: An Undergrad Virtual Service-Learning Experience**
Reed, L., Swank, A., Marr, M., & Whitten, C.
Forbes School of Business & Technology

This paper explores the roles of coaching, mentoring, and leading students through virtual service-learning experiences in an undergraduate capstone course. An alternative capstone option was created as a means for students to gain work experience while earning their degree online. The projects involve collaboration between faculty, students, and subject matter experts (SMEs). Capstone projects are selected based on their potential for meaningful work and their relationship to the students’ discipline. Students who demonstrate the competencies, abilities, scholarship, and desire to participate self-select to serve as external organizational consultants to government agencies and/or non-profit organizations. The project arose from BA in Human Resources Management program review recommendations (2014), was beta tested at the end of 2016 and during 2017. We consider ways coaching, mentoring, and leadership contribute to the development of successful professional networks and relationships through virtual service-learning. We build on the knowledge-base of service-learning, as well as coaching and mentoring as means of fostering developmental relationships. We examine leader-follower dynamics in virtual service-learning. We propose a method of evaluation for mentoring and coaching relationships for virtual service-learning and we investigate future directions for our research.

2:00 - Adjunct Faculty Mentor Program: Walking our (Pedagogical) Talk
2:45 pm Clabaugh, D.
Pacific Oaks College

Pacific Oaks College (PO) School of Human Development alumna and outside applicants want to teach at PO, but they lack teaching experience in higher education or in transformational, developmental, and culturally fluent pedagogy. Their gaps in knowledge and experience about teaching non-traditional adults further reduces their opportunity as a faculty candidate or increases the chance they will leave PO after a short employment. As the Adjunct Faculty Mentor program (2014-2017) co-developer and coordinator, I coached four faculty members who mentored 15 adjunct faculty candidates during three consecutive one-year development programs. I used the theories of Self-Determination (see Deci & Ryan) and Self-Efficacy (see Bandura) to intentionally promote mentor-mentee engagement and success. Mentors are skilled faculty who self-selected then were trained to model and transparently discuss pedagogical and teaching strategies used in their practice. Mentees were placed with a mentor and coached to participate in authentic classroom observations, reflective practice, instructional design, and facilitation, within the context of our human development program learning outcomes: personal development, diversity, communication, the praxis cycle, and research. Mentors and mentees reported their relationship was collaborative, supportive, and mutually beneficial. They contributed to each other's growth by engaging in authentic dialogue about meaningful higher education with non-traditional adult students. The 2016 program evaluation queried all mentors and mentees about program benefits and suggestions for future success. Suggestions implemented during the 2016-2017 academic year were documentation for professional growth and mechanisms for on-going program feedback. Current queries relate to funding and scaling strategies to expand our program.



Fiesta A



9:00 - Community and School-Based Mentoring for Youth with ASD: Challenges and Opportunities
9:45 am Scott, J., Murray, D., & May, A.
Florida Atlantic University

This presentation will provide participants with an overview of a unique mentoring program for youth with Autism Spectrum Disorder (ASD). Deficits in social capacity are a hallmark of persons with autism, yet mentoring, a format for helping that can directly address such social deficits rarely exist for this population. The Florida Atlantic University, Center for Autism and Related Disabilities offers the iRISE2 Mentoring program to youth 11 to 22 years of age in a five-county region of south Florida. Young people with autism typically face challenges with socialization, communication, and vocational success. The iRISE2 program seeks to address these and other challenges by matching the youth with a successful adult who shares some of the special interests of the youth. Persons with autism typically have special interests that, when carefully explored and channeled, can serve as the crux of a highly productive mentor-protégé match relationship. These unique mentoring relationships are not without challenges. We will share the issues that must be addressed in an autism mentoring program along with assessment data on measures of psychological well-being, autism symptomology and general adjustment on the part of the youth.

10:00 - Adapting Mentor Training Across Global Contexts
10:45 am Silet, K., & Jacobs, E.
University of Wisconsin—Madison

Using curriculum developed at a U.S. university, we collaborated with faculty in an Ethiopian university to conduct mentor training within the context of clinical research in a medical school. The goal was to provide professional development to retain faculty within the school and within Ethiopia. Our curriculum started with six relationship-based core competencies developed in a high-resource setting and we collaborated with the Ethiopian faculty to adapt the curric-

ulum to their needs. Using a train-the-trainer model, we worked mentors and mentees over 3 years in three, multiple day sessions. We learned two important lessons: First, the concept of taking a personal and professional interest in a mentee was a new concept to some of the participants. We modeled collaborative pedagogy and emphasized the importance of collaboration versus the fear of hierarchy through group work, mock peer reviews, and role-play. Second, we had to look at intersecting issues, including gender and tribal affiliation, and to help participants write their own case studies and incorporate these important cultural factors into them. We concluded that the six core competencies engaged junior and senior faculty after addressing several cultural and contextual factors. This work is proof of concept that core-mentoring principles are universal although the cases and cultural issues in the teaching vary.

2:00 - Mentoring the Millennial

2:45 pm West, W.

Western Carolina University

Millennials, those born between 1980-2000 are the largest, best educated, and most diverse population in history. Largely misunderstood, they are poised to take the leadership mantle from their Baby Boomer parents. Mentoring these young people will require knowledge of their strengths and weaknesses. This article examines those qualities and looks at mentoring strategies and mentor characteristics which foster independence, resilience, and positive learning.



Fiesta B



9:00 - Global Public and Private Partnerships: Mentoring by Diplomacy

9:45 am Callahan, M.

University of Oklahoma

The federal State Department puts out a call, twice a year, to academic communities for help in further exploring diplomacy issues globally. Called Diplomacy Labs, faculty apply for the funding to take these various labs / topics into their classrooms. One such opportunity, federal Diplomacy Lab titled #37 / “Global Public-Private Partnerships” was awarded to a faculty member in Architecture. Not typical for an architectural course? Well, in the spring semester 2017, architectural students did explore the complex dynamics of public and private partnerships -examined, documented and summarized eight case studies supplied to them by the federal State Department in Washington, D.C. During a transitional period of our nation—from Obama Presidency into the first 100 days of the Trump Administration, this course gets underway. Justifiably, comparing/contrasting leadership styles is embedded into required project deliverables. Clearly, there is an opportunity for students to notice and articulate organizational impacts as they hear staff discuss the confusion and concerns that come with administrative change. Additionally, staff from the State Department train students in respected protocols for doing business which impact how student teams prepare agendas prior to investigative, communication with worldwide agencies. Eight teams present findings and converse directly with officials at the Marshall Center in Washington, DC. This hands-on experience transcends merely demonstrating their findings on development and management to global public-private stakeholders. Through this process, future design professionals know how, where to effectively communicate their concerns, challenges and consider / uncover alternative solutions in developing professional relationships. An assumption is faculty relied on the Case Study Method to deliver course content. This is a reliable tool however, this paper reflects on further pedagogy used effectively and efficiently during a 16 week academic semester. These techniques discussed in the paper engage students on how designers can further respond to large-scale social and environmental challenges -current and future. And, how the international syntheses of ideas, concepts and points of view can fruitfully be employed in such efforts.

