

• 11TH ANNUAL MENTORING CONFERENCE •



MENTORING
INSTITUTE

• THE UNIVERSITY OF NEW MEXICO •

Mentoring, Coaching, and Leadership for Innovation and Entrepreneurship

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

• OCTOBER 22ND - OCTOBER 26TH, 2018 • ALBUQUERQUE, NEW MEXICO •



MENTORING INSTITUTE

Table of Contents • Quick Finds

President's Welcome Letter	• 3
UNM Executives & About the University	• 4
Director/Conference Chair & About The Mentoring Institute	• 5
Plenary Speakers' Bios	• 6-7
Plenary Speakers' Bios & Workshop Leaders' Bios	• 8
Workshop Leaders' Bios & Steering Panel Committee Bios	• 8

Monday, October 22nd • 9

Save the Date: Mentoring Conference 2019	• 9
Preconference Workshops	• 10
Plenary Sessions	• 11

Tuesday, October 23rd • 12

Plenary Sessions	• 12
Morning Concurrent Sessions	• 9 - 9:45 am • 13
Morning Concurrent Sessions	• 10 - 10:45 am • 16
Afternoon Concurrent Sessions	• 3 - 3:45 pm • 20
Afternoon Concurrent Sessions	• 4 - 4:45 pm • 24

Wednesday, October 24th • 28

Steering Committee Panel & Plenary Sessions	• 28-29
Morning Concurrent Sessions	• 9 - 9:45 am • 29
Morning Concurrent Sessions	• 10 - 10:45 am • 33
Afternoon Concurrent Sessions	• 3 - 3:45 pm • 36
Poster Session	• 5 - 8:00 pm • 40-46

Thursday, October 25th • 47

Plenary Sessions	• 47
Morning Concurrent Sessions	• 9 - 9:45 am • 48
Morning Concurrent Sessions	• 10 - 10:45 am • 51
Afternoon Concurrent Sessions	• 3 - 3:45 pm • 55
Afternoon Concurrent Sessions	• 4 - 4:45 pm • 59

Friday, October 26th • 61

Conference Adjourns & Post-Conference Workshop	• 61
Morning Concurrent Sessions	• 9 - 9:45 am • 61
Morning Concurrent Sessions	• 10 - 10:45 am • 65
Morning Concurrent Sessions	• 11 - 11:45 am • 68
Conference Presenters - How You're Connected	• 72-73
Conference Venue & Campus Maps	• 74-75
Conference Sponsors & Financial Contributors	• 76-77
Thank Yous & Conference Logistics	• 78
Membership Promotion & Information	• 79
Presenters Table of Contents	• 80-83



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 11th Annual Mentoring Conference, ***Mentoring, Coaching, and Leadership for Innovation and Entrepreneurship***, which features proposals that critically and innovatively analyze different types of developmental relationships. Through this forum, we embrace how networking between various disciplines may contribute to long-term success and prosperity. Throughout the week, it is our hope that we can all come to understand the rich benefits that make mentoring a valuable endeavor. We hope that each and every participant will leave with a newfound appreciation for the role of mentoring.

The goal of this conference is to highlight mentoring as a major component of success, by introducing developmental networks as a means to cultivate relationships among a broad constituency, including higher education, academic researchers, educators, community leaders, administrators, non-profit partners, government agencies, and other professionals. To achieve this goal, we hope to incorporate a reality widely known among mentors and perhaps best put by Robert Ingersoll when he wrote, "We rise by lifting others." During this conference, it is our sincere hope that you will take advantage of opportunities to uplift one another, because there is so much to learn when we join together to share unique perspectives.

We would like to take a moment to commend your hard work and dedication to improving the lives of others through mentoring and building connections via a complex network of support. The decision to embark on the mentoring journey is unique for each individual. What motivates one person will, at some point in time, motivate another. It is building these connections that inevitably promotes the success of everyone involved in the mentoring process. We are proud to open our campus to each of you, and look forward to participating in the mentoring dialogue and promoting this network for many years to come.

Since 2008, The Mentoring Institute, a division of Student Affairs at The University of New Mexico (UNM), has hosted the mentoring conference at the Student Union Building on UNM's main campus. For the 2018 conference, we anticipate a blend of involved discussions, unique networking opportunities, dynamic hands-on workshops, and engagement with professionals from a diverse variety of disciplines. Spanning five days, the 11th annual conference will feature 4 pre-conference workshops, a post-conference workshop, over 200 unique individual and panel sessions, 9 plenary presentations – including a steering committee panel session and a plenary speakers' roundtable discussion – and a poster session featuring over 70 exhibitions. We are so pleased to see the conference continue to grow year after year, increasing its capacity to share and spread ideas to a larger and more engaged audience.

New Mexico is rich with culture, breathtaking landscapes and fascinating history. We hope that you enjoy this conference at The University of New Mexico, and you have the opportunity to explore the city of Albuquerque and all of the enchantments it has to offer.

Sincerely,

A handwritten signature in black ink, reading 'Garnett S. Stokes'.

Garnett S. Stokes
President

A handwritten signature in black ink, reading 'Richard L. Wood'.

Richard L. Wood
Interim Senior Vice Provost of
Academic Affairs

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

Eliseo Torres
Vice-President for
Student Affairs

A handwritten signature in black ink, reading 'Nora Dominguez'.

Nora Dominguez
Conference Chair & Director, The
Mentoring Institute

The University of New Mexico Executives



Garnett S. Stokes, Ph.D.
President

Garnett S. Stokes has a long history of leadership in public higher education. She has served as interim chancellor, provost and executive vice chancellor for academic affairs University of Missouri (MU), as provost and executive vice president for academic affairs and interim president at Florida State University (FSU), and as a faculty member, chair of the department of psychology, and dean of the Franklin College of Arts and Sciences at the University of Georgia (UGA). Throughout her distinguished career, Stokes has advocated for an aggressive agenda for transforming the student experience and strengthening the ranks of the faculty and the environment that supports them. During her tenure at the University of Missouri, she was praised for building an outstanding and diverse leadership team dedicated to student success. Under her direction, the university established the Office of Civil Rights and Title IX. As interim president at Florida State, Stokes created a task force to address sexual and domestic violence and spearheaded the university's "kNOW MORE" campaign. She also led FSU's Diversity and Inclusion Council committee on Recruitment and Retention while she was Provost. A first-generation college graduate, Stokes earned a B.A. in psychology from Carson-Newman College in Jefferson City, Tennessee, and M.S. and Ph.D. degrees from the University of Georgia in industrial/organizational psychology. Her research has focused on personnel selection and promotion, specifically the use of biographical information in job selection and promotion decisions. As a consultant, Stokes has assisted businesses, government agencies and Fortune 500 companies in the development of their hiring procedures. Stokes is a fellow of the Association for Psychological Science, the American Psychological Association, and the Society for Industrial and Organizational Psychology. Stokes is the first female president in UNM's 129-year history.



Richard L. Wood, Ph.D.
Interim Senior Vice Provost for Academic Affairs

Richard L. Wood serves as Interim Senior Vice Provost for Academic Mission at UNM. He is a Professor of Sociology and served previously at UNM as President of the Faculty Senate, co-chair of the Committee on Governance, Chairperson of the Department of Sociology, Director of the Religious Studies Program, special advisor for strategic initiatives in the Office of the Provost, and in various other committee roles at the college and university level. Wood serves as co-editor of a book series, Cambridge Studies of Social Theory, Religion, and Politics at Cambridge University Press, and has helped lead major nationally funded research projects on religion and democracy in the United States, Central America, and the Middle East. He has served on a variety of community service boards at the local and national levels. Wood holds a Ph.D. in sociology from UC-Berkeley, an M.A. degree in theology from the Graduate Theological Union, and a B.A. in chemistry from UC-Davis. He teaches graduate and undergraduate courses on democracy & political culture, religion, social theory, and ethnographic research methods. Wood studies the cultural and institutional dynamics that strengthen or erode democratic life, particularly those linked to religion. His books include *A Shared Future: Faith-Based Organizing for Racial Equity and Ethical Democracy* (University of Chicago, 2015; with Brad Fulton), winner of the ARNOVA 2016 Outstanding Book Award from the Association for Research on Nonprofit Organizations and Voluntary Action; and *Faith in Action* (University of Chicago, 2002), recognized as best book of 2002 by the American Sociological Association's religion section. Among a variety of other articles, his work with Ruth Braunstein and Brad Fulton in the American Sociological Review won the 2016 Clifford Geertz Award for best article in the sociology of culture from the American Sociological Association.



Eliseo Torr  s, Ph.D.
Vice-President for Student Affairs

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. For two years preceding his appointment to the Texas A&M-Kingsville staff, he was with the Texas Education Agency in Austin. Dr. Torres has been involved in or been elected as an advisor to Mexican President Felipe Calderon for improving lives of immigrants in the United States. He also teaches the Traditional Medicine Without Borders: Curanderismo in the Southwest and Mexico class during the summer semester at UNM. This popular class is cross-listed with four departments and brings practicing Mexican healers to the UNM Campus. Dr. Torres received his doctorate in Education from Texas A&M University in Kingsville in 1980. His academic interests include studying, teaching and writing books about the Mexican-American tradition of curanderismo, the folk healing culture of the Southwest and Latin America.



Tim Gutierrez, Ed.D.
Associate Vice President for Student Services

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

About the University

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

The People

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

The Programs

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

Conference Chair, MI Director & Plenary Speaker



Nora Dominguez, Ph.D.
UNM Mentoring Institute

Nora Domínguez is President Emerita 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).

Vision

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

About the Mentoring Institute

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

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

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

The Mentoring Institute Serving You



THIS YEAR IS AN IMPORTANT YEAR FOR THE MENTORING INSTITUTE, AS WE MOVE PAST AN IMPORTANT MARKER IN OUR ORGANIZATION'S HISTORY. THE 2018 CONFERENCE WILL BE OUR 11TH ANNUAL CONFERENCE, AND WE ARE PROUD TO SURPASS A DECADE OF HOSTING THE MENTORING CONFERENCE. IN THE PAST TEN YEARS, WE HAVE GROWN OUR COMMUNITY BEYOND STATE, NATIONAL, AND INTERNATIONAL BOUNDARIES TO INTERACT WITH PROFESSIONALS FROM ALL DIFFERENT DISCIPLINES, AND SHARE VALUABLE INSIGHTS ON MENTORING.

The UNM Mentoring Conference is dedicated to contributing to a greater cause, because we believe in thinking big, and achieving what others call impossible. We strive to fostering mentoring bonds which last a lifetime.

2018 Plenary Speakers



Charles Ashley Cultivating Coders

Charles Ashley III is President & Founder of Cultivating Coders, a New Mexico based company that provides technical training and curriculum in web and mobile application development to K-12 schools in tribal, rural and underserved urban areas that lack resources in coding and computer science education. Prior to his current role, Charles was a Marketing & Strategy Consultant for several clients including Harmonix Technologies, VARA Wines and DeVry University. He previously served as Film Liaison & Marketing Manager for Bernalillo County's Economic Development Department in New Mexico and was Manager of Marketing for CNM's STEMulus Center. Charles currently sits on the US Eagle Federal Credit Union Advisory Board and has served on variety of boards such as New Mexico AIDS Services, Albuquerque Youth Basketball League Board and the Mayor of Albuquerque's Deep Dive Council for Arts & Culture.



Marsha Carr University of North Carolina-Wilmington

Dr. Marsha Carr is an award winning educator that serves as Chair of the Educational Leadership department at the University of North Carolina (UNC) Wilmington. During her 35 years of service in private and public education - a decade as a public school superintendent, Carr was bestowed Teacher of the Year Award and recognized by the Maryland House of Delegates as well as received the Maryland Governor's Citation for her work in organizational culture and system transformation - especially districts in distress. In 1994, Carr was honored with the National Milken Family Educator Award, the most coveted educator award. Carr has served as a business consultant over the years to corporations victimized by embezzlement, struggling start-ups, and business innovations. She is the developer of three successful start-ups - her most recent Edu-Tell, LLC, that owns the registered trademark for self-mentoring®. While she also specializes in mentoring and coaching, Carr serves as an international consultant in self-mentoring® a leadership initiative she developed in 2012. From inception, self-mentoring, in a short period of time, is widely used throughout the US and internationally, including Boeing where she introduced self-mentoring in 2017. Highlighting her rapid business success, Carr was the recipient of the 2015 University of North Carolina Wilmington Start-Up Award and was awarded the 2016 North Carolina Coastal Entrepreneur of the Year for professional service.



Lisa Fain Center for Mentoring Excellence

Lisa Fain is Center for Mentoring Excellence's CEO, and an expert in the intersection of cultural competency and mentoring. Her passion for diversity and inclusion work fuels her strong conviction that leveraging differences creates a better workplace and drives better business results. Lisa brings her energy, enthusiasm and engagement to any group, facilitating lively workshops and training and delivering interactive speeches with practical steps that can be implemented right away. As Senior Director of the Diversity and Inclusion at Outerwall, Inc., Lisa spearheaded the development, establishment and implementation of its diversity initiative. Prior to assuming that position, she worked as Outerwall's in-house counsel, coaching leaders and partnering with Human Resources to establish fair and effective policies and practices that would sustain the organization as it grew in size, revenue and renown. For almost a decade, Lisa practiced law in the Chicago office of a major multinational, where she counselled employers on creating inclusive policies and practices. While in that role, she served a Master Trainer, training thousands of employees at a variety of companies, large and small, on how to create a better workplace. Lisa also founded Vista Coaching, a division of Center for Mentoring Excellence, which provides group coaching for professional women looking to design and live their best lives. She graduated with a B.S. in Social Policy from Northwestern University and holds a JD from Northwestern University School of Law. Lisa lives in Seattle, Washington and takes every opportunity possible to enjoy the beautiful Pacific Northwest with her family.



Sandra Harris Lamar University

Sandra Harris has been an educator for over 45 years in public and private schools where she has served as teacher, principal, superintendent and professor. She recently retired as professor from the Center for Doctoral Studies in Educational Leadership at Lamar University in Beaumont, Texas. Her scholarship agenda includes administrator preparation, K-12 peer harassment, mentoring and building relationship-oriented, socially-just school environments. She has published 26 books as author or co-author and over 170 journal articles and book chapters. She is a frequent speaker at schools and regional, state, and national conferences. She has been recipient of the Living Legend Award from the Texas Council of Professors of Educational Administration and also from the National Council of Professors of Educational Administration. Her most recent books include: The Trust Factor, 2nd ed. (2018) (with Combs and Edmonson) and BRAVO Principal: Building Relationships with Actions that Value Others, 2nd ed. (2016).



Nita Singh Kaushal Miss CEO

Nita Singh Kaushal is the Founder of Miss CEO, a company that offers world-class leadership education, mentorship, and career exploration opportunities to empower students and young women and inspire them to become great leaders. Since 2011, Miss CEO has trained thousands of children, young women, and professionals all over the world. Nita is also a Lecturer in the School of Engineering at Stanford University where she teaches undergraduate and graduate students how to develop leadership skills so they can make meaningful contributions in their careers. Prior to Miss CEO, Nita held senior management roles at Yahoo! and Intel, served on the Stanford Women's Community Center Advisory Board, as well as led Yahoo! Women in Tech, a 500+ member organization committed to attracting, developing and retaining more women in technical and executive positions. Nita graduated from Stanford University with a degree in Electrical Engineering and resides in the S.F. Bay Area with her husband and three boys.



Chad Littlefield Co-founder and CEO of We!

As a speaker and professional facilitator, Chad 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. He is also the creator of We! Connect Cards™, which are now being used to create conversations that matter within campuses and companies in over 50 countries around the world and on 6 of the 7 continents. (Free deck if you live in Antarctica.) Chad has the privilege of consulting, coaching, and facilitating within organizations like JetBlue, Starbucks, Penn State, Typeform, United Way, Goodwill, and dozens more. Chad lives in Asheville, NC where he hosts a student, staff, and faculty retreat in social entrepreneurship, innovation, and change-making each year. Feel free to connect with Chad below through his interactive learning letter right here: www.weand.me/ideas

2018 Plenary Speakers



Antoinette Oglethorpe
Antoinette Oglethorpe Ltd.

Antoinette Oglethorpe is a leadership development consultant, coach, speaker, and author. She runs a professional training and coaching company that specialises in developing leaders and leadership teams for fast-growth companies. Antoinette has over 25 years' experience developing leaders for companies like P&G and Accenture. But her passion lies with mid-sized, high tech companies. A defining moment of her career was when she helped start up Avanade, a joint venture between Accenture and Microsoft. Antoinette was employee number 3 in Avanade UK and helped grow the company to 100 employees in its first year and then 40% a year after that. Antoinette is the author of *Grow Your Geeks - A Handbook for Developing Leaders in High-Tech Organisations*. Her philosophy is a simple one. She believes organisations can't develop leaders. They can only help them develop themselves in a way that will support the organisation. So, learning through experience, coaching, mentoring and career conversations should be an integral part of any development strategy.



Ofelia Olivero
Diversity Intramural Workforce Branch

Dr. Ofelia A. Olivero obtained her PhD in cytogenetics in Argentina and subsequently joined the National Cancer Institute (NCI) where she has worked since 1987. Dr. Olivero's pioneer work showed that the nucleoside analog used in the earliest AIDS therapy was a transplacental carcinogen in mice. She is the author and co-author of more than 75 scientific articles, more than 180 submissions to conferences, book chapters and a book. She has been described by peers and mentees as a passionate mentor and researcher, who is able to combine and balance those two critical aspects of an integral scientist. She has been Chair of the Executive Board of the Genetic Toxicology Association, Past President of the Environmental Mutagenesis and Genomics Society, Past President of the Hispanic Organization of Toxicologists, Vice chair of the Association of Women in Science and Councilor of the Society of Toxicology. Dr. Olivero received many awards among those the Leading Diversity Award given by the NCI Director for furthering diversity and equal employment opportunity; a Mentor award from AWIS (Association of Women in Science) because of her commitment to mentoring young minority females, a Mentoring award from the National Cancer Institute in 2016 and a recent "Game-Changer" award from the NIH office of Equality Diversity and Inclusion. She is leading the efforts of NCI to increase diversity in the workforce. She authored the book "Interdisciplinary Mentoring in Science", Elsevier, 2013, and lives in Maryland with her husband and three daughters.

2018 Pre-Conference Workshop Leaders



Bob Garvey
York St. John Business School

Bob Garvey is one of Europe's leading academic practitioners of coaching and mentoring. 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 from the University of Durham in the UK. He is a Fellow of the Royal 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) and Honorary President of Coaching York. 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.



Bruce Birren
Broad Institute

Bruce Birren is Director of the Broad's Genomic Center for Infectious Diseases that studies bacteria, viruses, fungi, parasites, and insect vectors of disease and the interaction of these pathogens with their hosts and the microbiome. Dr. Birren founded the Broad's Diversity Initiative and he launched and oversees an institute-wide mentoring program. He facilitates training workshops for mentors and mentees to increase the effectiveness of these critical professional relationships, with a particular focus on culturally responsive mentoring. He also leads workshops and teaches to develop skills for communicating science and awareness of how aspects of our identities influence success within the culture of science and perpetuate underrepresentation of specific groups in research careers. He is an NRMN Master Facilitator.



Stephanie House
University of Wisconsin-Madison

Stephanie House has been working with the University of Wisconsin-Madison Institute for Clinical and Translational Research (UW ICTR) since December 2009, where she oversees research mentoring initiatives with the Workforce Development Core. This has included the administration of the multi-site randomized controlled trial to test the effectiveness of the clinical and translational research mentor training curriculum, creation of an online mentoring resource, and oversight of ongoing mentor and mentee training efforts. Stephanie is currently the Co-Director of the NRMN Master Facilitators Initiative, a program whose launch she led in 2014. In this role she 'facilitates the Master Facilitators' by providing support and resources, acting as a liaison to host sites, and providing continued opportunities for professional development. She has further led mentor and facilitator trainings nationally herself, in addition to being involved in further research and development of the mentoring training materials. She co-authored two versions of the curricula in the Entering Mentoring Series, Mentor Training for Clinical and Translational Researchers and Mentor Training for Community Engaged Researchers. Stephanie received her MA in Anthropology from the University of Illinois, Urbana-Champaign in 1998. She then worked at the University of Tennessee Social Work Office of Research and Public Service evaluating state welfare reform programs. As a whole, she has worked in a mix of research, teaching, language interpretation and social service provision.

2018 Pre-Conference Workshop Leaders



Tamara Thorpe
Organizational Development Consultant

Tamara is best known as the Millennials Mentor, and is a recognized thought-leader in millennial leadership. She creates engaging leadership trainings for Millennial leaders and entrepreneurs, and helps growing startups build strong management teams. She has mentored and coached professionals from across the globe sharing her expertise in leadership development, understanding difference, and intergenerational collaboration. Tamara is the author of "Youth Learning from the World, Leading in their Community" and has been a guest expert on the top podcasts for Millennial leaders including Moving Millennials and Gen Y Success and on KKOB and KUNM Radio shows. Her leadership and entrepreneurial expertise has been featured by Tech.co and Albuquerque Business Journal. She is a seasoned speaker who has delivered presentations across the globe, and an inspiring TEDxABQ talk, sharing the unique and complex journey of entrepreneurship. 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. She has been designing and delivering life changing programs for both young and seasoned professionals ever since.

2018 Post-Conference Workshop Leader



Laura Lunsford
University of North Carolina-Wilmington

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.

2018 Steering Committee Panel



Dana E. Bible
Sam Houston State University

Dana E. Bible is an Assistant Professor of Business Communication at Sam Houston State University. She is the program sponsor for the Business Learning Community, a subset of the University's Student Success Initiative. Prior to accepting a full-time faculty position, she worked on the administrative side of the University and as an adjunct instructor for almost a decade. Dr. Bible's commitment to serving her students and the academy is evident through her work with the SHSU Leadership/Teamwork Committee, the Faculty Women's Advisory Committee, as well as various steering and selection committees. Dr. Bible has a doctorate in Educational Leadership with a concentration in Higher Education from Sam Houston State University. After earning her bachelor's degree in Business, and an MBA from Sam Houston State University, she pursued a career in the private sector before finding her calling in higher education. It is this winding career path that drives her research agenda, which primarily focuses on developmental networks, leadership, and diversity. In addition to her primary research areas, she also enjoys collaborating with scholars from a variety of disciplines and research areas.



Marsha Carr
University of North Carolina-Wilmington

Dr. Marsha Carr is an award winning educator that serves as Chair of the Educational Leadership department at the University of North Carolina (UNC) Wilmington. During her 35 years of service in private and public education - a decade as a public school superintendent, Carr was bestowed Teacher of the Year Award and recognized by the Maryland House of Delegates as well as received the Maryland Governor's Citation for her work in organizational culture and system transformation - especially districts in distress. In 1994, Carr was honored with the National Milken Family Educator Award, the most coveted educator award. Carr has served as a business consultant over the years to corporations victimized by embezzlement, struggling start-ups, and business innovations. She is the developer of three successful start-ups - her most recent Edu-Tell, LLC, that owns the registered trademark for self-mentoring®. While she also specializes in mentoring and coaching, Carr serves as an international consultant in self-mentoring® a leadership initiative she developed in 2012. From inception, self-mentoring, in a short period of time, is widely used throughout the US and internationally, including Boeing where she introduced self-mentoring in 2017. Highlighting her rapid business success, Carr was the recipient of the 2015 University of North Carolina Wilmington Start-Up Award and was awarded the 2016 North Carolina Coastal Entrepreneur of the Year for professional service.



Regina Dixon-Reeves
University of Chicago

Dr. Regina Dixon-Reeves is the Assistant Vice-Provost for Diversity and Inclusion at the University of Chicago. In this role, she provides leadership for diversity and inclusion programs, initiatives, and strategic planning across the University. Previously, she served as the Executive Director of Diversity and Inclusion at the University of Chicago Medicine and Biological Sciences. Three of her strongest skillsets are fundraising, faculty development and program development. Dr. Reeves is a past president (2009-2010) and current treasurer of the Association of Black Sociologists and served as chair of the Professional Development Committee for that organization for 16 years. She is a member of the editorial board of Issues in Race & Society: An Interdisciplinary Global Journal and chair of the Minority Scholars Committee of the Midwest Sociological Society. Dr. Reeves was recently selected as a fellow in the inaugural cohort of Aspiring Leaders for Minority Serving Institutions at the University of Pennsylvania, Graduate School of Education, Center for Minority Serving Institutions. Dr. Reeves has a doctorate in Sociology with a concentration in Higher Education from the University of Chicago. Her areas of expertise include mentoring of early career faculty and graduate students, strategies that increase academic productivity, and student support programs that increase college retention of first generation students. She has a bachelor's degree in Journalism from Marquette University and MA and PhD in Sociology from the University of Chicago.

SAVE THE DATE!

2019 Mentoring Conference TOWARDS THE SCIENCE OF MENTORING

Monday, October 21st - Friday, October 25th

Call for Proposals Release:

March 15, 2019

Submission Deadline:

May 15, 2019

Accepted Proposal Notification:

May 30, 2019

Paper Submission Due:

June 30, 2019

Peer Reviewed Paper Submission Returned:

July 30, 2019

Final Paper Submission Due:

August 30, 2019



MONDAY, October 22, 2018

Pre-Conference Workshops

8:00-11:00 am • Lunch Break (12:00-1:00 pm • Ballroom C) • 2:00-5:00 pm

The Coaching and Mentoring Way in Mentoring and Leadership

Bob Garvey • York St. John Business School

Acoma A&B

Change and innovation are central to organizational progress but, some models of mentoring and leadership expect that you will be a hero, be perfect, and be able to change your attitudes and behaviours to suit the moment or simply transform people into super men or women with peak performance – overnight! Most of us know that it just ain't like that because we live it daily. Mentoring and leadership are key to achieving change and innovation. Mentoring and leadership are about both the future and the present. They are ways of life and not models to be adopted! Rooted in the humanistic discourse, the coaching and mentoring way is about taking people seriously; involving people; enabling participation and autonomy; listening and sharing; valuing difference in its many forms. The coaching and mentoring way offers an opportunity for change and innovation in performance, thinking and behaviour. It is a celebration of what it is to be human. In this workshop I will help participants to explore the key skills and processes that underpin the concept of the 'coaching and mentoring way in leadership' and consider ways in which these can enhance and develop existing programmes. The main approach to running the Workshop is participative and practical it is underpinned by the most up-to-date research on mentoring, coaching and leadership. Reference is constantly made to 'real' situations and it will be run in the 'coaching and mentoring way'. Participants are encouraged to draw on their own experiences and relate this to the workshop activity. Personal action planning is positively encouraged and supported.

Effective Mentoring

Bruce Birren - Broad Institute • Stephanie House - University of Wisconsin-Madison

Fiesta A&B

Effective mentoring is integral for academic persistence, productivity, and success. Despite this fact, researchers are often left to their own devices to learn how to mentor through trial and error. To address this need, the National Research Mentoring Network (NRMN) provides evidence-based training that provides mentors with a framework for guiding their research mentoring relationships, introduction to best practices in mentoring, and links to mentorship resources for themselves and their mentees. Through case studies, activities and small-group discussions, these workshops aim to accelerate the acquisition of the mentoring skills and insights needed to cultivate effective mentee-mentor relationships. In this 6-hour workshop for faculty mentors of undergraduates, NRMN Master Facilitators will focus on the key mentoring competencies that support successful mentoring relationships, such as maintaining effective communication, aligning expectations, addressing equity and inclusion, fostering independence and promoting professional development and productivity. Participants across diverse academic career stages and disciplines will learn new approaches from each other as they work through mentoring challenges, reflect upon their mentoring experiences, and refine their individual mentoring style. The curricula upon which the workshop is based also provides concrete tools and strategies mentors can incorporate into their practice and extrapolate to their own context. Through this process, participants are expected to gain confidence in proactively working with students from diverse backgrounds.

How To Mentor, Coach, and Lead An Age Diverse Workforce and Multi-generational Teams

Tamara Thorpe • Organizational Development Consultant

Santa Ana A&B

As a result of the Great Recession, corporate mergers, and business growth, organizations today are becoming increasingly age diverse. Organizations can have up to five generations in the workplace, from Traditionalists (or the Silent Generation) who were born between 1925 and 1945 to Generation Z who were born in the mid-1990s and later. It is reported that by 2030, there will be 70 million older people remaining in the workforce, which is double the number in 1996. This level of age diversity is a new phenomenon that requires more innovative and entrepreneurial approaches to mentoring, coaching, and leadership. For businesses to maintain their competitive edge, it is essential to build a workforce that accepts all age groups and fosters a culture that supports intergenerational collaboration. AARP.org recently found that 64% of workers have seen or experienced age discrimination in the workplace and in additional research 58% of executives report that their organizations are under-prepared to provide programs for younger, older, and multi-generation workforces. Mentors, coaches, and leadership must be prepared to build age inclusive workforces and successful and collaborative multi-generational teams to foster innovation and entrepreneurship. Over the course of this intensive 6-hour workshop, participants will learn: Strategies to manage and challenge age bias; The meaning and impact of generational competence; The characteristics that differentiate each generation; How to bridge generational differences, and build on the commonalities; Best practices in intergenerational mentoring, coaching, and leadership; and Innovative approaches to age inclusive organizational cultures. Participants will be more prepared to mentor, coach, and lead an age diverse workforce and multi-generational teams.

MONDAY, October 22, 2018**Plenary Sessions***11:00-11:45 am • Lunch Break (12-1 pm • Ballroom C) • 1:00-1:45 pm***Unraveling Mentoring through Ten Years of Research and Practice*****Nora Dominguez • The UNM Mentoring Institute****Ballroom B*

In this session, Dr. Domínguez will delve into the findings, themes, and frameworks revealed through her mentoring practice in higher education, and the theoretical models and case studies presented in the last ten mentoring conferences hosted at the University of New Mexico. This presentation will focus on identifying insights, advances, and myths in the research and practice of mentoring in higher education, its relationship with other developmental endeavors, and the most common questions related to training and evaluation of mentoring relationships and programs.

*11:00 am - 11:45 am***Lunch Break • 12:00 - 12:45 pm • Ballroom C**
**Growth Culture: How to Develop Innovative, Entrepreneurial
Leaders Through Mentoring and Empowerment**
Antoinette Oglethorpe • Antoinette Oglethorpe Ltd.*Ballroom B*

Employee engagement and organisation culture are so intertwined that it is difficult to mention one without the other. And professional growth and development is the glue that binds the two together. If an organisation wants to develop innovative, entrepreneurial leaders, the culture needs to support their professional growth. In this session, we'll explore what you can do to cultivate a culture of mentoring and empowerment that supports growth, development and innovation. As a result of this session you will:

- 1. Understand what we mean by culture and the environmental/contextual enablers and barriers in coaching entrepreneurs?*
- 2. Discover the five fundamental factors for a culture of growth and development and effective practices to create it.*
- 3. Define the role, characteristics and needs of an entrepreneur as a coachee.*
- 4. Describe the leader/mentor/coach competencies to better satisfy the needs of an entrepreneur and know how to develop them.*
- 5. Know how to better manage and support developmental relationships and networks for entrepreneurship and innovation.*
- 6. Consider how measure the impact of coaching on entrepreneurship and innovation.*

1:00 pm - 1:45 pm

Tuesday, October 23, 2018

Plenary Sessions

11-11:45 am • Lunch Break • 1-1:45 pm & 2-2:45 pm

Leadership Skills for Women in the Workplace: How to Aim High and Achieve Impact

Nita Singh Kaushal • Miss CEO

Ballroom A&B

In today's workplace, women are underrepresented in many key fields and positions. Studies show that women hold just 20 percent of board seats and make up only 4.6 percent of S&P 500 CEOs. And an astounding 56 percent of women in technology leave the industry within ten years, largely because they face an inhospitable work culture or lack support. This session is designed to help women develop a highly actionable and practical leadership toolkit that lets them strategically reengage with their careers and achieve long-term professional growth and satisfaction. Specifically, attendees will cultivate a proactive and authentic leadership style by learning how to negotiate effectively, showcase their performance, advocate for themselves, and build strong relationships with key people across their organizations. In addition, attendees will discover how to leverage their individual strengths so they can serve as change-makers and positively influence their teams and their overall work environment.

11:00 am - 11:45 am

Lunch Break • 12:00 - 12:45 pm • Ballroom C

The Innovative Mentor

Ofelia Olivero • Diversity Intramural Workforce Branch

Ballroom A&B

Innovation is a critical component of today's business enterprise. Innovative thinkers should be empowered by innovative mentors. Facilitating the reshaping of traditional mentor into the new innovative one implies enabling them to perform a deep self-assessment, to connect with themselves and find their real wishes and motivations with regard to mentoring. The discovery of the inner mentor or the mentor within is one critical step to develop as a full innovative mentor. Recognizing that we live in a very changing environment and in a new and multidimensional space would empower us to revisit our conceptual definition of mentoring to the transformative idea that mentoring is the engine behind discovery and innovation. A mentored individual is the one empowered to take creativity to the next level, to dream, to be free and to generate ideas and contribute in a dimension that is beyond reality. The following tools and strategies will be described in detail and are the basis of the definition of the innovative mentor: 1) Introspection, 2) Development of flexibility, 3) Active listening, 4) Communication, 5) Open to learn. These tools and strategies will help uncover the inner mentor in each of us and generate a culture of innovative mentoring that transcends the individual and extends beyond the one on one interaction.

1:00 pm - 1:45 pm

Innovative Mentoring for Student Success through Transformational Leadership Principles

Sandra Harris • Lamar University

Ballroom A&B

Research studies have affirmed that transformational leaders are able to establish professional relationships with faculty, staff, students, and the larger community which contribute to a positive school culture. These leaders who incorporate transformational leadership principles have the potential to transform schools into places where students are more likely to be successful. The foundational principles of transformational leadership incorporate four primary areas of focus: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Thus, in practice, transformational leaders focus on setting direction, communicating powerfully, creatively redesigning the organization and developing people. Drawing from the successful implementation of transformational leadership skills to build positive school cultures, this session extends those guidelines to support mentoring steps that incorporate the four principles of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Specific ideas and strategies are provided for leaders to implement the principles of transformational leadership to develop sustainable mentoring programs. This session provides a mentoring framework that should be of value to those seeking to create, implement, and evaluate innovative mentoring programs to transform schools to places of success for all students. In each of us and generate a culture of innovative mentoring that transcends the individual and extends beyond the one on one interaction.