10:00 - How Can Developmental Networks Change Our View of Work-Life Harmony?

10:45 am Hager, M. J., & Weitlauf, J.

VA Palo Alto/Stanford University/Menlo College

This paper examines the vital intersection of mentoring and professional networks with job satisfaction and early career success in academic medicine. Despite the critical need for mentorship and professional networks throughout the early career period, interpersonal and systemic challenges can impede the formation of healthy, developmentally appropriate professional relationships. The scarcity of role models and mentors willing to initiate dialogue about work-life harmony is particularly concerning. We propose that optimal mentorship requires coaching and attention to early career protégé's efforts to identify their passion, define their work commitment, and own their career choices. This paper focuses on how individual differences in early career fit and experiences (i.e., flow, passion, and autonomy) may influence both proximal and distal reports of career satisfaction. We discuss how trends in mentoring which depart from the belief in a singular, i.e., "one-size-fits-all" style of mentorship, and/or the idealization of the "wonder mentor" can be critical components of job satisfaction, and positive perceptions of appropriate work-life balance. We encourage the creation of intentional scholarly communities and emphasize the importance of fit, autonomy and passion within the workplace. Examining the tough questions, for example: How can developmental relationships offer a different, and more optimistic, lens with which to view work-life harmony?, this paper capitalizes on the long-standing tradition of mentoring in academic medicine to suggest new ideas and offer best practices gleaned from research literature and our own practice for creating and nurturing successful developmental networks.

2:00 - Leadership—Mentoring Student Creativity in the Classroom

2:45 pm Roquemore, B.

Georgia College & State University

The purpose of this work is for graduate leadership students to implement a creativity initiative by mentoring teachers on methods of incorporating creativity into lessons. The goal is to increase the number of creative strategies in teacher lesson plans, thus providing learning opportunities that engage students and expand content knowledge. Additionally, the goal is to mentor teachers and provide them with the tools to recognize and capture new ideas about the importance of creativity in learning.



Mirage/Thunderbird



9:00 - Mentoring Faculty to in Turn Mentor Students in Flipping the Classroom

9:45 am Egues, A., & Santisteban, L.

New York City College of Technology - City University of New York

Transforming the learning environment into a mentored dynamic, interactive space where the educator guides students in applying concepts and engaging creatively in subject matter is a challenge, particularly for an educator who is a novice to flipping the classroom. Flipped learning is a pedagogical approach in which direct instruction moves from group-space learning to individual-space learning with an aim to transform the facilitation of education. However, the teacher's role of 'guide on the side' dynamically shifts from 'sage on the stage,' and necessitates embracing learner-centered pedagogy, mentorship, and organizational socialization paradigms in a collaborative atmosphere of building, establishing and sharing essential knowledge, safety and trust. The process of mentoring faculty to then mentor students on the flipped classroom is a dynamic one, particularly in a unique urban institution. Mentoring faculty includes the promotion of diversity and inclusion, and innovation in developing cross-cultural faculty-student relationships where students, course objectives, educator and outcomes work in concert. The process of cultivating a highly diverse, inclusive mentoring faculty-student community that can be embraced by leadership and instructors across academic programs will be demonstrated.

10:00 - Personalizing Distance Learning: Strategies to Mentor and Retain Online Students

10:45 am Paynter, K., & Barnes, J.

Jacksonville State University

Mentoring students and creating a sense of community are important in any classroom, and the online learning space is no exception. The asynchronous distance learning environment, however, presents unique challenges for professors as they work to make students feel welcomed, informed, and involved. In the first half of the session, two professors from the School of Education at a mid-sized regional, public university will discuss helpful tips and techniques that they use to ensure no distance learning student feels anonymous or neglected. Topics will include advisement policies, educational technologies, class procedures, research-based strategies, and more. During the session's second half, the presenters will open the floor so that attendees can share what they have done to personalize the online environment successfully. By celebrating best practices, both presenters and attendees will gain practical tips on how to retain and inspire their online students.

2:00 - Making the Invisible Visible: Contextualizing Race-Gender-Class Gaps in Higher Education Through Critical Race Theory and Intersectionality for Quantitative Methods

2:45 pm

Lopez, N.

University of New Mexico

What patterns of educational inequalities remain invisible when we report six-year undergraduate graduation rates by race alone, gender alone, or class alone? What patterns of inequality can be revealed when distinct combination of intersecting race-gender-class social locations are employed to examine inequalities in higher education? How is the simultaneity of race/structural racism, settler colonialism, gender relations/patriarchy and class/capitalism experienced differently by students according to their location in intersecting systems of power, privilege, oppression and resistance in a given context? The purpose of this paper is to examine six-year graduation rates and developmental class placement at a public university in the U.S. Southwest, 1980-2015. Using white high income women as our reference group, we report linear combinations of marginal effects for six-year graduation and developmental class placement for 20 distinct social locations that vary according to race, gender, and class. We find surprising race-gender-class gaps that would ordinarily remain unseen in conventional race-only, gender-only, and class-only reporting on graduation rates and developmental class placement. Nearly every group (not high-income Hispanic and Asian women) has a significantly lower likelihood of graduation compared to high-income white women (reference group). There is substantial variation in the magnitude of such disparities, however. We estimate especially large achievement gaps for students in American Indian and black social locations. American Indian low-income men are approximately 45 percent less likely to graduate within six years relative to the base group (white high income women). For black high-income men this gap is approximately 30 percent, which is surprisingly similar to the estimated achievement gap for low-income white men. We argue that one modality of "QuantCrit" can be guided by leveraging the ontologies of Critical Race Theory and Intersectionality to make the "invisible visible" or shine a light on intracategorical (within group) and intercategory (across group) intersecting inequalities in higher education outcomes.



Santa Ana A



9:00 - Leadership Challenges in an Ever-Changing Organizational Environment

9:45 am Whitten, C., Reed, L., & Swank, A.

Ashford University

Students attend school to prepare themselves for a successful future. They rely on programs and instructors to lead them into their future. Organizational management and leadership programs are designed to teach well researched and proven theories, while the world moves on and changes. Leadership and management

programs need to adapt learning processes to adapt to future leadership practices and responsibilities. Scholarly literature pertaining to the leadership styles of the instructor in relationship to the leadership expectations of the student and their future role as leaders is sparse. Green (2011) explores leadership from the then and now perspective and explains that people want to be led and not managed. A current managerial trend is to flatten organizational structures and creating self-managed teams (Rishipal, 2014). Students must learn how to navigate this current trend and figure out how to lead in this environment and find satisfaction in their jobs with little to no chance for advancement (Lebowitz, 2016). There are many variables that nurture a high-performance learning environment that is pertinent to the learner's future. This paper will explore how classroom/organizational culture, multi-generational leader/follower dynamics, and technological changes might impact the curriculum of the classroom and the pertinence to the future leadership role the student pursues.

10:00 - Coffee Coaching - A Pilot for Mentoring International Students with Non-Academic

10:45 am Barriers to Success

Graham, S.

University of Prince Edward Island

International students often face non-academic barriers to success in their classes and programs of study. Some of these non-academic barriers include gaps in their cultural understanding, differences in expectations of themselves and of others, and a lack of information on how to tackle these challenges. Motivated by the continually increasing number of international students enrolling in the Faculty of Business at the University of Prince Edward Island (located on the east coast of Canada), the Coffee Coaching program was developed to help address some of the non-academic barriers many international students are facing in their classes. Based on the premise of a mentoring relationship whereby the mentor and mentee meet to discuss various topics over a "cup of coffee", the Coffee Coaching program attempted to replicate that mentoring relationship model by bringing together a faculty mentor and small groups of international students who were identified as experiencing non-academic barriers to success in their classes. This paper examines the first-hand account of the founder of the Coffee Coaching program with respect to how and why the program was developed and implemented and how participants perceived the program. The paper will conclude with key lessons learned for moving forward.

2:00 - More to Success than the Mentor and Mentee

2:45 pm

Yarbrough, J.

West Texas A&M University

More and more organizations are establishing formal mentoring programs as effective mentoring has been shown to improve employee productivity and opportunity. With the recognition of the value of mentoring, many research studies have examined internal factors in the mentor/mentee relationship; specifically, how the individual's characteristics and relationship may support or detract from the overall mentor/mentee success. But, less research has been focused towards external factors that can minimize or damage the mentor/mentee relationship. How do factors like the economy, culture, politics, industry and discipline impact the mentoring relationship? An in-depth review of literature in conjunction with an environmental scan was conducted to understand and describe the relationship between internal organizational mentor/mentee success and external organizational economy, culture, politics and industry. The conclusions have been organized in an external mentoring factors model.



9:00 - How to Coach Generation Z

9:45 am Jackson, W.

Reflective Resource Incorporated

This session is designed for attendees who want an introduction to Generation Z. The oldest members are currently 16 to 22 years old, depending on the method used to determine generational cohorts. They are quietly entering the workforce unnoticed while most organizations continue to focus on Millennials and their impact on an organization. However, it is a mistake to assume that Generation Z is identical to their predecessors, the Millennials. Understanding the newest entrants to the workforce involves identifying the traits that shape their generational personality and influence their behavior. The session will review the research and studies that help people to better understand how Generation Z is being defined and how they behave. In addition, the session will explain why coaching (as opposed to mentoring) may be a better strategy for engaging Generation Z in the workplace. Participants will leave with tips on applying the tenants of a coach leader based on the continuum of directive to supportive strategies.

10:00 - Initiating an Inclusive and Comprehensive Faculty Mentoring Program: Lessons Learned

10:45 am Urtel, M., Angermeier, L., & Cecil, A.

Indiana University Purdue/University Indianapolis

*The School of Physical Education and Tourism Management (PETM) at Indiana University Purdue University Indianapolis (IUPUI) has a small but very diverse faculty in regard to academic background, culture and gender. Although the success rate for promotion and tenure in the tenure-track ranks has been very good, overall only 16% of all promotable faculty members (tenure and non-tenure-track) have achieved their highest academic rank. As a result, the school's administrators and faculty organization identified mentoring/faculty development as one of six major strategic initiatives. **Outcomes:** The School's mentoring plan applies to all promotable faculty and involves an individualized, yet structured process, which includes, at the very least, annual follow-up with School administrators. A multitude of mentor models (i.e., peer-to-peer, senior mentor-to-mentee, mentoring committee, culturally or gender matched mentoring, etc.) are being used based on the specific needs of each faculty member. Success in this initiative, "Creating a Culture of Faculty Advancement" will be measured in multiple ways. For example, one way is simply measure the number of faculty advancing through the ranks and a second way is by linking faculty achievement of annual goals to mentoring efforts utilized. **Lessons Learned:** At this point, our lessons learned include focusing the plan on professional development activity rather than solely on promotion, stressing the flexibility and inclusiveness of the plan, and encouraging faculty to view this a supportive opportunity for growth, rather than a punitive assessment.*

2:00 - Coaching and Mentoring First-Generation Graduate Students

2:45 pm Sanchez, S.

University of New Mexico

The graduate school experience is different from the undergraduate experience—graduate students are assumed to not require much support or mentoring beyond what is formally provided by faculty. They are presumed to have a solid understanding of academic conventions and protocols and to be self-directed. Expectations of graduate school success are not clearly defined, which contributes to an increased sense of isolation, impostor's syndrome, and a lack of resources for graduate students. For first-generation graduate students, many of whom are also people of color or individuals who come from low socioeconomic backgrounds, the unwritten rules of graduate school are mystifying and further compounded by these identities. In this presentation, I will discuss the efforts of the University of New Mexico's Graduate Resource Center to demystify graduate school by providing effective mentoring and coaching

for first-generation graduate students. Our objective is to support these students through academic strategies and psychosocial reinforcement that leads to increased retention and decreased time to degree completion. I draw from the sparse literature on first-generation graduate students, as well as institutional and programmatic data on the experiences of UNM students, to highlight the importance of peer mentoring and coaching relationships, communities of practice, and professional development for the success of first-generation graduate students. I will offer suggestions for the design and implementation of effective mentoring and coaching that promotes greater inclusivity within higher education and, ultimately, a stronger representation of first-generation graduates in faculty and research positions.



Spirit/Trailblazer



9:00 - **The IMA: The Past, Present, and Future of Mentoring**

9:45 am **Agustine-Shaw, D. & Searby, L.**

International Mentoring Association

International Mentoring Association (IMA) board members will share tips and strategies to apply for Mentor Program Accreditation and Individual Certification. This presentation will provide insights from certified mentors and personnel from accredited programs in learning how to successfully become a certified mentor and an accredited program..

10:00 - **Mentoring Outcomes for Junior Female Scholars in International Relations**

10:45 am **Kadera, M. & Mitchell, S.**

University of Iowa

Existing studies of academic careers among political scientists suggest that mentoring can improve success rates for female scholars. We investigate publication patterns, academic rank, and mentoring experiences for approximately 150 junior women who have participated in eleven Journeys in World Politics mentoring workshops since 2004. We compare their outcomes with those from a control group among applicants from 2004-2010 who did not participate in the program. Our data show that Journeys in World Politics participants have experienced success in academia, progressing to higher academic ranks more quickly than non-Journeys participants.