2:00 pm - 2:45 pm

Tuesday, October 23, 2018

Morning Concurrent Sessions

CONCURRENT SESSIONS • 9:00 - 9:45 AM

Arciero-Pino, A. & Knaust, H.

University of Texas - El Paso

Acoma A

1. Bridge to the Doctorate Seminar Series: Coaching the Next Generation of STEM Professionals

Since 2003, the University of Texas System Louis Stokes Alliance for Minority Participation (UT LSAMP) Bridge to the Doctorate (BD) project has been supporting students with the overarching goal of providing a pathway to increase the number of historically underrepresented minorities (URM) who complete doctoral degrees in STEM disciplines. To that end, a cohort of 12 STEM doctoral students is selected for each award cycle and supported for two, consecutive years. During that time, the students participate in the BD Seminar Series where they learn crucial skills that assist them in achieving their academic goals and in considering the best career path following graduation. The UT LSAMP BD Principal Investigator and Associate Director act as the primary coaches. Guest speakers who are experts in various topics essential to doctoral student success act as secondary coaches and are resources to the students as they persist in their doctoral experience. This paper will discuss the coaches/coachees relationship during the BD Seminar Series. Discussion will include the selection of relevant topics, guest speakers, and activities. Statistics on student success will be provided as well as student testimonies reflecting on the seminar series.

Lim, N.

University of Arizona

Acoma B

2. From Researcher to Entrepreneur: How to Lead Faculty to Innovation and Entrepreneurship

Faculty of universities have a professional requirement to produce peer-reviewed research. They devote their lives, first as students, then as candidates, and finally as doctorate holders, to the development of the knowledge, skills, and abilities that will enable them to produce distinguished research in their chosen field. This intense academic path has no inherent emphasis on the transformation of faculty research into commercial products and services. Given this professional structure, how do researchers transform their work into intellectual property for the commercial world? The answer: university technology transfer offices (TTO), whose mission is to license research and to launch startups with faculty participation. Technology transfer offices can transform researchers into academic innovators and entrepreneurs. Utilizing the case study method and based upon experiences at a Tier 1 research university, the University of Arizona, this paper describes a proven and successful system of mentoring, coaching, and guiding academic researchers from the world of primary research to the ecosystem of innovation and entrepreneurship.

Barrera, I. & Kramer, L.

University of New Mexico & National University

Alumni

3. Authentic and Creative Leadership: From Transactional to Transformational Mentoring

Complexity and ambiguity are playing an increasing role in the world around us. Literature on leadership has responded to these phenomena by addressing the distinction between transactional leadership, designed to work within and indeed perpetuate existing organizational cultures, and transformational leadership, designed to shift perceptions, change expectations and aspirations, and articulate innovative visions (Burns, 1978). This distinction has yet to be fully addressed in relation to mentoring, even when targeting leadership. Literature on mentoring still focuses largely on a transactional model that emphasizes the transmission of skills and knowledge (e.g., Howley & Trube, 2015). While such transmission remains important, we believe it is insufficient to meet the challenges posed by the complexity and ambiguity that now characterize many professional environments. And so, the question addressed by this presentation is: what might a transformational model of mentoring look like? Based on the literature and our experience mentoring teachers we believe that such a model should explicitly foster and support the creation and realization of innovative solutions in the face of structurally complex and ambiguous situations through two critical elements: intentional dispositions and what Gray (2016) terms "liminal thinking," defined as "the art of creating change by understanding, shaping and reframing beliefs" (p. xxiii). Presenters will first discuss the rationale and content of their proposed transactional mentoring model and will then use an interactive format to engage participants in exploring the application of such a model. Examples and hypothetical scenarios will be used to further clarify content.

McEvoy, A.

State University of New York - Oswego

Fiesta

4. Developing the Mentor/Mentee Relationship Through Inquiry Focused on Student Learning

At the core of ongoing teacher residency placements in Syracuse City School District, SUNY Oswego has developed a network of mentor teachers and teacher candidates engaged in professional development across the residency year. Professional development is delivered within a framework of shared understandings around mentoring and co-teaching established at the beginning of and reinforced throughout the residency experience, as recommended by Lipton and Wellman (2003). Supported by multiple stakeholders, including SUNY Oswego, SCSD Office of Professional Development, Syracuse Teachers Association, Syracuse Teacher Center, and building-level administration, mentor teachers and teacher candidates work within this framework of understandings to engage in student-focused, collaborative, instructional problem solving. In this way, mentor teachers and teacher candidates operate within identified roles and practices to maintain collaboration focused on P-12 student learning as the nexus of the mentor/mentee relationship. Modeled on SUNY Oswego's Project SMART (Student-Centered, Multicultural, Active, Real-World Teaching) approach to professional development activities, mentors and candidates participate in school-based study groups, develop and pilot inquiry projects informed by their learning in the study groups, and collect data on student learning to assess the impact of their teaching. This work is supported by SUNY Oswego faculty coaching mentors and candidates throughout the residency experience.

Veas, G. & Veas, K.

Ashland Theological Seminary, One Protégé

Isleta

5. Chief Mentoring Officer: How Institutions Can Embed Administrative Leadership and Structure

With the advent of positions within academia, the corporate context, or government such as the Chief Diversity Officer and the Chief Learning Officer, organizations are addressing the need to provide senior-level administrative support and structure to implement comprehensive strategic plans which will enable institutions to meet the expectations of their stakeholders. In light of this, the Chief Mentorship Officer or CMO is a welcomed addition to the C-Suite's executive leadership team alongside the Chief Executive Officer, in order to provide structure and direction for how mentors and protégés interact in a collaborative learning environment to increase effectiveness. At the core of this type of specialized position is a strategic investment in the development, implementation, and assessment of mentoring initiatives which will translate into employee recruitment, retention, and performance. As mentoring champion, the Chief Mentoring Officer provides a voice to an ongoing narrative which highlights the necessity of leaders to continue to mentor others, as well as be mentored themselves. By exploring the origins, developments, and best practices of other C-Suite positions that are centered in training, as well as how to hire an inaugural Chief Mentorship Officer, with an emphasis on crafting a dynamic job description.

Veas, G. & Veas, K.

Ashland Theological Seminary, One Protégé

Luminaria

6. Understanding How Educator Fred Rogers Mentored A Generation Through Public Television

Influential mentors from the past offer a wealth of experience and wisdom to draw from in order to analyze how they shaped the protégés they interacted with. One of the most significant mentors who employed mass media to creatively mentor generations of children and adults over the course of three decades was Fred Rogers. Beginning in 1968, he was a forerunner in educational technology, through the medium of public television with his show Mr. Rogers' Neighborhood (MRN). Through the extensive use of source materials, such as the entire show run of MRN and biographies on Rogers, Veas' Straight A's of Mentoring (2016) will be used to analyze how Rogers leveraged mass media as a public educator. More specifically, this will be addressed by delving into the various roles he occupied in his lifetime such as host, writer, producer, songwriter, interviewer, and puppeteer. Mentors today will be walked through how they can incorporate their own core values, insights, and lessons into their own repertoire in order to help people better understand the world around them and how to thrive in turbulent times, just as Rogers modeled in each MRN episode.

Kearns, C. & Singel, D.

Montana State University

Sandia

7. Taking Success to Scale: The Value of Student-to-Student Developmental Relationships

Peer mentoring has been usefully conceptualized as a non-hierarchical developmental relationship, often within the field of business organizational practices. Entrepreneurship is a model even more deeply embedded in the context of contemporary business models and has sometimes been described as an innovative mindset characterized by its willingness to take path-breaking risks to produce economic value. Montana State University (MSU) is blending both models to work at the intersection of learning and development in order to create educational value for mentors, mentees, and the university. The project is called the Sophomore Surge. Now entering

the second year of this pilot, and working with some 1,200 incoming students and some 70 peer mentors, the Sophomore Surge is designed as one of the campus's high impact, equity-minded practices for increasing first-to-second year retention rates. This paper examines how blending developmental relationships with an entrepreneurial mindset provides a cost-effective way to take student success to scale. The Search Institute has identified five elements constituting the framework of developmental relationships. Relationships in this model: (a) express care, (b) provide support, (c) challenge growth, (d) share power, and (e) expand possibilities. Adapting this five-fold approach to the context of a first-year academic seminar, peer mentors work to position their mentees as educational entrepreneurs responsible for playing a generative role in crafting the unique value represented by their individual curricular and co-curricular educational choices.

Scigliano, D. & Dellapenna, A.

Duquesne University & McKeesport Area School District

Santa Ana A

8. Peer Coaching, Self-efficacy, and Teacher Learning

In this paper, the positive impact of a peer coaching model on teacher self-efficacy and teacher learning will be shared. We will discuss the exciting insights gathered about teacher self-efficacy and collective efficacy using peer coaching as a model for professional learning gained from an original research study conducted in 2017. The study demonstrated the need to support teachers' professional learning and empower them to take more ownership of their professional growth. Peer coaching's effect on teacher self-efficacy was noted to create an increasing desire to engage in professional learning. This increase in teacher self-efficacy was evident as teachers persisted despite obstacles or setbacks to pursue their learning agendas. Ongoing implementation of peer coaching will be shared along with lessons learned on creating a robust learning environment using peer coaching. In this session, you will see the real-life benefits of peer coaching to enhance self-efficacy and to build a lasting model for professional learning.

Sood, A. & Wilson, B.

University of New Mexico

Santa Ana B

9. Medicine Faculty Consider Mentoring as the Critical Issue for Development and Retention

Almost 60% of junior faculty at academic medical institutions leave within ten years of hire. Specific reasons for the high rate of attrition are poorly understood. This study aims to identify and analyze factors associated with School of Medicine (SOM) faculty development and retention. A cross-sectional survey of 319 faculty exiting the University of New Mexico SOM was performed during 2009-2017. Self-reported critical issues in faculty development and retention identified the primary outcome. Secondary outcomes included characterization of mentoring and reasons for leaving. Faculty subgroups were analyzed based on sex, under-represented minority (URM) status, and physician status. Quantitative analysis used Chi-square and Fisher exact tests, and qualitative analysis identified themes. Faculty, including all subgroups, most frequently cited greater mentoring as the critical issue for development and retention. Of all participants, 62% rated mentoring advice by senior colleagues as 'helpful/very helpful'; 40% participants rated mentoring advice by the department chair as 'good/excellent.' Most participants cited personal/family matters as their primary reason to leave, more so by physician versus non-physician faculty ($p < 0.001$). Non-physician faculty more commonly cited 'not achieving tenure' as a reason to leave than physician faculty ($p < 0.001$). Qualitative themes reflected those listed in the quantitative results and expanded on close-ended survey answers. More mentoring, especially by senior colleagues, is the most frequently cited critical issue in faculty development and retention by exiting SOM faculty, and needs to be supported institutionally.

Hurley-Hanson, A. & Giannantonio, C.

Chapman University

Scholars

10. Autism in the Workplace: The Role of Leadership and Mentoring

Over the next decade close to half a million people with Autism Spectrum Disorder (ASD) will reach adulthood and will attempt to transition into the world of work (CDC, 2016). There is a need for research to explore how individuals with ASD can have successful careers and the role that mentoring may play as their careers unfold. Current theories of the role of developmental relationships may need to be reexamined to include employees with ASD. Mentoring may play a large role in the successful transition of individuals with ASD into the workforce. However, traditional mentoring models may not be effective if individuals with autism are not able to pick up the messages being sent to them by potential mentors. While many workplaces will employ job coaches for individuals with ASD, these coaches will solely be focused on the steps needed to perform required tasks. They may not focus on mentoring career functions such as sponsorship, exposure and visibility, coaching, protection, and challenging assignments, nor the psycho-social functions of role modeling, acceptance and confirmation, counseling and friendship. Researchers must ask whether current theories of mentoring are broad enough to be applicable to the work experiences of individuals with ASD. Impairments in social interaction and communication may require managers to develop even more individualized ways of communicating and forming relationships with employees with ASD. Mentoring may play an important role in ensuring that individuals with ASD have successful career experiences.

Trube, M.

Walden University

Spirit Trailblazer

11. Mentoring to Foster and Support Teacher-Leadership Identities in Educators

Findings from an exploratory qualitative case study designed to gain a deeper understanding of the effectiveness of mentoring in fostering early childhood teacher-leadership identities and skills are presented. Early-childhood inservice, preservice, and university educators within a partnership among four elementary schools, an education service district, and an early childhood teacher preparation program participated in this study. Effects of mentoring on teacher-leadership identity and skill development for early childhood inservice and preservice teachers and paraprofessionals are discussed in terms of current research. Key words: mentoring, teacher leader, teacher leadership identities, transformational leadership

Bluth, S.

Sam Houston State University

Thunderbird

12. Mentoring as an Act of Innovation

Viewing mentoring as an act of innovation meets the needs of both the mentor and the mentee. Innovative mentoring must not just consider the cultural background of the student but be deliberate in satisfying a specific need. Theoretically both the mentor and mentee benefit from the mutual relationship but mentors are much more likely to stay in the mentoring relationship if they can see measured action and growth. What if everyone thought of mentoring as a deliberate act of fostering imagination and initiative in the mentor and our mentees, creating change agents in our fields, and deriving superior or different values from the mutual relationships. This session will look at the process of promoting creativity and strategizing innovation in mentor training programs. This session will focus on the "Why" of mentoring, looking at strategies for developing a culture of ideas, learning, and growth in both the mentor and mentee. When looking at the necessity of productive failure to the development of big ideas as well as the key components of communication and collaboration for the success of innovation, this session will provide a framework for outlining long-term goals for mentoring relationships. The session will also look at setting up formal courses teaching systematic methods of mentoring as more than just pipeline development but rather mentoring as a competency similar to leadership or ethics.

CONCURRENT SESSIONS • 10:00 - 10:45 AM

Lindsey, M.

Southwest Environmental Health Sciences Center

Acoma A

13. Multiple Mentors for Developmental Relationships

The KEYS Internship Program is an innovative opportunity that has mentored diverse and motivated high school students in bioscience research since 2007. It inspires them to pursue their passion for research while exploring academic, professional, and personal goals. Interns receive training and participate in real-world research experiences with support and guidance from University of Arizona faculty members, graduate students, near-peers, staff members and directors. They explore cutting edge science, taking initiative and calculated risks in their roles as new scientists. They also develop and refine business and communication skills to become future leaders and entrepreneurs. To close the program, interns present what they have learned and experienced at a public research showcase. To date 427 students have completed the program. Program relationships are developmental with mentors expressing care, challenging growth, providing support toward goal achievement, and sharing responsibility and connections to expand possibilities. The activities spark intellectual and creative curiosity, challenging interns beyond anything they have experienced. We have found that mentorships are essential to intern success. They rely on different mentors at different stages of the program. Relationships extend beyond the summer as these students pursue further research opportunities, career guidance, and employment. Alumni can become near-peer mentors who coach interns at all stages of the program. Program graduates, who pursue opportunities in research laboratories, volunteer to mentor new lab members and program interns, believing in the importance of giving back to the program. For graduate students, serving as lab mentors is a great way to practice leadership.

Hammer, J. & Rackley, R.

Texas A&M University

Acoma B

14. Mentoring Graduate Students in a Teaching Role

Good mentoring helps all students learn more successfully, and that is the University's core business (University of Washington). In large research universities, this level of commitment, while an enviable goal, is nearly impossible to achieve. Serving as mentor is not included in the job description and does not contribute to funding or research. Many of the benefits to the instructor are intangible, meaning they do not result in a new line on your CV (VanMouwverik, 2017). Bellows and Perry, (2005) found that graduate students who develop positive mentoring relationships with faculty mentors are more likely to: receive financial support for their graduate studies in the form of assistantships, scholarships, or fellowships; exhibit greater productivity in research activity, conference

presentations, pre-doctoral publications, instructional development, and grant writing; experience a higher degree of success in persisting in graduate school, achieving shorter time to degree, and performing better in academic coursework. This paper will explore the implementation of a mentoring program for graduate students who are serving in a teaching role at a large research university. Historically, this program has assigned the students' graduate advisor to serve as a mentor. Although some mentoring and advising activities are similar, not all mentors are advisers and not all advisers are mentors; there are distinct differences. (University of Washington) Advising focuses on the activities, requirements, and attainment of satisfactory progress through the steps needed to achieve a graduate degree. Mentoring focuses on the human relationships, commitments and resources that help graduate students find success and fulfillment in their academic and professional pursuits. (University of Nebraska, Graduate Mentoring Guidebook).

Stelter, R. & Kupersmidt, J.