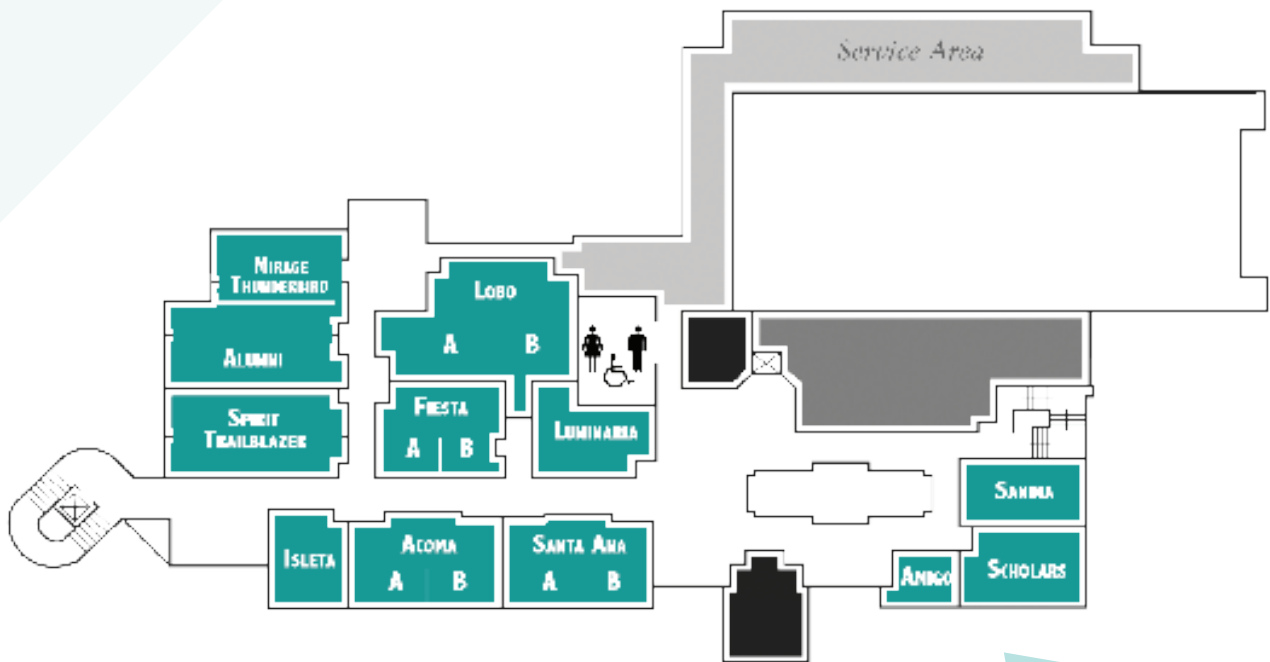
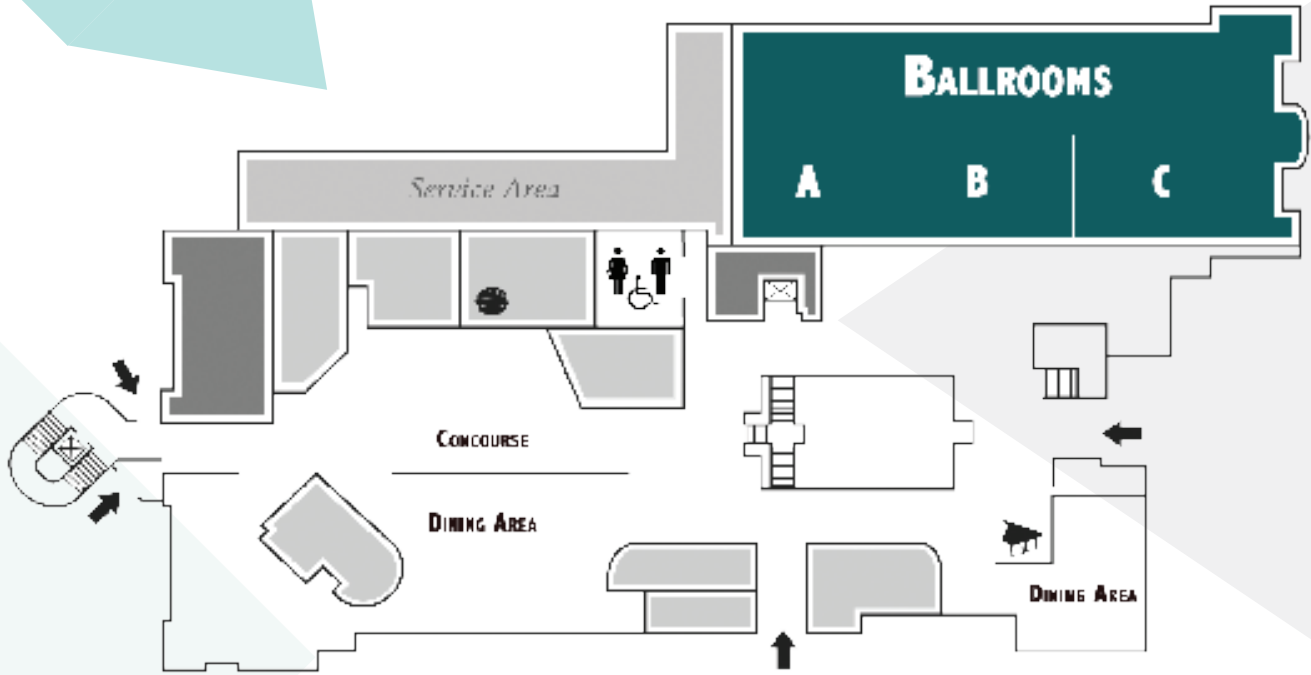
2:00 - **Mentor Motives: A Review of CIA Mentors and Implications for Leadership and Mentees**

2:45 pm **Southwick, H.**

Central Intelligence Agency (Retired)

An organization, its leadership, and its employees will benefit from a culture of informal mentoring. Employees with a network of caring mentors will achieve more and perform at a higher level with greater engagement and higher morale. Mentees seeking mentors can utilize these findings to understand what drives a prospective mentor. This insight can help mentees build and manage a network of mentors for greater achievement and aspiring transformation. The University of Twente, located in the Netherlands, conducted qualitative interviews with 20 informal mentors from 18 organizations throughout the country. In the 2014 study, researchers identified five broad categories of mentor motives. These included: Self-Focused motives; Protégé-Focused motives; Relationship-Focused motives; Organization-Focused motives; and Unfocused motives. I will also explore mentoring motives using Norm of Reciprocity, my newly identified Norm of Sufferance, and the concept of mentoring aspirations. Utilizing the aforementioned five categories and their subcategories of mentor motives, I will provide a personal analysis of data from my own career experience with 80 informal mentors over my 24-year career as a CIA Operations Officer, manager, and leader. I worked in CIA's Directorate of Operations. The 80 informal mentors include 60 male mentors and 20 female mentors. I will categorize the mentors into one of the five mentor motive categories, and make observations about these informal CIA mentors. These observations will give insights on leadership and will help mentees/protégés seek career support from informal mentors.