Innovation Research & Training

Alumni

15. Cultivating the Quality of Mentoring Program Practices

In response to the demand for the implementation of quality mentoring program practices, researchers and practitioners in the field of mentoring developed the Elements of Effective Practice for Mentoring (MENTOR, 2015), a set of national standards characterized by evidence- and safety- based benchmarks and promising program enhancements. Recent research has demonstrated that implementation of EEPM practices is associated with longer mentoring relationships (Kupersmidt, et al., 2017; Stelter, et al., 2018). Thus, the EEPM has value for creating and sustaining mentoring relationships. The adoption of the EEPM has been significant for the mentoring field as a formal tool to assess programs' policies and procedures in a consistent way. The Elements Quality Improvement Process (EQUIP) was developed to support mentoring programs in improving the implementation quality of their practices. EQUIP utilizes a web-based software application that allows mentoring programs to self-assess their alignment to the EEPM standards. The goal of the EQUIP process is to help programs review and grow their practices with the intention of producing longer, stronger relationships between the mentors and mentees they serve. In this presentation, we discuss the results of a three-stage evaluation of EQUIP, which included focus groups, one-to-one evaluations of the usability of EQUIP, and a study to assess how the EQUIP system helps grow program staff members' knowledge of evidence-based and safety-related practices as well as quality improvement planning. We will share case studies of mentoring programs that have successfully used EQUIP to assess and improve their mentoring program practices.

Bavonese, J.

Jacksonville State University

Fiesta

16. Co-Teaching and Collaboration: A Mentor Model for Teacher Preparation

Each year newly certified teachers enter the profession with dreams of changing lives, improving society, and making a difference. Unfortunately, such enthusiasm for the job is often met with challenges that can be difficult to overcome. Approximately 40%-50% of new teachers feel isolated, unsuccessful, and leave the profession in their first five years in the field. This high rate of attrition is often tied to low salaries, sparse supplies, lack of autonomy, toxic work environments, negative perceptions of the profession, student misbehavior, and parental apathy. In the face of these types of societal issues and a feeling that they cannot do the job at hand, many teachers leave the profession and never look back. These same issues hamper teacher education recruitment, therefore creating a shrinking pool of potential educators. As a result of attrition and low recruitment for teacher education, a social justice dilemma has been created: how can prospective teachers be equipped with the means to teach all children and prevail in the challenging classroom environment of the 21st Century? Teacher preparation is a complex system that integrates content knowledge with teaching strategies, ethics, and the psychological foundations of learning. As teacher candidates matriculate through their programs, there are mentoring opportunities available that can shore up belief systems and lead to a strengthened sense of efficacy. Co-teaching, when coupled with intentional mentoring and relationship building, can shape teacher candidates' knowledge, skillsets, and relationships in ways that help combat the challenges of education as a profession.

Benson, G.

University of Nebraska - Kearney

Isleta

17. Launching an SCM Center: An Innovative, Entrepreneurial, and Collaborative Idea

In today's competitive global environment, post-secondary academic programs must find ways to adapt program curriculum and delivery to meet the educational expectations of students and meet the talent needs of employers. In a study focused on the today's supply chain management (SCM) talent gap, Gyimah (2017) noted that companies preferred students to have more developed "soft skills" over "hard skills" and that "Educators need to help students develop those soft skills within their curriculum to give students the best chances possible in supply chain companies when they graduate" (p. 94). One of the primary goals of the SCM program at the University of Nebraska at Kearney (UNK) is to prepare undergraduate students for SCM career success through the incorporation of "soft skill" learning opportunities. In its effort to do so, the SCM program at UNK established an on-campus SCM Center (hereafter-called Center) in 2016. The objective of the Center is to enhance SCM students' hard and soft skill preparation for dealing with "real-world" SCM challenges through the combination of SCM faculty mentoring of participating students, and the students' hands-on application of classroom lessons learned. This objective is accomplished through a collaborative effort involving SCM faculty, businesses, and students working together through the Center. Service agreements are entered by participating companies and UNK to employ SCM students during the school year at the Center to carry out SCM-related work responsibilities identified by the participating company.

Halko, G.

West Chester University

Luminaria

18. The Startup Nobody Saw: Entrepreneurship and Developmental Relationships in Scholarly Publishing

In 2016, seven activist scholars met to discuss issues of underrepresentation and erasure in youth literature. Out of that conversation came a new online, peer-reviewed journal, Research on Diversity in Youth Literature (RDYL). Though the RDYL editors did not immediately recognize it, RDYL fits the model of a classic startup. The RDYL team: 1) identified a need, in this case a new space for scholarly publishing about diversity in literature; 2) responded by designing a product to meet that need; 3) used community and mentoring as key parts of the 18-month developmental process; and 4) collaborated with a larger community that included administration, tech support, scholars from multiple disciplines, and consultants from outside of academia, to creatively extend and use their limited resources. In this presentation, I'll address these central questions: * How did we envision RDYL as a solution to the problem of underrepresentation in scholarship? * How did we execute the key decisions to move RDYL forward at each stage? * How will we measure outcomes and determine success? * How did we employ key principles of mentoring/developmental relationships to create both RDYL and a diverse group of stakeholders invested in its success? Attendees will gain a better understanding of how staples of both startups and mentoring for developmental relationships were foundational in the creation of RDYL. They may join the discussion about the ways in which scholarly work in the humanities can effectively join with entrepreneurial strategies to fulfill a need.

Even, S. & Noelliste, E.

Indiana University & University of Northern Colorado

Sandia

19. A Performative Approach to Teacher Education: Inspiration, Innovation, and Independence

"Developmental relationships vary significantly in their diversity and intensity. The literature indicates that individuals should seek to participate in multiple developmental relationships, with different types of networks and different developmental outcomes." (Rock & Garavan, 2006, p. 349). Rock and Garavan propose four typologies that will be discussed in this paper: 1) organizational navigator, 2) sponsor of development, 3) grandparent, and 4) friend. The German language teacher training program at Indiana University features those types in varying constellations. In this program, doctoral students teach the undergraduate language classes under the supervision of a language coordinator. The program is unusual in terms of pedagogical preparation, mentoring style, support of innovative ideas, democratic decision-making, and a performative approach to teaching and learning. We will show that performative teacher training is in line with research in developmental relationships with regards to encouragement, challenge, reflection, empowerment, respect, and inspiration. We argue that such an approach supports the development of leadership and enhances creativity, collaboration, independence, and improvisational skills. We suggest that the flexible implementation of different relationship styles is one of the reasons for the success of this program, ultimately contributing to the creation of entrepreneurial mindsets.

O'Donnell, K.

Our Lady of the Lake University

Santa Ana A

20. Exploring Innovative Processes in Mentoring: Mindful Mentoring in Schools

A mentoring relationship, where an experienced individual advises someone who is less experienced, can be powerful and transforming. New and innovative approaches such as mindfulness-based stress reduction practices may be useful when engaging in the mentoring process with highly stressed children in the K-12 setting. School psychology trainees can serve as ideal mentors in establishing successful developmental relationships. Mindfulness refers to maintaining a moment-by-moment awareness of thoughts, emotions, body sensations and surrounding environments (Mindfulschools, 2017). Mindfulness practices have been used with young children to help them focus and understand what it means to engage in attentive behaviors (Liehr & Diaz, 2010). In an effort to examine the innovative use of mindfulness-based stress reduction practices in enhancing the mentoring process, school psychology graduate students were trained in conducting mindfulness practices. This presentation will focus on a program analysis of a mindfulness training program offered through Mindful Schools and the implementation of the practice during mentoring activities. Mindful Schools offers a six-week self-paced online class that teaches individuals the basics of mindful practice, how to work with thinking and emotions that arise from practice, and the role mindfulness plays in communication and interaction. As part of this program analysis, graduate students enrolled in a school psychology master's program participated in a six-week self-paced program. This paper will discuss mindfulness as a practice during mentoring to encompass an evaluation of the online training program, activities, techniques and student experiences when working with a diverse elementary school population.

Hudson-McKinney, M.

Western University of Health Sciences

Santa Ana B

21. Inter-Professional Durable Medical Equipment Mentorship Training for Pharmacy Students

Development of a hands-on workshop encompassing inter-professional mentorship training between pharmacy students' and physical therapy students' using active learning strategies promotes communication and collaboration training and knowledge of fit and safe use of durable medical equipment to enhance patient safety. In order to assess the feasibility and effectiveness of this educational strategy, aims were to: (1) facilitate learning of how to appropriately fit patients with durable medical equipment; (2) assess patient safety and use of the device; and (3) enhance attitudes toward inter-professional practice. This study was designed to assess a novel active learning strategy using multiple small group interactive labs that were led by second year doctor of physical therapy student's to promote improved educational outcomes, thus increasing pharmacy students' knowledge of safe and effective durable medical equipment options and use, improving efficacy in providing pharmacy services to the public. Subjects included first year pharmacy students enrolled in PHRM 5112 Foundations of Pharmacy Practice and Self-Care Therapeutics. This was an IRB-approved study and constituted a convenience sample of 113 pharmacy students. Subjects completed a pre-test prior to the four-hour inter-professional interactive lab session, followed by a post-test and questionnaire. The mean score of the pre-test was 6.6 points, whereas the mean score of the post test was 10.1 points. The students reported the inter-professional interactive lab sessions improved their communication and collaboration skills, as well as understanding of how to fit and train future patients in the use of various pieces of durable medical equipment (Strongly Agree n=89; Agree n=21; Disagree n=2; Strongly Disagree n=1). In conclusion, the interactive lab sessions afforded the students an opportunity to develop inter-professional communication and collaboration skills and knowledge and understanding of durable.

Loop, J. & Penziul, C.

Ithaca College

Scholars

22. Mentoring Gone Awry: When Good Intentions Become Bad Experiences

Current research in the field of faculty-to-faculty mentorship focuses most popularly on the implementation, assessment, and evaluation of programs, either new or existing. One often overlooked area is the correction of failed mentorship at the new faculty level. Looking at three years of new faculty hires at Ithaca College, a private liberal arts college in Upstate New York, the researchers have outlined ways mentorships have failed to support junior faculty in their first two semesters. Utilizing social exchange theory and the interdependence theory, this research examines what leads to negative mentorship experiences and posits that mentorships that evolve organically tend to thrive whereas mandated mentor-mentee relationships struggle.

Veas, G. & Veas, K.

Ashland Theological Seminary, One Protégé

Spirit Trailblazer

23. Peer Mentoring Internships: How Collaborative Mentoring Fosters Intercultural Learning

As individuals transition from one year to the next, from one life stage to another, there is a desire to do so in community and outside of the isolation that minimizes the human experience. Peer mentoring has historically proven to be a venue for young people to learn from each other along the journey of life, especially in difficult times of stress and trauma due to conflict spurred by incoming danger such as war or crisis. It is primarily within the home that when seasons of change are taking place, young people are faced with unfamiliar situations that can awaken insecurities and doubts about what the right decision is to make in a given scenario. It is here that deep relationships are able to be fostered when trust is earned and love is enacted on through familial roles. Moving beyond the ritualistic task-oriented aspects of mandatory participation in an internship program, the Collaborative Mentorship Paradigm emphasizes a family environment exhibited through altruism and loyalty. This paradigm can bring the current state of stagnant internship programs to life and provide the grounding which allows for intercultural learning to take place.

Veas, G. & Veas, K.

Ashland Theological Seminary, One Protégé

Thunderbird

24. Crafting a Mentoring Canon as a Means of Mentor Professional Development

As each new mentoring relationship is birthed, mentors will attempt to convey who they are and what their values are to their protégés. Below the surface level of every conversation and the actions that take place, there is an underlying message that speaks to the heart of the mentor's desire for their protégé. The cumulative content which the mentor draws from is known as their Mentorship Archive. Each mentor has a unique Mentorship Archive whether it is formal or informal and encompasses what has gone into shaping them as a mentor. This includes an array of sources including the influence of their own mentors, previous protégés, works of art, books, films, or journeys they have partaken in. Feeding into this is the Mentorship Canon, which utilizes Aristotle's Rhetorical Theory's concepts of logos, pathos, and ethos to help mentors reflect on to systematize this content to engage their protégés. The Mentorship Canon is a living, adaptable, cyclical curriculum model which provides both structure for learning and ongoing self-assessment for mentors following each mentoring session.

Tuesday, October 23, 2018**Afternoon Concurrent Sessions****CONCURRENT SESSIONS • 3:00 - 3:45 PM****Heilemann, M. & Luo, L.**

University of Regensburg

Acoma A

25. A Dictionary-Based Approach to Measure STEM-Related Communication in Online Mentoring

Relatively little is known about the conditions under which online-mentoring programs are particularly effective. One aspect that seems to influence mentoring effectiveness is whether discussions between mentors and mentees remain focused on relevant program topics (Parra, DuBois, Neville, Pugh-Lilly, & Povinelli, 2002). So far in most studies, self-reports were used to capture the contents of mentoring communication. The advantage of online-mentoring platforms is that actual mentoring communication can be examined. However, the text amount of one mentoring year can be enormous. Therefore, we chose a dictionary-based approach to measure domain-specific mentoring communication—in our case STEM communication. To do so, we developed a STEM wordlist to automatically measure the proportion of STEM-related communication occurring on an online-mentoring platform for girls interested in STEM. In various studies objectivity, reliability, and validity of the STEM wordlist were analyzed. In this paper we focus on the predictive validity of the wordlist, namely if STEM communication predicts mentoring effectiveness. Our study was carried out on the online-mentoring program CyberMentor, which provides female high school students with one year of one-on-one interaction with a female STEM mentor but also with up to 1,600 other STEM interested girls and mentors. Participants communicate via an online platform using email, chat, and forum. To measure STEM communication a 1,926-word wordlist was developed. Mentoring outcomes (e.g., elective intentions in STEM, STEM activities) were measured via questionnaires before and after the mentoring year. The amount of STEM communication significantly predicted some of the variances of the mentoring outcomes (between 2% and 5%). We will discuss the usefulness of the dictionary-based approach for evaluating the effectiveness of online-mentoring programs in STEM.

Kaletunc, G. & Buchheit, R.

Ohio State University & University of Kentucky

Acoma B

26. New Faculty Professional Development Program: Lessons Learned and Moving Forward

Mentoring programs for new faculty are established in colleges to provide guidance for development of successful careers. Several studies showed that mentors and organizations also benefit from mentoring programs. It has been recognized that committee mentoring is more effective than an individual mentor approach. A new faculty professional development program was designed and implemented as a pilot in the college of engineering at the Ohio State University to meet the demands of the increased faculty appointments. The program provided a uniform mentoring among the engineering programs. The overall goal of the program is to provide support to the new faculty in the key areas of institutional orientation, develop innovative research and teaching programs, and help faculty become well-oriented citizens of the university and their professional communities while maintaining a healthy work-life balance. The program has a short-term component, which includes a monthly workshop series to provide information to the new faculty within their first year about the resources available within the college and university. The long-term component, the mentoring program, starts with forming of mentoring committee by new faculty member with the guidance from program director. The mentoring committee meets twice a year to discuss the short-term, midterm, and long-term goals and to provide input and different perspectives. The pilot program had 11 new tenure-track assistant professor faculty as participants, and is well received by the new faculty and mentors. Pilot program effectiveness is evaluated by surveys, revised based on the input from the participants, and will be continued to demonstrate college's commitment to new faculty.

Scott, R.

Concordia University Texas

Alumni

27. Classroom Based Career Mentoring: Professionalism for Today's College Student

According to the Collegiate Employment Research Institute's recent study college graduates are not workplace ready (Gardner, 2017). Significant challenges exist for underprepared populations because of a lack of connections that facilitate social networks to support the development of professional identity (Owens, Lacey, Rawls, & Holbert-Quince, 2010; Parks-Yancey, 2012; Storlie, Mostade, & Duenyas, 2012; Tate et al., 2015). Both factors inspired Concordia's Meaningful Work Mentoring Program piloted during the 2017-2018 academic year. The purpose of the program is to 1) introduce students to the value of professional relationships; 2) help students build social capital; 3) build value in pursuing mentoring relationships; and 4) develop career readiness. The Vocation and Professional Development office in partnership with faculty embedded the program into three courses comprised of 45% traditionally underprepared student populations. Participants reported gaining confidence about career aspirations, an increased understanding of a chosen field, awareness of professional realities, and an increased value of mentoring. Seniors in the program

confirmed long-term goals and freshman through junior populations gained a broader understanding of specific careers. Overall, 56 students made 74 professional contacts. Scheduling, student professionalism, the timing of the experience, and assumptions about the nature of mentoring challenged participants. This paper will offer details about participant experiences and lessons learned using Lunsford's (2017) logic model evaluation of resources, activities, outputs, and outcomes. Insights from the fall to spring pilot will offer best practices for a general education approach as an innovative classroom strategy that builds a culture of career mentoring for underprepared college students.

Andronico, K.