Second Floor



Third Floor

FIND MENTORING PROFESSIONALS IN YOUR AREA

Division IX: Pacific

CA	Santin, C
Clabaugh, D	Swank, A
Clark-Borre, L	Weitlauf, J
Cronkite, R	Westerman, L
De Long, L	Whitten, C
Englar-Carlson, M	Wilcox, D
Geula, K	
Gonzales, C	WA
Hager, M	Cowin, K
Jafari, N	Westre, K
Kramer, L	
Lara, A	AK/CA/HI/OR
Medrano, V	
Pearson, M	
Powers, K	
Reed, L	
Roquemore, B	

Division IV: West North Central

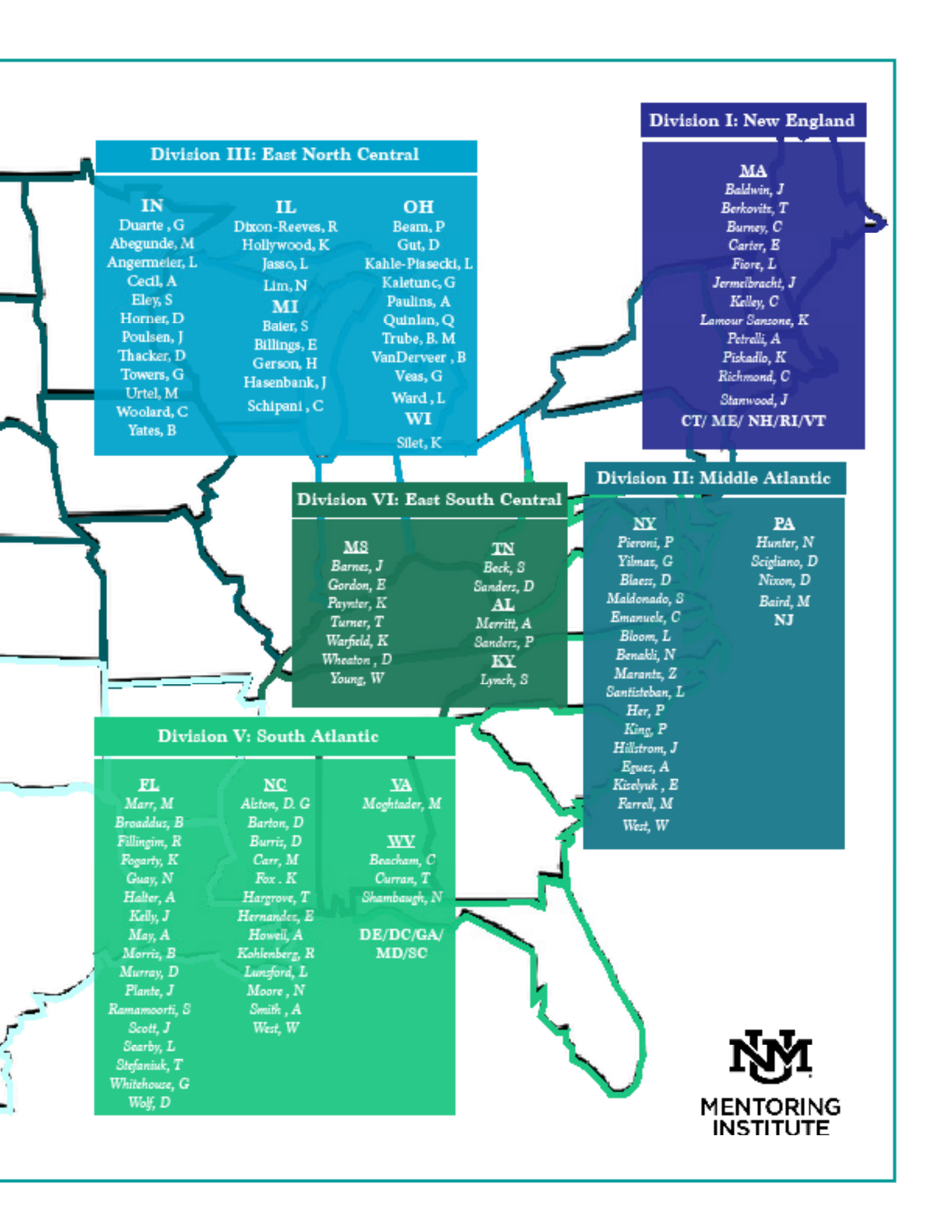
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Augustine-Shaw, D	MO
Gavosto, E	Booton, B
Deaver, L	IA
Villafuerte, L	Kadera, K
Tucker, M	Mitchell, S
Dinkel, S	
Edwards, L	NE/ND/SD
Hartman, A	

Division VII: West South Central

TX	Lowery-Moore, H
Qubbaj, A	Melendez, M
Bulin, A	Miller, E
Davis, C	Nunn, L
Bible, D	Pacheco, G
Black, V	Parker, M
Bluth, S	Paufler, N
Brackett, D	Rackley, R
Castillo, Y	Rodgers, J
Chumbley, C	Sanchez, J
Cruz Fox, L	Sassen, C
Gallardo, J	Stoltz, I
Gandy, J	Sylvester-Caesar, J
Gary, J	Tayebi, K
Garza, L	Weimer, K
Ginther, J	Yarbrough, J
Gomez, J	
Hale, M	OK
Hammer, J	Brahm, N
Hamrick, T	Callahan, M
Henderson, T	Kientz, E
Jacobs, E	Mickel, N
Jegdic, K	Wiskur, B
Johnson, R	
Jones, S	AR/LA
Lee, L	
Lee, S	
Lowe, K	

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Alba, J	LeAnne Salazar
Brown, B	LeAnne Salazar
Crouch, L	Maria Cristina Padilla
Grijalva, J	Marjori Krebs
Horn, P	Martinez, A
Jagodzinski, P	Sood, A
JD Thomas	Stephanie Sanchez
Jindrick, J	Torrez, C
Koch, R	
Lieber, C	UT
Wittman, R	Gelles, L
NM	NV
Covelli, B	Losaw, J
Fenimore, E	
Gordon, A	CO/ID/NM/MT/
Isaura Barrera	UT/NV/WY
Karina Padilla	



Division I: New England

- MA**
 Baldwin, J
 Berkovitz, T
 Burney, C
 Carter, E
 Fiore, L
 Jermelbracht, J
 Kelley, C
 Lamour Sansone, K
 Petrelli, A
 Piskadlo, K
 Richmond, C
 Starwood, J
CT/ ME/ NH/RI/VT

Division III: East North Central

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| IN
Duarte, G
Abegunde, M
Angermeler, L
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Urtel, M
Woolard, C
Yates, B | IL
Dixon-Reeves, R
Hollywood, K
Jasso, L
Lim, N
MI
Baler, S
Billings, E
Gerson, H
Hasenbank, J
Schipani, C | OH
Beam, P
Gut, D
Kahle-Plasecki, L
Kaletunc, G
Paulins, A
Quinlan, Q
Trube, B. M
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Her, P
King, P
Hillstrom, J
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Division VI: East South Central