The College of New Rochelle

Fiesta

28. Peer Mentoring in an Age of School Reform

Peer mentorship is key for sustainable school improvement. Wiburg and Brown (2007) claim the “power of teachers helping teachers” is the single most dynamic catalyst in school reform (p. 2). Certain models of peer mentoring drive systematic and continuous deep learning for all teachers, both new and experienced, improving outcomes for students. Leana (2011) views relationships among teachers as “the missing link in school reform” (p. 2). “Teachers were almost twice as likely to turn to their peers as to the experts designated by the school district, and four times more likely to seek advice from one another than from the principal” (p. 33). New teachers report a lack of support from busy administrators, and the administrative feedback they receive is “sometimes threatening, often one-shot, and looking backward on what has happened” while they perceive peer mentoring as “non-threatening, forward-looking and improvement oriented” (National Staff Development Council, 1991, p. 86). High teacher turnover offers another reason for school leaders to nurture peer mentoring, since it promotes retention. When teachers collaborate to reflect upon their practice, results can be dramatic, especially if supported by a strong culture where school leaders provide time and supports, teacher collaboration and peer mentoring. In this paper, three models of teacher collaboration and peer mentoring will be explored: (a) professional learning communities, (b) lesson study, and (c) Critical Friends Groups. All three represent a shift from teacher isolation to teacher collaboration, requiring school leadership that transforms assumptions, values, and beliefs about teaching and learning.

Daniel, T.

International SOS

Isleta

29. Three Models for Relationship Building in Entrepreneur Education

“Mentoring is a critical success factor in helping first-time entrepreneurs achieve success” (Carnegie Mellon University Swartz Center for Entrepreneurship, 2018). Programs focusing on entrepreneurial education continue to grow in popularity and can be found on most college campuses today. In serving both traditional students and members of the community, these efforts take on a number of forms but in almost every instance include some form of developmental relationship activities. This comes as no surprise given the focus on experiential learning that underpins innovation and entrepreneur training. There is a growing body of knowledge for what constitutes effective experiential entrepreneurship training (Feld, 2016); similarly, there is a nascent understanding of the impact of developmental relationship activities, particularly mentoring, on entrepreneurs (Lefebure, Redien-Collot, 2013, Stanigar, Chapman, 2016). Examining programs holistically allows us to better understand this connection. This paper considers several different Philadelphia area programs and the ways that mentoring, coaching and networking impact each program's delivery and success. By matching relationship-building activities to program and audience and ensuring that participants are better equipped to fulfill their roles, we can move beyond sweeping statements and create programs that offer richer engagement and better outcomes.

Osa, J. & Oliver, A.

Virginia State University

Luminaria

30. Using Lessons Learned from Mentoring Emirati Students to Mentor Arab Students in the U.S.

Research affirms that mentoring is an effective initiative for helping international students adapt to a new culture, navigate roadblocks to satisfaction, and achieve their main purpose for traveling out of their countries – which is to learn and obtain an academic degree. One of the trends in higher education is to attract international students as a strategy to address dwindling student population and institutional budget. Arab student population in US institutions of higher learning continues to rise. It is thus understandable that institutions with Arab students embark on initiatives such as mentoring in their quest to retaining current students and attracting future Arab students. A review of related literature affirms that mentoring program will be effective only when it is appropriate for the students for whom it is established. The proposed presentation will share: (a) information on unique components of a mentoring program that was designed and implemented in the United Arab Emirates, (b) how lessons learnt from that Emirati mentoring program were integrated into a Mentoring Program in a US graduate program that has Arab students, and (c) how to use that experience to mentor other international students. During the session, participants will have the opportunity to share their relevant experiences and comments. Participants will leave the session with good knowledge and insight into a mentoring program that works for Arab students and other international students with similar backgrounds, culture, and religion. Attendees will also leave the session equipped with information that they can modify to suit their particular situation.

Santiago, L. & Watkins, J.

Touro University California & Inquiry & Learning for Change

Sandia

31. Entrepreneurial Leaders as Facilitators of Complex Adult Learning Systems

Entrepreneurial leaders are often self-taught learning leaders. Newer leadership constructs must support and measure the development of leaders who constantly learn, make learning part of their leadership role, and know how to support their entire organization as a system of emerging learning leaders. This shift in the role of the leader is best supported through a Community of Practice (CoP). CoPs sustain themselves and their collective learning through distributed leadership and knowledge creation. CoP relationships are simultaneously peer, hierarchical and emergent, requiring trust. CoPs are an excellent site for building developmental relationships through an organic combination of mentoring, coaching, and learning focused leadership. Through CoPs, learning leaders can reorganize and support their organizations as embedded communities of practice. CoPs allow members of an organization to better understand themselves in their collaborative role as knowledge stewards. This requires a fundamental change in the culture of learning from the structures and cultures of traditional educational organizations. The measurements of success must also shift in order to reflect the growth orientation and emergent processes of Communities of Practice. We propose a NEW set of metrics as a model for leaders to authentically measure Communities of Practice: from deductive and deterministic to inductive and emergent; from scaling models to growth models; from outcome measures to impact measures. Leaders and those that support leadership development will benefit from this session by understanding how to be a dynamic CoP member, how to support CoP development, and how to measure efficacy of CoPs.

Soares, L., Beck, S. & Chamblee, G.

Georgia Southern University

Santa Ana A

32. Contrasting Mentor and Mentee Critiques of a New Mentoring Program for Pre-Service Teachers

In a time of increasing pressure on schools of education to improve teacher preparation programs, some have sought progress via pre-service mentoring because studies have shown mentoring support is an important determinant in program outcomes. However, teacher educators often regard mentoring as a low priority. As a result, Wang and Odell (2002) have argued that research is needed to understand the true nature and benefits of university-based mentoring. In response, this research examines the lessons learned during the process of establishing a new, voluntary mentoring program for undergraduate pre-service teachers by comparing and contrasting the perspectives of faculty mentors and upperclassmen student mentees. Analysis of mixed-methods data from the participants yielded the following provisional findings: • While mentors felt their interactions with mentees were generally too few and too short, student mentees were less critical of this. Mentors would strongly prefer regularly scheduled meetings, but mentees did not agree. • Mentors and mentees remembered their interactions differently. Mentees remember more time spent on goal setting and resource identification, while mentors remember focusing on field/classroom placements and self-discipline/time management. Mentees were critical regarding whether: their POV was encouraged; interactions were patient and trusting; and mentor knowledge was shared. • Mentees were generally not as satisfied overall with the mentoring program. However, as compared to mentors, mentees generally felt the program was more successful in meeting its stated goals. These findings provide a caution to program planners and mentors to anticipate the different objectives and opinions of mentees during the implementation of new programs.

Williams, S., Secatero, S. Romans, R. & Lopez, P.

University of New Mexico

Santa Ana B

33. Professional Networking Yields Benefits for Aspiring Leaders of Indigenous-Serving Schools

This collaborative action research project describes how researchers are re-imagining the way aspiring leaders are supported and mentored for positions in Indigenous-serving schools. The researchers utilized a system of support for developing and mentoring instructional leaders modeled after a framework designed by the University of Washington's Center for Educational Leadership (2016). The system brings together three central facets of support: professional networking, relevant professional development, and mentoring/coaching. Preliminary inquiries revealed that professional networking and mentoring/coaching involve a developmental process, which when realized, holds the potential of yielding positive impacts for the career aspirations and well-being of aspiring rural and Native American school and system leaders. Work toward a professional network began in 2015 with funding support from the W. K. Kellogg Foundation. In this innovative approach to developing leaders for Indigenous-serving schools, students were first introduced to the Indigenous Well-Being Model as a framework for promoting leadership and learning and empowering our sacred Nations (Secatero, 2015). Students completed a developmental networking map in which they identified senior, peer, and junior mentors who would help them develop their leadership skills and support their career aspirations. Students also received intensive coaching and mentoring during their supervised internship. Recommendations for further development and support of aspiring school and system leaders are presented.

Crouch, L. & Jagodzinski, P.

Northern Arizona University

Scholars

34. Reinventing a Faculty Mentoring Program at Northern Arizona University

Since 2007, Northern Arizona University (NAU) has had a campus-wide one-to-one faculty mentoring program. Anecdotal evidence has suggested success, but two discoveries led five campus leaders to evaluate the program. First, since 2008 enrollment has increased by 27.5%. The number of faculty also increased by 13% in that same period. Currently, NAU has approximately 1100 full-time faculty in seven colleges across 93 majors, so providing high quality mentoring in a meaningful way is challenging. Second, results from a 2014 survey of faculty work lives indicated a surprising finding: mid-level faculty (i.e., associate professors in tenured and non-tenured positions) desired mentoring, not just junior faculty. This former demographic felt somewhat “abandoned/stuck” following promotion. Subsequently, a more comprehensive review of the program was initiated in Fall 2017. The ultimate goal was to redesign the mentoring program by September 2018 to address increasingly diverse faculty members, their changing expectations, and campus growth. Three parameters guided the task force: 1. Serve new and mid-level faculty; 2. Consider additional resources; and 3. Evaluate approaches beyond the current model. The Task Force developed an action plan to accomplish this redesign: Stage 1: a. Review the literature, specifically Johnson’s, *On Being a Mentor* b. Conduct a needs assessment c. Evaluate the efficacy of the current program Stage 2: a. Compile and analyze data acquired b. Identify key needs c. Identify design and evaluation criteria Stage 3: a. Develop alternative approaches b. Evaluate approaches c. Recommend an approach to decision-makers Results from the evaluation are presented and discussed.

Dumka, A.

Southwest Institute for Research on Women

Spirit Trailblazer

35. Teach Us How to Be a Boss: Utilizing Peer Mentorship for Nontraditional Career Engagement

As organizations strive to close the gender gap in career choices and, ultimately, eliminate the discrepancy in pay between men and women across career fields, Career and Technical Education (CTE) courses focused on real-life skills are vital for exposing students to gender nontraditional careers. Project CHANGE (Careers, Harassment, and Nontraditional Gender Education) aims to question gender stereotypes influencing CTE enrollment. In spite of intensive efforts, many schools fall short in engaging students in nontraditional programs. To address this challenge, Project CHANGE developed a pilot program, Career Catalyst, designed to increase young women’s interest in the construction program at a rural high school through engagement and peer mentoring. Career Catalyst’s peer mentorship component involved mentors (construction-enrolled or not) learning about the importance of nontraditional careers, mentorship and CTE during the first semester. During the second semester, participants invited a peer mentee to mentor and participate in the program. The mentors facilitated learning sessions during the second semester. The peer mentorship component created an environment where girls could openly discuss their concerns regarding gender discrimination, and by teaching, see themselves as leaders changing gender inequities. Evaluation data indicated participants understood the importance of gender nontraditional careers and Career and Technical Education courses, mentorship and how engaging with a mentor could impact their success in various career paths. Female students enrolled in the construction program in significantly higher numbers after the completion of Career Catalyst. This paper will include lessons learned about program design and emphasize how essential mentorship is to nontraditional students.

Kastner, J.

Kansas State University

Thunderbird

36. The Frontier Field Trip: An Innovative Extracurricular Mentoring Model

Since 2004, the Frontier Field Trip Model (the Model)—an inter-institutional, expressly multidisciplinary, experiential-learning, and extracurricular-mentoring collaborative—has innovatively helped hundreds of undergraduate and graduate students experience the complexity of global issues and receive workshop-based and one-on-one skill-development coaching in multidisciplinary analysis, problem solving, and writing. Through a combination of public and private funding sources, the Model is operationalized primarily in a university setting, but opportunities for extra-university application abound. Past successes of the Model include experiential learning and mentoring trips to land and sea ports-of-entry; policy venues in Washington, D.C.; historical and archival sites along the East Coast; and private industry locations across America. The Model—which intentionally includes ample time for informal interactions with faculty mentors and public- and private-sector officials—confirms the value of extracurricular mentoring programs. This paper describes and assesses the value of extracurricular mentoring by synthesizing insights from psychology, sociology, anthropology, and the wider mentoring literature. Highlights include how the Model has been successfully used to steer mentees towards joy and fulfillment in their academic pursuits, as well as new contexts and partnerships where the Model may soon be deployed.

Cruz, C.

St. Mary's University

Acoma A

37. Peer Coaching Program Development at a Hispanic Serving Institution: Coaches Lived Experiences Mentoring First-Year Hispanic and Latina/o Students Majoring in STEM

This study is part of a larger study that developed an intrusive peer-to-peer coaching program model at a private four-year master's degree granting Hispanic Serving Institution (HSI) located in South Texas. The intent of the coaching program was to support and promote persistence among entering first-year STEM Hispanic and Latina/o students. Six upperclassmen STEM Hispanic and Latina/o students hired as peer coaches to assist students (mentees) in the social and academic transition onto the university environment. The original program development study indicated that peer coaches positively impacted students. In the present phenomenological study, researchers examined the personal growth and development of coaches. Findings from the current study indicated coaches experienced positive gains and benefits from the mentoring experience. Taken collectively, the two studies provided evidence that peer coaching increased student (mentee) persistence in college, while also enhancing the personal growth and development of a coach.

Trzepacz, J.

Rensselaer Polytechnic Institute

Acoma B

38. I-PERSIST: A Mentor Program Aimed at Persistence

Peer mentoring is one method currently employed by universities to help retain first-year STEM undergraduates. While research on peer mentoring suggest positive results the majority of these programs have been limited in their scope—serving relatively small groups of first-year students through a handful of peer mentors. The purpose of this paper is to examine a persistence program for first-year STEM majors that provides small-group, peer mentoring for all incoming first-year students. First-year students (approximately, 1,500 to 1,700) enrolled in key gateways courses (e.g. Calculus 1, Physics 1, and Chemistry 1) receive weekly peer mentoring during their first semester. Mentoring sessions focus on academics, as well as working with students to build life and social skills, factors associated with academic success. A first-year student survey was developed and administered toward the end of the first semester to assess student perceptions. Results indicated that overall students benefited from peer mentoring, both academically, as well as building beneficial life skills. While program implementation has been a major undertaking it is one that this higher education community believes is necessary to provide the highest quality of academic and personally success for its students. Challenges and suggestions for institutions considering to scale-up their current peer mentor models to include all incoming first-year students are also discussed.

Barton, D.

Wake Technical Community College

Alumni

39. Assessing Mentoring Culture and Aligning It With Strategic Innovation

As innovation becomes more vital to organizational sustainability, a culture that supports innovation is required. A mentoring culture defined as a workplace with two building blocks: connection of culture with mentoring and infrastructure; and eight hallmarks: alignment, accountability, communication, value and visibility, demand, multiple mentoring opportunities, education and training, and safety net (Zachary, 2005) has the potential to meet that need. For the purposes of this research, a mentoring culture assessment instrument composed of fifty questions and a 5-point Likert scale ranging from always to don't know was administered via SurveyMonkey® to college employees, including adjuncts. The results show that a large percent of the college's employees are not aware of the current mentoring initiatives across the college, yet the mentoring programs in place at the organization, work for those involved. The results also reflect that while mentoring is valued, there is not clear alignment with strategic goals, leadership development, and infrastructure required to be a mentoring culture supporting strategic innovation.

DeMoss, K.

Bank Street College

Fiesta

40. Mentoring: It's Not All About the Mentee

Research on novice teacher development focuses deeply on evidence-based approaches that mentor teachers should use to support the development of novice teachers (New Teacher Center 2017). While this work clearly supports novice teachers' capacity to improve instruction related to achievement gain, little has been documented about the degree to which mentoring supports the professional development of the mentor him or herself. This paper will build on perspectives from lessons of mentor teachers who have taken on yearlong residents as part of pre-service teacher preparation developments for new teachers. These mentors almost universally experience a strong set of professional development that provides opportunities to better understand adult learning

and to conceptualize their roles as mentors in ways that integrate their experience in the classroom with their roles as mentors. Evidence across partnerships nationwide indicates that experienced teachers who embrace the responsibility of hosting a year-long pre-service resident find their personal connection to the profession to be stronger as a result of their work with residents. These experiences mitigate historic structural challenges in the teaching profession, enabling richer adult learning for both mentors and their mentees.

Nunes, D. & Taylor, S.

Aspen Family Business Group

Isleta

41. Mentoring in Family Owned Business: Unique Needs and Practices

In many family businesses there is evidence that familial and non-familial mentoring (both formal and informal) is taking place. Leaders are seeking ways to foster the growth, talent and skills of the next generation in leadership, entrepreneurship and innovation. Although development of the next generation is a common theme in family businesses, there are few structured programs and tools to guide families and advisors through the interpersonal complexities associated with family businesses. Often, in small to medium family businesses, human resource departments may not be equipped to establish or manage mentoring programs. In the following paper, the authors provide an overview of mentoring in family business through a look at conceptual frameworks from family business advising, a composite case study, and our findings from on-going research. The goal of our research is to advance the understanding and practice of mentoring in family-owned businesses. With backgrounds in family business, psychology, and adult learning, the authors offer a unique combination of personal, professional, and academic experience related to the topic of mentoring in family business.

Kinsey, D. & Canuelas-Torres, L.

Syracuse University

Luminaria

42. Mentoring Doctoral Students: Perceived Importance of Mentoring Activities

The mentoring of doctoral students offers its own challenges beyond and different from mentoring undergraduates, faculty, or workplace colleagues. An important component in successful mentoring of doctoral students is understanding the subjective views of these students toward the mentoring process. Eighteen doctoral students and current PhDs evaluated thirty-two opinion statements about mentoring as to their importance in the mentoring process. These opinion statements were collected from the literature on mentoring and interviews with PhDs and doctoral students. Researchers utilized, Q Methodology, a method for the scientific study of subjectivity, for this examination. Participants rank-ordered the statements about mentoring from +4 "Most Important" to -4 "Most Unimportant." These 18 "Q sorts" were correlated and factor analyzed. Participants who sorted the items in a similar fashion "loaded" together on a factor. These factors represent points-of-view or attitudes towards mentoring. Analysis of the different points-of-view highlight the similarities and difference in preferred mentoring from the standpoint of the student. Areas of consensus (perspectives that participants have in common), as well as areas that distinguish or differentiate students from each other, are examined and discussed in terms of mentoring approaches. Additionally, a full description of the methodology is given to illustrate its usefulness in the study and practice of mentoring. Keywords: Mentoring, Education, Research Q Methodology, mentoring preferences?

Moore, N.

Appalachian State University

Sandia

43. Fulbright on Your Campus?: Coaching and Mentoring for the Application Process

In academia, faculty as well as students are often looking for options that will allow them to further their scholarly pursuits. The Fulbright program, sponsored by the Institute of International Education (IIE), is a program that allows both faculty and students to pursue prestigious scholarly assignments and scholarships for post-undergraduate study respectively. Since the Fulbright brings prestige and recognition to both the recipient and the institution, colleges and universities would do well to mentor and coach faculty and students in the process of pursuing these highly sought after assignments and scholarships. Establishing a program of mentoring and coaching these faculty and students is one way to support this. This paper will seek to present a working model of such a mentoring program. From the first step of identifying the programs available in the scholar's field to the actual submitting the application, walking the pursuant through the process via workshops, writing groups, mock interviews, and other events is one way to assist those interested in such a grant/scholarship. Establishing such a model is neither expensive nor resource-heavy. Research has shown that mentoring those who wish these prestigious grants has led to more recipient success. This paper will explain some reasons to establish such a program and then give a model that might be workable for any institution, especially those that are lacking in financial resources.

Haudek, S.

Baylor College of Medicine
Santa Ana A

44. Peer Coaching for Educators: Professional Growth through Observation and Reflection

The ability to teach learners effectively is key to successful education, yet educators themselves often lack opportunities to improve their teaching, mentoring, and leadership skills. Baylor College of Medicine (BCM) established a Peer Coaching for Educators program, a structured process in which faculty assist each other in developing their educational skills in a collegial atmosphere. BCM's current process involves direct interactions between the faculty member and a formally trained coach that includes confidential discussions, observation, and coached reflections (3-4 hours total). In 2017, BCM introduced formative evaluation: a self-evaluation (by faculty before observation) and an observation (by coach after observation) rubric addressing five areas: session structure, learner engagement, presence and body language, media content, and vocal delivery. BCM faculty may request peer coaching for diverse educational activities including didactic presentations, group facilitation, and clinical rounds. Requests for sessions have increased steadily over the last several years. BCM faculty (including coaches) value documentation from this process as evidence for continuous learning and self-improvement, both favorably viewed in teaching awards and promotion. For program evaluation purposes, BCM created a survey to collect responses from faculty participating in peer coaching sessions. Based on summary data, 95% of all faculty indicated "very satisfied" (five of a five-point scale). Here the authors discuss the problems of implementing and evaluating this program. They focus on an academic environment yet are mindful of its benefits in other fields as well. They will also address its application in other settings of mentorship and leadership.

Wilson, J., George, D. & Smith, M.

University of Oklahoma
Santa Ana B

45. A Novel Use of Photovoice Methodology in a Pharmacy Leadership Elective

The objective of this paper is to present an innovative teaching approach for leadership development in a pharmacy leadership elective. Three cohorts of students [(2014: n = 14), (2015: n = 17), (2016: n = 19)] were introduced to photovoice (PV) in their leadership elective. Photovoice required students to take, present, and discuss photographs within their cohorts. Photovoice was used to compel students to be involved in leadership development throughout internships, participate in leadership development discussions, and engage in creativity. Group discussions from the class of 2014 were recorded and transcribed. All cohorts were asked to participate in an electronic survey containing items based on PV learning objectives and to participate in semi-structured interviews. Typically a participatory action research method, the adaptation of PV as a longitudinal instructional method in a leadership development course is a unique, innovative, and effective approach to learning through self-reflection, creativity, and engagement. Encouraging students to view their experiences in their final year of pharmacy school in the contextual framework of leadership theories and development took their learning to a deeper and even transformative level. The inductive coding method was used to identify themes from transcripts. Analysis of themes revealed 51.5% of PV photographs related to emotional intelligence. Development of others and strong teams were themes represented in 44.3% of photographs. Survey data indicated all respondents agreed PV was a valuable method to describe learning in leadership and engage in leadership development. Interview coding revealed themes related to emotional intelligence and team development.

Nanfito, J.

Seattle Goodwill
Scholars

46. Mentoring Across Divides: Building Relationships With Marginalized Students

This research review will focus on the practice of mentoring to not only develop relationships across cultural and socioeconomic divides, but also strategies to build support and affect change among marginalized populations. Viewed through the lens of teachers-as-mentors, there will be exploration of mentoring methods based on Bronfenbrenner's Ecological Systems theory, the Engaged Pedagogy values of hooks and Freire, and affecting equity through cultural wealth and social capital. The research emphasizes many elements found in developmental relationships, such as caring, empathy, restorative practices, and fostering transformative opportunities. Multiple models/theories of mentoring students from marginalized populations will be presented, as well as how and why mentoring can be an essential and innovative tool for promoting equity, inclusion, and achievement within classrooms and communities of practice. This session is intended to raise awareness of key issues in mentoring marginalized students, identify the unique barriers they face, provoke further thinking and research, and inspire educators to become advocates for a more inclusive and disruptive educational system.

Mahar, D.

SUNY Empire State College

Spirit Trailblazer

47. Mutually Beneficial Learning Communities Between IHE and School Partners Grounded in NBPTS

This presentation, part of the New York State SEED grant, reports on a clinical residency program for secondary teacher preparation that is grounded in the National Board of Professional Teaching Standards (NBPTS) Five Core Propositions. The residency program began in 2011, as the program progressed, it became apparent that Core Proposition V, Teachers are Members of Learning Communities necessitated the faculty at the IHE to reflect on how learning communities are constructed for and with the residents, their school-based mentors, and the clinical faculty assigned to the residency program. The complexities the residency program presented for all participants required a reconceptualization of how learning communities, as defined by Core Proposition V, were co-constructed and sustained. With the Five Core Propositions established as the pedagogical foundation of the residency program, opportunities to co-create overlapping learning communities were developed. In addition to the NBPTS Core Propositions, the NBPTS ATLAS videos of best teaching were used to integrate Wenger's four components, meaning, practice, community and identity, within and across overlapping communities of practice. At the same time, the IHE faculty was integrating the ATLAS videos into content and clinical courses, some members were exploring how micro credentialing (badging) could be used in graduate teacher preparation programs in conjunction with K-12 classroom teachers. Using the ATLAS videos with school-based mentors provided support in their NBPTS micro-credentialing while bridging gaps between IHE pedagogy and classroom practice. The success of these overlapping learning communities will ultimately be determined by the impact on K-12 student learning.

Hill, G.

Kingsborough Community College

Thunderbird

48. Creating a Culture of Giving Back Among College Peer Mentors: How to Mentor Your Mentors

Co-curricular activities can benefit college student leaders by helping them to obtain activities to put on a resume, a stipend, a way to learn a new skill, etc. While student leaders involved in peer mentoring certainly get these things, the most effective peer mentors are focused on what they can give to others. This presentation will focus on the ways to encourage a culture of "giving back" amongst students engaging in mentoring roles. Central to the presentation will be a study focusing on peer mentors at a large, urban community college. The study will look at how peer mentors view service and the help they received in college, and how they use their roles as Peer Mentors to give back to the college community. The paper will discuss how to evaluate potential candidates for a service oriented mindset prior to placing them in a mentoring role. Interview questions to ask, types of responses to expect, and warning signs will all be covered. It will also focus on how to mentor the Peer Mentors to foster a sense of community responsibility. In the presentation, strategies for supporting and developing growth in the peer mentors will be discussed; by using experienced peer mentors to model to newer mentors how to better serve their students, and by working with each mentor individually. Using multiple layers of mentoring, a mentor can provide and receive mentorship simultaneously, which creates a community focused on service.

Wednesday, October 24, 2018

Steering Committee Panel & Plenary Sessions

11-11:45 am • Lunch Break • 1-1:45 pm

Mentoring Across Difference

Dana Bible - Sam Houston University • Marsha Carr - University of North Carolina-Wilmington • Regina Dixon-Reeves - University of Chicago

Ballroom A&B

Mentoring programs should not always mirror or emulate each other. These programs must reflect differences that are often ignored due to time constraints, deficiency in planning, or lack of awareness. The need for individualization in mentoring is to acknowledge differences that exist including, but are not limited to, gender, age, race, sexual preference, learning styles, disciplines, and industries. Mentoring across difference must be at the forefront of our discussions to create awareness for action. The challenge often lies in taking those first steps to articulate the need for action. Join this panel in discussing how to initiate action through awareness in a variety of settings and environments. This panel will speak to rising issues in mentoring differences that exist in individual needs and in different settings. Questions to guide the session are; How do we identify the specific needs of individuals? What are the challenges in planning to meet individual differences? How can you actively work toward mentoring programs that are inclusive? What are the specific challenges or hurdles to overcome in mentoring programs that are inclusive? Can higher education administrators learn from corporate mentoring programs? How do we ensure Inclusion, especially in institutions and organizations that are often not diverse? Are there strategies and ways that we might be utilized to increase inclusivity as we work towards diversifying our institutions and organizations? Additional questions will be taken from the audience for open discussion.

Format (60 minutes):

5 minutes: Moderator opens session

15 minutes: Panel members are given 5 minutes each for opening comments and introductions.

20 minutes: Moderator has questions to ask the panel at large.

20 minutes: Open for Questions from the floor (moderator walks a mike around to individuals)

Moderator Questions:

What efforts were made to promote more diversification in audience and speakers at the conference?

How do we identify the specific needs of individuals?

What are the challenges in planning to meet individual differences?

How can you actively work toward mentoring programs that are inclusive?

What are the specific challenges or hurdles to overcome in mentoring programs that are inclusive?

11:00 am - 11:45 am

Lunch Break • 12:00 - 12:45 pm • Ballroom C

Just Married: Trust and Innovation

Chad Littlefield • Co-founder and CEO of We!

Ballroom A&B

How might we foster a culture of innovation in our programs? Chad Littlefield, TEDx speaker, presents a compelling and practical perspective on how to make a shift in both mindset and a culture from a place of "me" to a place of "we" where innovation pops out of being a buzz word. We'll use Chad Littlefield's "We! Engage Cards" to experience a concrete, visual example of how to empower a more innovative and entrepreneurial mindset among your people and your programs. The session will introduce a new suite of tools for building Google's #1 predictor of a high performance team: psychological safety. Chad's style is lively, highly interactive, and rooted in both research and stories of his practical experiences working with some of the most creative companies and universities on the planet. The purpose of this session is to transform regular conversations into high-impact moments worth remembering. Additionally, everyone will leave with concrete, fresh tools to better their mentoring programs.

1:00 pm - 1:45 pm

Wednesday, October 24, 2018

Plenary Sessions

2:00 - 2:45 pm

Plenary Speakers' Round Table

Moderated by *Lisa Fain*

**Marsha Carr • Antoinette Oglethorpe • Sandra Harris • Chad Littlefield
Bruce Birren • Bob Garvey • Tamara Thorpe • Laura Lunsford**

Ballroom A&B

Research studies have affirmed that transformational leaders are able to establish professional relationships with faculty, staff, students, and the larger community which contribute to a positive school culture. These leaders who incorporate transformational leadership principles have the potential to transform schools into places where students are more likely to be successful. The foundational principles of transformational leadership incorporate four primary areas of focus: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

2:00 pm - 2:45 pm

Wednesday, October 24, 2018

Morning Concurrent Sessions

CONCURRENT SESSIONS • 9:00 - 9:45 AM

Shore, W.

Pacific Lutheran University

Acoma A

49. The Case for Developmentally Appropriate Mentoring

In earlier investigations of a "mentoring personality" with first-year college students who reported having no mentors (e.g., Shore, 2017; Shore & Frey, 2017; Shore & Rutter, 2017), we found that hopefulness impacted students' perceived need for mentors and ability to secure one, especially in first generation college students. This research extends those results to content analyses of responses to open-ended questions. Several reliable themes were identified; the frequencies with which these themes were mentioned were significantly different. When asked how they would define a mentor, the most frequently mentioned theme was a sort of 'life coach', $\chi^2(7, N = 355) = 219.45, p < .05$. When asked what qualities they would look for in mentors, the most frequent response was someone who was personable/friendly ($f = 132$), followed closely by someone with common interests/experiences ($f = 113$), $\chi^2(8, N = 453) = 320.98, p < .05$. When asked how they expected to benefit from having a mentor, the most frequent theme was receiving guidance and direction ($f = 76$), $\chi^2(8, N = 281) = 129.70, p < .05$. Interestingly, frequency with which particular themes were mentioned did not vary as a function of respondents' hopefulness or first-generation college student status. Also interesting is the preponderance of most frequent themes related to personal development rather than career/professional development. Perhaps this is not surprising given the age of this sample. Nonetheless, it serves as a reminder that mentoring with this population is more about transformative relationships than instrumental ones. Results will be discussed in that context.

Amick, L.

University of Kentucky

Acoma B

50. Attitudes/Beliefs of Early Career Secondary Math Teachers Regarding Their Support System

Half of all teachers leave the profession within the first five years, and this rate is highest for mathematics positions in high poverty schools (Fantilli & McDougall, 2009; Goldring et al., 2014). Furthermore, with half of all current teachers in the U.S. retiring in the next five years (Foster, 2010), enrollment in teacher preparation programs declining, and teacher turnover costing America \$7.3 billion annually (National Math + Science Initiative, 2013), this crisis is of major proportion. It leads to classrooms staffed with underprepared/unqualified teachers, and a profound effect on how well-prepared our students will be in mathematics in high school, college and beyond. Experts agree that addressing the mathematics teaching crisis meaningfully will require building a more cohesive system of teacher preparation, support, and development (Mehta, Theisen-Homer, Braslow, & Lopatin 2015).

Aris, G.

Youth Business Spain

Alumni

51. Measuring Entrepreneurship Mentoring Impact: A Youth Business Spain Case Study

After 5 years developing and scaling a volunteer mentoring program to support more than 1,600 young entrepreneurs to consolidate and grow their businesses, Youth Business Spain (YBS) commissioned research to measure the socio-economic impact of the program. The main outcomes of the research are:

- 86% of the mentees are highly or extremely highly satisfied having joined the program and 80% say the mentoring has been a key factor of their business success;
- the mentees say their skills to manage their businesses have improved in a 42% and the 72% of this improvement is attributed to the mentoring;
- the survival rate of the companies led by the mentees is 87% 5 years after their creation;
- after 1 year of mentoring, the companies have doubled their turnover and have increased their number of employees by 60%;
- the Government have collected almost 20M€ in taxes from the companies who joined the mentoring program.

King, K., Peterson, S., Day, C., Nair, A. & Gullerud, R.

Mayo Clinic - Rochester

Fiesta

52. The Evolution of a Health Sciences Mentoring Program

The Division of Biomedical Statistics and Informatics at Mayo Clinic established a Mentoring Program in 1995. Appointed Mentoring Coordinators formalized the Program to include an interactive orientation in 2006 and since that time have continued to evolve it. They introduced specific enhancements to focus on the developmental relationship between mentors and mentees including relationship-building meetings with mentor-mentee pairs and project teams. To improve the confidence and preparation of the peer-to-peer mentor, the Mentoring Coordinators developed a mentoring checklist – a comprehensive list of topics, including a recommended timeline for activities with emphasis on building relationships, learning profiles, and consistent communication. In 2016, the Program expanded its knowledge-sharing base by offering a Professional Development Seminar Series. The goal of the series is to engage employees in interactive seminars centered on professionalism and career development. Seminars focus on promoting a work environment where employees are engaged, feel valued, and are inspired to work at their best. More recently, the Mentoring Coordinators explored an expansion to address ongoing mentoring needs beyond the new employee timeframe. Focus group discussions identified areas for improvement, including pursuing growth opportunities, identifying mentors at all career stages, and sharing knowledge amongst individuals and across work groups. The primary goal of the Mentoring Program is to promote a mentoring culture. This starts with the successful transition of new employees into their role and encouraging knowledge-sharing and engagement at all career stages. Ongoing assessment of objectives creates an opportunity for making adjustments and for measuring the effectiveness of mentoring programs.

Nittoli, K.

Woodbury University

Isleta

53. Coaching: How Developing Ownership Increases Innovation

Informed by Adult Learning Theory, coaching principles provide a guideline for how to work and communicate with people. Through an introduction of coaching concepts, one may promote and develop innovative practices amongst those with whom s/he interacts. Identified below are coaching concepts that help professional and interpersonal interactions. By reviewing these principles, readers learn how to foster a culture of ownership from which creative problem solving and innovation stem. Included are communication skills for supporting these coaching concepts. Subsequently, professionals facilitate meaningful interactions in which development is inevitable, ownership is increased, and therefore innovation is cultivated. Concepts covered include amplifying peoples' self-direction and building their self-belief, maintaining presence through self-management, and exercising resolve when offering feedback. By creating a sense of ownership, those with whom one exercises these concepts are forced to think critically and use innovative skills. As Galileo once asserted, "you cannot teach a [person] anything. You can only help [him/her] find it within [him/herself]" (as cited in Carnegie, 1935, p. 117). The following aims to help readers understand the impact of Galileo's words and transform their relationships with colleagues, employees, and students.