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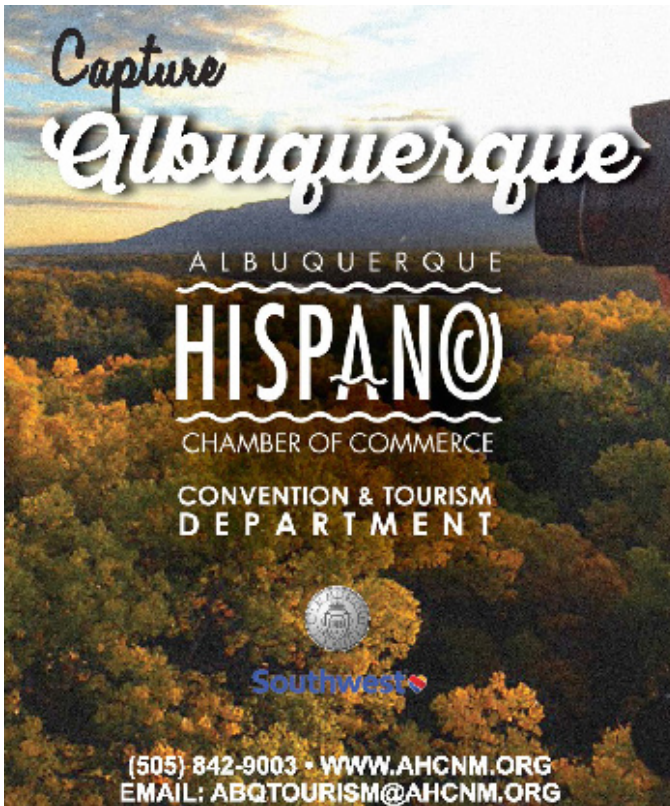
Division V: South Atlantic

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Fogarty, K
Guay, N
Halter, A
Kelly, J
May, A
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Ramamoorti, S
Scott, J
Searby, L
Stefanisk, T
Whitehouse, G
Wolf, D | NC
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Barton, D
Burris, D
Carr, M
Fox, K
Hargrove, T
Hernandez, E
Howell, A
Kohlenberg, R
Lunsford, L
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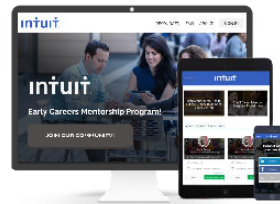
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Senator Linda Lopez
State Representative Antonio “Moe” Maestas

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George Towers
Mary Barbara Trube
Mark Urtel
Kimberly Warfield
Benjamin Weaver
Emily Westfall
Deidre Wheaton
Deven Wisner
Stacie Wolbert
Jillian Yarbrough



Table of Contents



Oral Presentations

Please note: ALL POSTER SESSIONS • p 67-69

Abegunde, M. • p 50

Mentoring Underrepresented Minority Graduate Students:
Following A Five-Fold Path

Alston, G. • p 56

“She’s Younger than Me!”: The Influence of Age on Mentoring in
Doctoral Education

Ambrose, D. & Herremans, I. • p 71

The Role of Prepared Objectives in
Meeting Mentee Expectations

Angermeier, L., Cecil, A., & Urtel, M. • p 83

Initiating an Inclusive and Comprehensive
Faculty Mentoring Program

Augustine-Shaw, D. • p 74

Developing a Mentor Mindset to Build
Capacity in New School Leaders

Baier, S. • p 55

Mentoring Matters: A Community Mentor Program
for Academically Vulnerable Freshmen

Barrera, I. & Kramer, L. • p 75

The Power of the Other and the Power of Paradox:
Mentoring on Steroids

Barton, D. • p 42

Development, Implementation, and Evaluation of
a Mentoring Program for New Online Faculty

Baugh, D. & Willbur, J. • p 59

Connecting the Dots, a Tapestry for Effective Mentoring

Beck, S. & Sanders, D. • p 61

Empowerment through Mentorship in Nursing Education

Benakli, N., Egues, A. Marantz, Z. & Her, P. • p 40

Enriching New Faculty Orientation Program Through
Ongoing Inquiry and Analysis

Berkovitz, T. • p 53

All Down the Line: How Advertising Alumni Help Current
Students Find Jobs and Internships

Bible, D. & Bluth, S. • p 28

Professional Resilience: Cultivating Developmental
Networks as a Community of Women

Billings, E., Gerson, H., & Hasenbank, J. • p 57

A Tale of Two Mentoring Models:
Supporting University Student-Tutors in STEM Courses

Black, V. & Taylor, Z. • p 33

“No One is Talking to the Mentees”:
Exploring the Concept of “Mentorability”

Blaess, D., Bloom, L., Hollywood, K., & Santin, C. • p 74

Strategies, Stages, and Opportunities
for Maximizing Mentoring Relationships

Bluth, S. • p 53

The Role of Mentor Training for Inclusive Communities:
Promoting minority student success

Booton, B. • p 44

Peer Mentoring as an Intervention to Increase Student Success
Among URM STEM Majors

Brahm, N. & Kientz, E. • p 26

Diabetes Education: Interdisciplinary Mentorship and
Collaboration

Broadus, B., Kelly, J., & Fogarty, K. • p 45

Small Group Mentoring for At-Risk Youth

Brown, B. & Lunsford, L. • p 28

Online Mentor Training for Inclusion:
Competencies & Cultural Intelligence

Callahan, M. • p 79

Global Public and Private Partnerships:
Mentoring by Diplomacy

Carr, M. • p 38

Using Mentoring, Coaching, & Self-Mentoring to Cultivate an
Inclusive Community for Mentoring Support

Carter, E. & Petrelli, A. • p 73

Developmental Networks for One-of-A-Kind
Teachers in Special Education

Cassidy, M. • 31

Mentors in History

Clabaugh, D. • p 78

Adjunct Faculty Mentor Program:
Walking Our (Pedagogical) Talk

- Clark-Borre, L. • p 64**
Today's Leaders are Learners:
Strategies to Support Values-Based Leadership Development
- Clay, P. • p 66**
Individuals Who Believe They are Mentored by
Someone Who is No Longer Living
- Covelli, B. • p 58**
Team Leadership: Theories and Application in Higher Education
- Cowin, K. • p 38**
Utilizing the Power of Relational Mentoring Networks
in the Formation of School Leaders
- Cronkite, R., Hager, M., & Weitlauf, J. • p 62**
Toward Evidence-Based Mentoring:
An Evaluation of a Mentored Career Development Program
- Crouch, L. • p 25**
Caring Mentorship: From Orientation
Through the Annual Evaluation Process
- Curran, T. • p 19**
An Assessment of the Effect of
Personalities on Mentoring Effectiveness
- Delfs, E. & Tellmann, B. • p 48**
Career Trumps Disability: A Corporate Mentoring
Matrix for Disabled Students and Grads
- Dixon-Reeves, R. • p 50**
Having a Black Male Mentor Matters:
A Review of The Mentoring Study's Results
- Du Plessis, A. • p 34**
A Mentorship Intervention for Professional Identity Develop-
ment of Student-Teachers
- Duarte, G. & Miller, E. • p 57**
Mentoring Global Leaders:
Focusing on the Pillars of a Good Childhood
- Egues, A. • p 21**
A Roadmap to Success: Disseminating a Pioneering
Handbook on Mentoring Students
- Egues, A. & Santisteban, L. • p 80**
Mentoring Faculty to in Turn Mentor
Students in Flipping the Classroom
- Emanuele, C. • p 23**
Personalized Mentorship in a Virtual World
- Englar-Carlson, M. & Powers, K. • p 33**
Faculty Development Through the Creation
of a Cohesive Mentoring Community
- Farrell, M. • p 51**
Finding a Voice in a Second-Generation Circle
- Fenimore, E. • p 43**
Using Maxim and Maze Mentoring to
Produce World-Class Scientists
- Fillingim, R. • p 63**
Exploring Mentor Training Effectiveness Using Mixed Methods
- Fiore, L. & Baldwin, J. • p 76**
Meeting of the Minds: Bridging Gaps &
Building Community in First Year Experience
- Fogarty, K., Broaddus, B., & Guay, N. • p 61**
Evoking Positive Youth Outcomes:
The Influence of Mentor-Mentee Relationship Quality
- Garza, L., Gallardo, J., Castillo, Y.,
Pacheco, G., & Henderson, E • p 61**
Transforming the Hispanic Leader:
Know Yourself/Know Your Roots
- Ginther, J. • p 17**
Professional Learning that Transforms Beliefs:
An Unconventional Model
- Gomez, J. • p 75**
Intrusive Mentoring of College Students Using
the Blackboard Online Platform
- Gonzales, S. C. • p 39**
Mentoring Increases The Retention & Graduation
Rate of Underrepresented Minorities In Higher Education
- Gordon, A. & Martinez, A. • p 16**
Strategies for Effective Mentorship
Across Student Success Supports
- Graham, S. • p 82**
Coffee Coaching - A Pilot For Mentoring International Students
with Non-Academic Barriers to Success
- Grijalva, J., Alba, J., Kalel, C. & Brown, B. • p 36**
Developmental Networks: A Pathway to Inclusion & Community
Building in an Online Lab
- Gut, D. & Beam, P. • p 59**
Mentoring the Expected and Unexpected

- Hager, M. & Weitlauf, J. • p 80**
How Can Developmental Networks Change Our View of Work-Life Harmony?
- Hale, M. & Gandy, J. • p 37**
The Long Term Impact of Mentoring:
Student Interviews about their Mentoring Experience
- Hamel, P. • p 62**
Mentoring Freshmen in the Health Sciences:
Piece of Cake, Right?
- Hammer, J. & Rackley, R. • p 13**
Using an Advantage Model to Coach and Mentor
Pre-service and In-service Teachers
- Hargrove, T. & Fox, K. • p 56**
PLCs as Professional Development:
Dynamic Mentorship in Teacher Education Programs
- Hatfield, J. • p 57**
Creating A Mentoring Safe Place
- Hatfield, J. • p 39**
I'm Sorry: Mentors Can Play a Dynamic Role in the Process
of Understanding Good from Bad Apologies
- Henderson, T. • p 27**
Catalyst for Learning: Our Mentoring Course series Model
- Her, P. & Hillstrom, J. • p 23**
Psychological Research in Action:
Mentoring at a HSI Institution with Intersectional
- Hernandez, E. • p 65**
Affective Intercultural Mentoring: Establishing a Theory
of Culturally Inclusive Mentoring
- Herremans, I. • p 27**
The Mentor Model: How and Why Do Mentors Participate in
Mentorship Programs?
- Horn, P. • p 36**
Achieving a Higher Level of Teaching
and Learning with Mentoring
- Horner, D. & Eley, S. • p 45**
Retention Through Mentoring and Preceptorship of the New
Hire Nurse Practitioner
- Howell, A. & Paulins, A. • p 44**
Modeling Mentoring in an Online Learning Environment
- Jackson, W. • p 83**
How to Coach Generation Z
- Jacobs, E. & Silet, K. • p 78**
Adapting Mentor Training across Global Contexts
- Jacobsen, M. • p 41**
An Evaluation of a Peer Mentor Program in Graduate Education
- Jafari, N. & Geula, K. • p 17**
Exploring Palomares Empowerment Program—
A Three Tier Dyadic Mentorship
- Jafari, N. • p 40**
Community Mentorship: An Examination of Bioecological
Theory and Correlation to Mentorship
- Jasso, L. • p 76**
An Andragogical Approach to Supporting Teachers' Professional
Learning Through Coaching
- Jegdic, K. • p 59**
Effective Mentorship of Underrepresented
First-Time-in-College STEM Students
- Jindrick, J • p 63**
How to Mentor New Business
Venture Development Teams
- Jones, S. • p 54**
Reflections from the First-Year Implementation
of an Instrumental School-Based Mentoring
- Kadera, K. & Mitchell, S. • p 84**
Mentoring Outcomes for Junior Female
Scholars in International Relations
- Kaletunc, G. • p 22**
Retaining and Advancing Women in Engineering
through Mentoring and Networking in College
- Kelley, C., Piskadlo, K.,
Hermelbracht, J., & Burney, C. • p 76**
Think.Act. Lead.: Creating a Mentoring Culture on Campus
- Kew, K., Padilla, K., Padilla, M., & Salazar, L. • p 72**
Distributed Leadership and School Leadership:
Voices from the Field
- King, P. • p 73**
Formal or Informal Mentoring?
What are the Strengths of Each Approach?
- Kiselyuk, E. • p 15**
"Crossing Bridges: Putting your PhD to Work in
University Administration" Shadowing Program

Koch, R. & Jagodzinski, P. • p 58

Sheltered Shadowing: A Model for Incorporating Shadowing into your Mentoring Dyad

Kohlenberg, R. • p 19

Extending a Career in Teaching and Learning: Capitalizing on Wisdom through Mindfulness

Krebs, M. & Torrez, C. • p 18

Cross-Institutional Mentoring: An Indigenous Community and a University

Krueger, K. & Law III, W. • p 22

The Theory of Mentoring Relativity: Exploring Two-Year Teacher Mentorship

Kwame-Ross, T. • p 77

The Particular and Complex: The Black Male Learner in the Social Context of Development

Lamour Sansone, K. & Stanwood, J. • p 50

Vital Connections Between Mentoring and Academic Success for Art and Design Students

Lara, A. • p 28

Keeping an Eye on the Prize: Mentoring Success through Career Engagement

Lee, L. • p 35

Student-to-Student Peer Mentoring for At Risk Students: Results of a Pilot Study

Lee, S., Bulin, A., & Ginther, J. • p 35

From Protégé to Mentor: Active Development of Mentors through Scaffolding

Lesaine, J. • p 51

I Got the Power: The Sources of Power and Their Role in Mentor/Mentee Relationships

Lieber, C. & Brown, B. • p 18

The AWARDSS Framework: Developmental Networks as a Tool for Supporting Underrepresented Students

Lim, N. • p 43

Mentoring STEM Entrepreneurs in Networking: A Critical Success Factor for New Ventures

Lopez, N. • p 81

Making the Invisible Visible: Contextualizing Race-Gender-Class Gaps in Higher Education Through Critical Race Theory and Intersectionality for Quantitative Methods

Lowe, K., Wheaton, D., & Qubbaj, A. • p 42

Developmental Network: the ADVANCE Women of Color Summer Writing Retreat

Lowery-Moore, H. & Gary, J. • p 18

Developing Leaders for Higher Education Administrative Positions: The Role of Mentors

Lunsford, L. • p 15

Aligning Resources: Mentoring Faculty in Liberal Arts Colleges

Maldonado, S. • p 64

Developing a Career Coaching Model Based on Students' Learning Styles

McNeal, M. & Mitchell, A. • p 74

Creating a Male Learning Community To Promote Relationships and Academic Success

Medrano, V. & De Long, L. • p 13

Creating Developmental Networks: Mentoring in the Degree Attainment and Career Paths of Latinas working in HSIs

Merritt, R. • p 41

The Effectiveness of a Mentoring Program at a Small Liberal Arts University

Miller, E. • p 14

Challenges of Mentoring in a Competency-Based Education Program

Moghtader, M. • p 66

Mentoring Students as "Scholars" Must Begin in the First—Not Last—Year(s) of College.