Augustine-Shaw, D.

Kansas State University

Luminaria

54. International Mentoring Association Accreditation Process

The International Mentoring Association (IMA) provides accreditation of mentoring programs to identify those programs that meet rigorous mentoring program standards based on years of research and practice in the field of mentoring. Accreditation confers recognition that the mentoring program is well designed, meets participant developmental and growth needs, and achieves the program's purposes. Much like accreditation for academic institutions or professional organizations, accreditation for mentoring programs provides many benefits.

Jensen, J.

Humboldt State University

Sandia

55. Professional Leadership Through Coaching: A Hub and Spoke Model of Distributed Learning

Distributed learning (DL) is a model of distance education that assumes and embraces the idea that learning happens through relationships and interactions that occur across eco-systemic contexts. Humboldt State University, a rural public university located in northern California, adopted this model for the BASW and MSW distance education programs at because of its alignment with the values of social work as a profession. The program delivers explicit curriculum through a structured learning management system. In addition, regionally located Professional & Academic Coaches (PAC) hold space for the implicit curriculum through the integration of a virtual campus site and regional meetings to support professional partnerships in the student's home community. A PAC is a Humboldt State University Social Work alumnus who partners up with students enrolled in the bachelor and master's social work program. The PACs are able to work effectively with students, staff, and faculty in a team environment. Together, the PAC and the student examine their learning styles, habits of working, and current difficulties or barriers to success. The intent of this program design was to utilize a hub and spoke model to build a connected learning community. This learning community is the vehicle that sustains student persistence on their pathway from a BASW degree to an MSW. This paper discusses the history and evolution of the program and the results of a survey completed in 2017 that sought to analyze and evaluate the effectiveness of this coaching program and its influence on student retention and completion.

Kohlenberg, R.

University of North Carolina - Greensboro

Santa Ana A

56. Mentoring through Mindfulness: Counterbalancing the Effects of Technology Immersion

In a study focused on mentoring advanced career professionals, the practice of mindfulness established a pathway toward clarity, enlightenment, and wisdom. Mentoring the through the practice of mindfulness became a way of addressing the so-called "me time" that alludes many professionals. In a subsequent stage of the mentoring project, a practice of mindfulness counterbalanced the negative effects of technology immersion. More specifically, the study focused on how the negative effects of virtual reality can be tempered through a practice of mindfulness. Although various technologies necessarily permeate classrooms and workspaces, virtual reality presents a unique set of problems. Certainly, virtual reality enables immersion in situations otherwise impossible, creates interest and engagement, often does not feel like a task or work, allows exploration in other fields, eliminates the barrier of language, and encourages other positive aspects. Inherently negative effects include a deterioration of human connection and communication, a lack of flexibility in learning and processing situations, problems with equipment and software functionality, addiction to a virtual world, tends to be very expensive, and consistently evolves into more advanced hard and software. The negative effects of technology immersion including virtual reality experienced by advanced career professionals was tempered with a simple yet regular practice of mindfulness. Although the study focused on mentoring persons in the later stages of their careers, implications are thought to be just as relevant for students and those in the beginning and middle stages of their careers.

Sanders, P.

University North Alabama

Santa Ana B

57. Coaching Innovation: Integrating Social Media Strategies in Higher Education Pedagogy

While searching for jobs after graduation students will need to know how to be digital content creators and managers who utilize skills for various social media platforms in their workplace. The ability to do so includes converging audio, text, photography and video into various projects that eventually will be published on the Internet. Coaching and educating students on how to write and publish across multiple social media platforms for the digital consumer has arrived at the doorstep of every communications-driven classroom around the world. Obtaining such skills will make them more competitive in a journalistic or communications marketplace, as the majority of companies have a critical social media presence to reach their targeted audiences. While students may not become experts in convergence while in college, including innovative coaching strategies in teaching methodologies will, at the minimum, expose them to the digital tools and skills that will help them begin to develop their craft. Communications in a digital ecosystem, related issues, trends and innovations are explored by sharing basic techniques for multimedia storytelling and production, through social media assignments in the higher education classroom. The purpose of this paper is to share practical skills with educators to demonstrate the importance of students having to effectively interact with audiences via social media and to provide opportunities to improve the proficiency of such applied skills.

Hunter, L.

University of Arizona

Scholars

58. A Mentoring Program for Underrepresented Faculty: A Model for Success

In this session, campus leaders and faculty will learn how to design, implement, and evaluate comprehensive junior faculty mentoring programs, including programs aimed at supporting underrepresented faculty. In the academic year 2017-2018, the University of Arizona's (UA) Office for Diversity and Inclusive Excellence launched the New Faculty Mentoring Program and hired a faculty fellow to help run the program. The mentoring program utilized group mentoring, but this was supplemented by individual mentoring within mentees' colleges. The mentoring program was also accompanied by a comprehensive series of faculty development workshops and a membership to the online mentoring national program, the National Center for Faculty Development and Diversity. Using the New Faculty Mentoring Program as a model, participants will learn how to design a faculty mentoring program using research-based approaches, leveraging existing campus resources and experts, addressing the needs of underrepresented faculty, and assessing faculty needs for professional development. National research on the benefits of different types of mentoring will be discussed, such as peer mentoring, group mentoring, and traditional junior-senior paired mentoring. Additionally, national research will be presented on how mentoring affects different aspects of faculty careers and satisfaction, including faculty from underrepresented groups. Using evaluation data and metrics from UA's program, this session will discuss the strengths, challenges, and lessons learned when designing and implementing a new mentoring program for faculty.

McCoy, K. & Ware, L.

State University of New York - Geneseo

Spirit Trailblazer

59. Platform for Excellence - A Challenge to Institutional Ableism

The presenters include a Business major who developed the "Platform for Excellence" and his former professor who introduced him to the workings of institutional ableism, particularly within the context of higher education. A conversation will be structured that details how a freshman level writing seminar—and continued mentorship—led the student to challenge the traditional orientation for support common to the "Office of Disability Services" at the college level. A new organizational chart that is "student centered," team-based, and framed by disability culture and a disability studies theoretical framework is central to this model. Individuals with a recognized learning disability enrolled in a four year accredited institution of higher learning resemble more of the characteristics of a twice exceptional individual than the population norm. The niche group labeled as "2e" or "twice exceptional," is a relatively new term that refers to the ability for an individual to have an IQ above 130, yet have immense strengths and disabling limitations. Providing services framed around a "Platform for Excellence," relies on principles borrowed from gifted education, that deploy peer mentoring, supports related to talent reinforcement, and cross-organizational inclusion practices. The student utilized quantitative and qualitative research methods to inform this project that included interviews and site observations of 10 East Coast colleges and businesses, conducted over a one-year period. The proposed redesigned structure operationalizes the five key areas and 20 core behaviors of the "developmental relationship" framework model. The resulting support structure serves to challenge students through capacities rather than deficits.

Allred, C. & Yu, G.

Central New Mexico Community College

Thunderbird

60. The Power of Networks in One-on-One Mentoring and Workforce Development in Early Childhood

The Central New Mexico Community College Early Childhood Mentor Network (ECMN) addresses the need for a stronger early childhood workforce through an innovative approach to mentorship training for experienced early childhood teachers supporting practicum students in their classrooms. The power of peer networking and relationship development is used to support reciprocal learning among all participants in the network including higher education faculty and early childhood program directors. The ECMN participants represent diverse school programs and teaching philosophies. Through the peer network, participants jointly develop shared strategies and practices that are used in their one-on-one mentoring relationships with early childhood practicum students. The strategies developed by the network participants make a collective impact on the individual mentoring relationships. Mentors support and challenge each other while moving towards individual competencies in their roles as mentors. Using innovative self and collaborative reflective practice strategies during face to face meetings and an online course, mentors analyze and develop strategies based on teacher candidate experiences and classroom scenarios. In this sense, the practicum students and children in the classrooms contribute to the mentor teachers' learning and the practicum students benefit from the collective dialogue and shared strategies developed by the mentor group. This paper will highlight the evaluation findings of the ECMN. The findings suggest that mentorship networks and the developmental relationships that emerge from the networks have potential impact on retaining experienced professionals in the field while simultaneously building a better educated early childhood workforce.

CONCURRENT SESSIONS • 10:00 - 10:45 AM**Kaletunc, G.**

Ohio State University

Acoma A

61. Retention and Advancement of Women in STEM: Mentor and Peer Network Relationships

Engineering lacks diversity. Approximately 20% of engineering college graduates are women. Further, a critical mass of these women leave engineering, resulting in women comprising only 11% of the field's workforce (Fouad et al., 2011). An absence of supportive networks and guidance by mentors negatively impact job satisfaction and career. Women with mentors reported higher levels of career satisfaction and less inclination to leave engineering. Mentorship and networking are essential elements for women to have successful careers. A unique program for women engineering and science majors was implemented and evaluated. The program included activities structured around a curriculum. Mentees were paired with women engineers and scientists from industry. Biweekly mentor-mentee discussions were followed by facilitated peer discussions in learning communities (LC). The curriculum included defining career goals, interview skills, negotiation, conflict resolution, diversity, imposter syndrome, implicit bias, microaggressions, and leadership. In line with the conference theme, the program focused on developing relationships hypothesized to contribute positively to mentees: mentor-mentee and mentee-LC peers. Program evaluation included surveying of mentees and mentors at the beginning, middle, and end of the program, and focus groups. Over 93% of mentees felt that their participation would positively influence their careers. 100% of mentees reported discussions with their mentors to be valuable, with LC peer discussions less valuable. The program demonstrated the value of mentorship to mentees. Equipped with necessary social skills and mentor and peer network support, more women should be retained in the workforce, leading to career advancement and becoming role models to follow.

Conn, C.

Stephen F. Austin State University

Acoma B

62. Building a Mentoring Network: Bridging College to Career

With the pressures of a small overworked faculty, escalating education costs and reduced state support of education credit hours, departments struggle to cover the minimal course learning required to develop professionally prepared students. Additional credit hours or training involving career development including resumes, portfolios, interviewing and job search skills have been all but eliminated from course offerings. Many universities have developed career services offices to take on these tasks; however, schools with specific skill-sets such as the arts are left needing trade-specific training that can rarely be covered by general career counseling programs. This paper will address the continuing challenges of universities to provide meaningful and affordable ways to inform better methods of career mentoring within specific programs. The paper will cover both ways that schools and departments can help their centralized career counseling offices to be aware of area-specific needs and develop their own mentoring tools using the campus' learning management system. Past projects of this researcher surveyed alumni to identify their needs for career preparation. The next focus is to develop a tool that prepares graduates to bridge from college to career. This paper will share the creation of an online tool using a learning management system (Brightspace) to provide current students with a continually available, low faculty-usage method of ongoing career preparation materials. The paper will also demonstrate collaborative efforts between the Stephen F. Austin State University's college of business and school of theatre to accomplish this development.

Shenkman, M.

Desert Sky Aspiration Mentoring

Alumni

63. Mentoring Leader Aspirations: How and Why

As a former executive coach and now, as a leader mentor, I appreciate how mentoring aspirations clarifies personal, unique and singular aspiring; I have seen first-hand how leader mentoring impels a person to form certain values and concerns that create impactful and meaningful relationships. Mentoring aspirations highlights likely value conflicts and disturbing feelings that result from the role of leading, and so enables the mentee to choose how to engage those feelings while still honoring the leader's relationship with followers. The power of mentoring aspirations helps the leader to keep focused on essential values since demonstrating one's values in difficult situations inspires followers to ignite their own aspirations and so devote their energies to the endeavor with greater commitment.

Egues, A. & Cohen-Brown, G.

City University of New York

Fiesta

64. Mentors as Entrepreneurs: Selling the Mouth-Body Connection

The marriage of entrepreneurship and innovation is not expected in all fields of study, particularly among the health professions. As such, challenge exists in conceiving and creating a uniquely multidisciplinary clinical practice guidebook addressing the facets of oral health. Absent or inappropriate oral health diagnosing, education, and screening lead to enormously detrimental health consequences.

within an individual's body, across an individual's life span. This paper addresses how two leaders in the health professions became mentors as entrepreneurs, selling the need for innovative examination of the mouth-body health connection. Theories of creativity, innovation, and motivation in individuals were adopted in cultivating a productive team of diverse practitioners. Using collaborative lenses, experts in art, art history, biological sciences, dentistry, ethics, health communication, health services, medical malpractice law, nursing, and oral pathology worked to illustrate how oral health affects overall health. Indeed, individuals may foster ingenuity, leadership, and stewardship to establish a mentored environment that encourages inclusive innovation regardless of discipline. How this may occur to produce vanguard, enduring material as well as dynamic relationships will be illustrated.

Tkachenko, B.

Youth Business Russia

Isleta

65. In Country Focus

Since 2008, Youth Business Russia (YBR) has supported more than a few thousand young entrepreneurs to consolidate and grow sustainable businesses in 13 regions. They have trained more than 300 mentors, matched more than 500 pairs and have an 80% survival rate of young start-up businesses after 3 years with 90% of the pairs building a long-term cooperation. Much of this success they credit to the mentoring support they offer to young entrepreneurs. However, this was not always the case. When they started in 2008, mentoring was a new concept and volunteer mentoring even more so. Through their involvement in the global network of YBI the team spent time studying international mentoring experiences, translating and adapting the methodology to use in Russia and launching the mentoring in the Voronezh region. They learnt a lot in a very short time and will share their story from novice to experts.

Augustine-Shaw, D.

Kansas State University

Luminaria

66. Mentoring A Strategy for Retaining School Leaders

Turnover rates for school principals and superintendents is alarming. This churn in leadership negatively impacts student achievement and presents challenges for sustaining school improvement and positive school culture. Research shows that leadership matters and without stability in these visible and impactful positions, staff morale declines. The pressures of accountability and political environments place burden on leaders navigating in local settings. Strategies to target higher retention in leadership positions include peer networking, individual mentoring, and opportunities for professional development. Through mentoring, novice leaders develop skills that help them establish an agreed-upon vision to initiate strategies for improvement and meaningful change. Characteristics of strong mentoring programs include intentional matching of experienced and novice leaders, mentoring during the first two years of practice, and mentors who embed practices to maintain a focus on leadership standards. The contextual and confidential conversations in the mentoring relationship focus on real-life issues and self-reflection that clarifies the new leader's values, strengths, and leadership style in daily decision-making. Carefully matched mentors build trusting relationships and assist new principals and superintendents in focusing on community traditions and priorities. This session will highlight an IMA Gold accredited state-wide mentoring and induction program that is successful in retaining leaders. Experienced mentors possess skills and strategies to enable new educational leaders to make impactful decisions in their local context with increased confidence and responsiveness. Training develops coach-like mindsets that move mentoring practices beyond advice giving to building leadership capacity. Exploring mentoring as a strategy to retain leaders is critical for every school district.

Ayalon, A.

Central Connecticut State University

Sandia

67. Teacher-Student Mentoring as School Backbone: the Case of Israeli Democratic Schools

Developmental mentorship implies that mentors assist mentees as they develop themselves through personal insight, posing relevant questions, as well as social exchange (Megginson, Clutterbuck, Garvey, Stokes, & GarretHarris, 2006). How do teachers as mentors of their students provide developmental mentorship and what impact does it have both on teachers and students? This study explores the concept of developmental mentorship in five K-12 democratic schools in Israel where every student has a teacher as a mentor and require a minimum of a weekly face-to-face 30-minute meeting. This qualitative study relies on full day school visits in five schools that included interviews with principals, teachers, and students. Results suggest that on-going and long-term dialogue between students and teachers that is non-judgmental, confidential, supportive, challenging, informal, and incorporating fun are key to student social, academic, and affective development. Furthermore, teachers in their role as mentors, gained insight into their own teaching approach, youth culture and the challenges youth face in the current social media environment. Through dialogue with mentees teachers enhanced their self-understanding as learners and as parents. Finally, mentor-mentee dialogues were key in enhancing student and teacher participation in schoolwide decision making. The results of this study point out to the importance of creating school setting for teacher-student dialogue and providing for professional development for teachers on how to create meaningful dialogues with students. Furthermore, creating mentor-mentee relationship within a school setting is key to creating safe and nurturing environment in schools where both adults and children thrive.

Woolson, L.

University of New Mexico

Santa Ana A

68. Achieving Student Success through Innovative Programming and Peer Mentorship

At the Center for Academic Program Support (CAPS) at the University of New Mexico, we employ innovative programming and services to address differences in student preparation and academic experience. This session will focus on two such programs: Supplemental Instruction (SI) and Learning Strategies (LS). Both programs rest on the foundation of social learning as a powerful tool for growth, with the idea that SI leaders and LSs are model students and peer mentors. Through collaborations with departments and faculty on campus, SI is available in 20+ STEM and other high-risk courses. Learning partnerships with advisement and organizations at UNM have positioned Learning Strategies as a scaffold for students across disciplines who need to strengthen their transferable skills: skills that are necessary to succeed in college, like time management, note-taking, test-taking, and active-learning. Through mentoring partnerships, SI leaders and LSs have worked together to support students and act as leaders inside and outside of the classroom. An overview of the programs' structure and foundations will be provided in this dynamic session.