Moore, N. • p 36

Mentoring for Advising: Developing Relationships between Academic Advisors and Advisees

Nixon, C. & Baird, M. • p 38

Building Leadership Through Effective Mentoring: A Collaborative Partnership Among Colleges, Schools and the Community

Nunn, L., Sanchez, J., & Bischoff, M. • p 20

Innovations and Student Engagement in Instructional Development

Nuszpl, J. • p 24

FLOWER: Self-Coaching Tool for Teens and Mentoring Program for Teachers

Parker, M. • p 23

Supporting Freshman and Sophomore Undergraduates in Mentored Research

Paufler, N., Brackett, D., & Kim, S. • p 65

Mentoring the Next Generation in the Academy: Evaluating a New Faculty Mentoring Program

- Paulins, A. & Ward, L. • p 72**
Reflections of a Formal Research Mentoring Relationship:
Voices of Participants
- Payne, D. • p 42**
Enriching the Lives of Students: A Strategy that Develops and
Empowers Through Mentoring
- Paynter, K. & Barnes, J. • p 81**
Personalizing Distance Learning:
Strategies to Mentor and Retain Online Students
- Pearson, M. • p 55**
Establishing a Mentoring Culture to Help Diverse Students and
Graduates Achieve Success
- Pfirman, A. • p 60**
Closing the Gap Between Being a
Dissertation Advisor and Being a Mentor
- Plante, J. • p 16**
Mentoring Through the LEADS Service-Learning Program
- Quinlan, C. • p 49**
Gender Equity in Canadian Universities:
An Integrated Model of Career
- Ramamoorti, S. • p 64**
Accounting for Mentoring Accounting Professionals:
A Perceptual Control Theory (PCT) Perspective
- Reed, L., Whitten, C., Swank, A. & Marr, M. • p 77**
Coaching, Mentoring, and Leading:
An Undergrad Virtual Service-Learning Experience
- Richmond, C. • p 26**
New World of Work -- Mentoring and Coaching Millennials
- Rinehart, J. • p 24**
Life Cycle of One University's Faculty Mentoring Programs:
Supporting Institutional Change
- Rizzo, N. & Reid, C. • p 31**
Been There. Done That. Starting Afresh: Reciprocal Mentoring
with Nontraditional Students
- Robinson, Q. • p 29**
Is It Real: Equity and Social Justice on
University and College Campuses
- Rodgers, J. • p 29**
Who am I to Question?: Problematic
Mentoring for PhD Students at Risk
- Roquemore, B. • p 80**
Leadership—Mentoring Student Creativity in the Classroom
- Salazar, L. • p 72**
Breaking the Glass Ceiling: Adelante con Confianza (Moving
Forward with Confidence)
- Salhotra, R. • p 21**
Near-Peer Mentoring between College Students
and High School Students
- Sanchez, S. • p 83**
Coaching and Mentoring for First-Generation Graduate Students
- Sanders, P. • p 54**
Teaching Learners Diversity and Inclusion Across the Academy
- Schipani, C. • p 47**
Programs to Improve Employee Voice
and Address Gender Pay Disparity
- Scigliano, D. • p 14**
Peer Coaching: Creating and Sustaining Positive Relationships
- Scott, J., Murray, D., & May, A. • p 78**
Community and School-Based Mentoring for Youth with ASD:
Challenges and Opportunities
- Searby, L. • p 54**
Creating a Graduate Course Titled
Mentoring for Career Development
- Searby, L. & Augustine-Shaw, D. • p 84**
The IMA: The Past, Present, and Future of Mentoring
- Searby, M. • p 40**
Developing Leadership Resilience in Young Professionals:
Sharing the Mentoring Journey
- Shenkman, M. • p 66**
What Does Mentoring Aspirations Do?
- Smith, A. & Burris, D. • p 34**
Building a Culture of Mentorship - a Small Private Liberal Arts
College's Experience
- Sood, A. • p 46**
Validating an Institutional Mentoring Climate Survey
at a Health Sciences Center
- Southwick, H. • p 84**
Mentor Motives: A Review of CIA Mentors and Implications for
Leadership and Mentees

Sylvester-Caesar, J. • p 24

Start Strong: Birth of a University Wide Mentoring Program at an HSI Institution

Tayebi, K., Cruz Fox, L. & Hamrick, T. • p 49

Transforming Lives:
Mentoring First-Generation, Minority College Students

Thomas, J. • p 60

Cultivating Developmental Relationships through the Establishment of Theory-Based Programs

Torrez, C. • p 25

Mentor Teachers as Leaders in a CoTeaching Collaborative School

Towers, G. & Poulsen, J. • p 30

Diversifying for Sustainability: Repurposing a Targeted Pilot Faculty Mentoring Program

Trube, M. • p 58

Fostering Grit in Preservice Teachers through Mindful Mentoring

Tucker, M., Dinkel, S., Edwards, L. & Hartman, A. • p 46

Classroom to Community: An Opportunity to Join in Action

Turner, T., Young, W., & Warfield, K. • p 16

Wisdom and other Counselor Characteristics Applied to Mentoring Relationships

VanDerveer, B. • p 34

Tuckman's Model: Attaining and Sustaining Departmental Excellence

Veas, G. & Veas, K. • p 20

Cultivating a Professional Mentoring Culture: How Administrators Can Develop Educators

Veas, G. & Veas, K. • p 14

Beyond Lectures & Lesson Planning: Mentoring Inside & Outside of the Classroom

Weimer, K. • p 20

Toward a Multiple Mentoring Model in Music Education

West, C. • p 22

Consistent Mentor Support Leads to Sustainable Mentoring Relationships

West, W. • p 79

Mentoring the Millennial

Westre, K. • p 26

Leadership Development: Servant-leadership in Coaching

Whitehouse, G., Halter, A., & Stefaniuk, T. • p 30

Cultivating an Inclusive Community for Career Exploration: Lessons from a Developing Program

Willbur, J. • p 48

Mentoring Innovation: Mentoring People to Do What Artificial Intelligence Can Never Do

Wittman, R. & Brown, B. • p 71

Online Mentoring as a Safety Net: Onboarding the Leaders of Tomorrow

Woolard, C., Thacker, D., Pund, B., & Cole, B. • p 45

Mentorship, Students, Faculty, School, Community and C.H.I.L.L.: What More Do You Need?

Yarbrough, J. • p 82

More to Success Than the Mentor and Mentee

Yilmaz, G. • p 47

College Mentoring Program for Pre-Health Students--Nesting Doll Model Mentoring in Health