Pearson, M.

California Baptist University

Santa Ana B

69. Effective Mentoring Model for Career Advancement

Practical, research based, holistic mentoring is empowering. Data from a doctoral dissertation on effective journalism and public relations instruction and from facilitating several mentoring programs led to the creation of a mentoring model that helps mentees take careers in public relations and the academy to the next level. A definition of mentoring, holistic mentoring, accelerant topics (Nemanick, 2015) and the research behind these components will be shared as a foundation for the model. Purposeful mentoring and the fruits that emerge from this type of mentoring will be explored and examples will be shared. Three phases of mentoring will be discussed: Initial Mentoring Relationship- Meetings are focused on academics, professional advice with weekly or bi-weekly meetings. The mentoring relationship usually ends after commencement. Extended Mentoring Relationship - Meetings are focused on academics, professional advice with weekly or bi-weekly meetings. The mentoring relationship continues for a year or two after commencement and evolves into a professional mentoring/coaching relationship. Long Term Mentoring Friendship- Meetings are focused on academics, professional advice with weekly or bi-weekly meetings. The mentoring relationship continues for a year or two after graduation. The model will be explained completely through this presentation and steps to replicating the model will be provided. Principles of servant and transformational leadership along with information on effective mentoring practices including focusing on accelerant topics will be presented in a step by step manner that can be replicated throughout industry and the academy. When a mentoring culture is established, mentoring relationships develop naturally and are effective.

Ragula, M. & Duarte, G.

Indiana State University

Scholars

70. Cross Cultural Communication and Intellectual Flexibility in a Mentoring Relationship

The role of the mentor is to be responsive to the changing demographics of students. Mentors must be prepared to be culturally and linguistically sensitive to students who arrive on campus with different backgrounds (Park-Saltzman et al, 2012). This session provides a detailed analysis of an international student and faculty member who will share their academic journey through the lens of intellectual flexibility, cross cultural communication, and perspectives of the mentor-mentee relationship. In many academic settings, faculty are under heavy teaching loads, so mentoring is a complex and challenging process. Similarly, the mentee has intense adaptation to a new country or state, heavy course load, and employment adjustments. The relationship includes a doctoral student from India and a professor from the border of US/MX navigating the cultural landscape of rural Indiana as they connect and build their leadership relationship. As they develop their professional and personal relationship, they discover the diverse uses of technology and their communication styles. This developmental relationship was sustained through mentoring, coaching, intentional advising, sponsorship, scholarship, and community-engagement over a two year time period. The session will include aspects of their communication, diplomacy, and use of inquiry and flexibility. The communicated messages of equity, sense of care, and attention thread their interactions as they co-write, co-mentor, and build a constructive relationship of growth and transformation. The session will highlight the significance of diverse relationships and the important opportunities for professional growth and inclusion in the community and university culture.

Bluth, S.

Sam Houston State University

Spirit Trailblazer

71. Minority Report: Graduate Student Mentoring Program Evaluation

This session will provide an update and evaluation of an innovative two-year graduate student minority mentoring program at Sam Houston State University (SHSU). The ASPIRE (Academic Success Program in Research Empowerment) scholars mentoring program provides minority graduate students with mentoring and academic success programming to promote professional development

through intensive training, while facilitating a smooth adjustment to the academic rigor of graduate education and the challenges they might face in the job market. This session is going to concentrate on the advances made from 2015 to the present, in the following areas: recruiting and retention experiences, graduation rates, and the challenges and difficulties to mentor students enrolled in online/distance education programs. We will discuss in detail: a) the crucial role faculty/staff mentors play, b) the academic and individual impact of mentoring, c) the significance of creating a solid bond between the mentor and the mentee. The importance of correctly pairing mentors and mentees will be covered. Finally, this session will cover the disproportionately high predominance of females (African-Americans and Hispanics) in our program which presents the challenge of the recruitment of minority men.

Swanson, K., West, J. & Carr, S.

Mercer University

Thunderbird

72. The Sociological Dimension of Apprenticing Doctoral Students

Developmental relationships are an integral part of cognitive apprenticeship as mentors with expertise in the knowledge and skills of a discipline work closely with students, who become experts themselves (Collins & Kapur, 2014). Cognitive apprenticeship has been called the signature pedagogy of doctoral education (Golde, Bueschel, Jones, & Walker, 2008), yet there is wide variety in the relationship between doctoral student and supervisor (Lee, 2008). When the relationship works well, learning is reciprocal, involving both personal and professional growth (Linden, Ohlin, & Brodin, 2013). However, the relationship between doctoral student and mentor can be fraught with challenges. Many supervisors are not experienced as mentors (Linden et al., 2018; Lunsford, 2012). Due to power differentials, students may not seek mentoring (McAlpine & Amundsen, 2012); even students engaged in explicit mentoring relationships have reported a lack of role modeling by mentors (Linden et al., 2013). Therefore, the practices of doctoral supervisors may not help doctoral students enter the community of scholars (Cotterall, 2011). Cognitive apprenticeship provides a framework for systematic mentoring and for broader professional socialization into post-doctoral careers. This paper will summarize the literature on the relationship between the doctoral candidate and supervisor; describe the sociological dimension of cognitive apprenticeship (Collins, Brown, & Holum, 1991) and its connection to doctoral studies; and discuss the use of an apprenticeship model to move the relationship from one of supervisor-supervisee to a collaborative, developmental one involving intentional coaching and professional socialization.

Wednesday, October 24, 2018

Afternoon Concurrent Sessions

CONCURRENT SESSIONS • 3:00 - 3:45 PM

Schlatterer, J. & Kuniyoshi, C.

American Chemical Society

Acoma A

73. How Individual Development Plans Can Support Mentoring Efforts in Higher Education

Adequate preparation of the future workforce is essential for the survival of the U.S. as an economic and innovative powerhouse in the world. Career readiness of trainees depends on the awareness of and exposure to career and professional development resources. In recent years, numerous reports from organizations such as the National Academy of Sciences, the American Chemical Society (ACS), and the Council of Graduate Schools (CGS) have highlighted the importance of mentoring for the successful navigation through college, graduate school, or postdoctoral training and towards securing satisfying jobs. Federal funding agencies such as the National Institutes of Health and the National Science Foundation strongly recommend the use of Individual Development Plans (IDPs) and Postdoctoral Mentoring Plans for trainees, respectively. This workshop will introduce the IDP process as a mentoring tool. The IDP process consists of four components: 1) self-assessment, 2) career exploration, 3) skill strengthening, and 4) goal setting. ChemIDPTM, the IDP developed by the ACS for trainees in the chemical sciences, will serve as an example of how use of IDPs has the potential to prepare faculty and trainees for efficient mentor-mentee discussions. Aggregated data will demonstrate the strong mentoring needs in specific skill areas.

Hatfield, J.

Kansas State University

Acoma B

74. Masculine Mystery

Do you believe that a guy is more masculine if he participated in sports, if he played in band, or was in student government? Does this masculinity and your beliefs about it come from parents, leaders, religion, media, cultural norms surrounding gender roles, communities of culture, or some combination there-of? Masculine masks are false personas men wear because they believe, and cultural norms tell them, they must perform a particular form masculinity in order to be men. In reality, these masks create a dysfunctional and unhealthy manifestation of masculinity. The athletic, militant, stoic, never wrong, non-vulnerable masks are all

examples of false masculinity which have profound effects and ramifications on the individual male's ego, the individuals around him, and the culture at large. Mentoring can have a significant impact in forming healthy masculine identity. This presentation will illuminate and make applicable developmental theories on masculinity, research, personal interviews with men, and dialogue on masculinity. This presentation will; identify and define what masculinity is and is not, examine the ways in which healthy and unhealthy masculinities impact relationships, describe the false masculine masks men wear and their consequences, and finally explore the ways in which mentoring and leadership can be used to assist individuals in navigating their own masculinity. Keywords: Masculinity, gender, identity, dominance, marginalization

Sebold, B.

Arizona State University

Alumni

75. Mentoring is Teaching: How ASU Built + Scaled a Mentor Network for Thousands of Innovators

For three consecutive years, Arizona State University (ASU) has been named #1 in Innovation by U.S. News and World Report, ahead of Stanford and MIT. And over the past decade, ASU's Office of Entrepreneurship + Innovation (E+I) has experimented with a wide array of mentoring programs that have been designed for the University's affiliated student, faculty, and alumni entrepreneurs and innovators. Recently, E+I's iterative experimentation in the domain of entrepreneurial mentorship has yielded a repeatable, scalable, and sustainable Mentor Network model that seemingly works and is ready to be shared. Learn how ASU values entrepreneurship and activates the adoption of an entrepreneurial mindset via an enterprise-wide Mentor Network, which serves the entire institution - regardless of academic level or discipline. As guided by ASU's Charter, this entrepreneurial Mentor Network is 'measured not by whom we exclude, but rather by whom we include and how they succeed.' Join us.

Stokes, C. & Cleveland, S.

University of Michigan - Flint & Tribe Consulting, LLC

Fiesta

76. From Pilot to Program: Mentoring African Americans From Students to Nursing Professionals

There is a significant shortage of registered nurse professionals in the United States. According to the U.S. Bureau of Labor Statistics (2016), over 3,393,200 registered nurses will be needed by the year 2026 to mitigate this shortage. While the shortage is significant across ethnicities, genders, and ages; African Americans experience a more profound shortage of successful nursing student candidates. Prior research has identified several contributing factors, including: lack of social connection, lack of faculty support, lack of good study skills, isolation, prejudice, finances, and lack of understanding (of cultural differences) (Payton, Howe, Timmons, & Richardson, 2013; Fleming, 1984; Gardner, 2005). Stokes (2013) explored the lived experience of African American nursing students who attended predominantly white universities (PWIs) and found that successful students shared common characteristics, which included: seeking support, persistence and determination, academic self-efficacy, navigating the environment, and specific study skills. Based on these study findings, the Freshman Success Seminar Series™ for baccalaureate nursing students was developed and launched at a teaching intensive, private Midwest college to increase African American students in the STEM (nursing) pipeline. The purpose of this presentation is to share strategies used to create this innovative program and move it from single university use to an online platform where current and future nursing students nationwide can enroll and be mentored to success. The authors will share how they created technologically savvy, socially adept strategies to address the nursing shortage while simultaneously launching an education consulting company using innovative and entrepreneurial practices.

Malik, R.

Morehouse College

Isleta

77. Application of Assessments in Executive Coaching

Coaches have used assessments for decades to help top athletes and performing artists to improve their performance; business professionals have recently discovered that developmental relationships such as coaching to assist them in improving their performance personally and organizationally (Pinchot & Pinchot, 2000). Bierema (2002) stated that organizations play a large role in creating a context for learning and developing the workforce. In order to support innovation in organizations, it is necessary for Human Resource Development professionals to create targeted developmental relationships for learning and personal development (Ng, Schweitzer, & Lyons, 2010). Executive coaching is considered to be a developmental relationship tool, customized to work for individualized, one-on-one development (de Haan, Duckworth, Birch, & Jones, 2013; Underhill et al., 2007). Executive coaches have used assessment instruments for years to predict how an individual will act or react and how that individual can interact more effectively with others, which gives the executive coach, client, and the organization insight into the individual's behavior. Most assessments are used to examine and understand how the client's personality connects with her or his performance. Assessments also support the clients so they can recognize the difference between their own perceptions and subjective evidence of how they impact those around them (Birkman International, 2007; Witherspoon & White, 1996). Assessments are key for the executive coach and make coaching more effective when these instruments are a part of the client's development (Berr, Church & Wacławski, 2000; Bush, 2004).

Augustine-Shaw, D. & Hubbard, G.

Kansas State University & Washington State University

Luminaria

78. The School Superintendent Mentoring Practices for Leadership Development

Mentoring provides a continuum of support in leadership preparation. For new school superintendents, mentoring becomes an essential developmental support for stepping into complex and political positions the first time. The reflective guidance modelled by experienced superintendents serving as mentors provides a critical link between theory and practice. The current study explores distinctive mentoring support for new superintendents at two university leadership preparation programs. The first program provides mentoring through a field-based, cohort model aligned with the National Educational Leadership (NELP) standards. The cohort experience includes an internship in the candidate's school district and a university-led learning community of targeted seminars, peer networking, and guest speakers. Strong district partnerships enable the university to provide relevancy through instruction and mentoring by clinical faculty with extensive superintendent-level experience. The second program is a state-approved mentoring and induction program formed by a university that collaborates with state-wide partner organizations. Aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards, mentoring occurs on-site at local districts with trained and experienced superintendent mentors during the first two years of initial practice. Mentors respond to individualized needs of newly seated superintendents as a link from university preparation to on-the-job realities. The interview data collected on mentors speak to the continuum of leadership development through internship and positional mentoring. Key similarities and differences identified from these mentors on leadership standards, essential knowledge and skills, and mentoring strategies are addressed in the paper.

Cowin, K.

Washington State University

Sandia

79. Novice Educational Leaders Find Their Voice in a Co-Mentoring Community

Focusing on creating a developmental mentoring relationship for future educational leaders, in the context of a leadership seminar, this paper reports the findings from the use of an auto-ethnographic approach developed by the author, based on the qualitative methodology of portraiture (Lawrence-Lightfoot & Davis, 1997). This approach is utilized to initiate the formation of a developmental relationship with each leader candidate (hereafter referred to as candidate). The auto-ethnographic assignment is called the self-portrait. The candidate shares the written self-portrait with the university-based mentor first. Then the candidate is given the option of discussing her/his self-portrait among the cohort group of candidates. The decision to discuss one's self-portrait among the cohort group of fellow candidates is often the first step in creating trusting developmental relationships among the cohort group of candidates. The self-portrait discussions are deeply personal, self-revealing, and have been instrumental in the formation of developmental relationships among the candidates and their university-based mentor. A secondary outcome of deepened trust is newly formed developmental relationships among the candidates and development of a co-mentoring community among those candidates who share their self-portraits with each other. The self-portrait process may offer a new approach to mentors seeking to develop or deepen developmental relationships with those they mentor. A third outcome of the self-portrait process is that, within the co-mentoring community, candidates can begin to explore their current leadership stance and set goals for growth and development based on self-discoveries from the process.

King, P.

City University of New York

Santa Ana A

80. Theoretical to Practical: a Program Uses the Best Practices of Formal and Informal Mentoring

Moving from the theoretical to the practical this paper focuses on the development of a new mentoring program that makes use of the best practices of both formal and informal mentoring. This paper is the next logical step in a progression of research that has focused on Architecture including; Mentoring in Architecture: It all starts in the classroom (King, 2014), The Solar Decathlon: Mentoring an Urban Population (King, 2016) and Formal or Informal Mentoring: What are the strengths of each approach? (King, 2017) CityTech's department of Architecture has been approved as a candidate school by the National Architectural Accrediting Board for the creation of a five-year professional degree program in Architecture. This initiative is significant as it provides access to a professional degree for an underserved and urban minority population. The first cohort of students entered the program in the fall of 2017 and are set to graduate in the spring of 2022. As our typical student is often the first member of their family to attend college, the support and guidance provided by a mentoring program is particularly valuable. Challenges to our success include how to achieve both faculty/mentor and student/protégé buy-in and how to maintain strong and positive relationships in a commuter-based population. The design of this mentoring program is fast-track, meaning its implementation has begun before all of the pieces are in place and it will evolve – side-by-side with new coursework. This paper will define goals, clarify strategy and report on progress to date.

Stanwood, J., Sansone, K. & Mittiga, A.

Lesley University

Santa Ana B

81. Universal Design for Learning Practices Foster Developmental Relationships

Members of the Lesley University College of Art and Design (LA+D) community strive to create conditions to promote social equity, inclusion, and academic success for undergraduate students who demonstrate varieties of learning styles and differences. The LA+D Assistant Dean of Academic Affairs has observed that Design department faculty have a natural propensity towards universal design for learning (UDL) principles in both their teaching and mentoring practices. Such practices include making course content accessible through multiple platforms, utilizing team instruction and undergraduate teaching assistants, strategic pairings of students for collaborative projects, customizing learning plans, and more. The UDL philosophy not only strengthens the learning environment but supports richer mentor relationships among faculty and students. Could the act of designing holistic learning spaces and design education ideology organically cultivate developmental relationships that result in enhanced student motivation and success in the classroom and beyond? This paper will provide an overview of how UDL and design education could influence a renewed sense of course design (online and face-to-face) in the art and design learning environment. The discussion will include how developmental relationships in the college setting nurture positive student academic and post-graduate accomplishments. Presenters will demonstrate how integration of UDL practices levels the learning environment and results in program completion and career success.

Gray, J.

Youth Business International

Scholars

82. Youth Business International

Youth Business International (YBI) is a global network of organisations dedicated to helping young people to start, grow or sustain their own business and create employment. Mentoring is a key component of the integrated package of financial and non-financial support services that our members provide to young entrepreneurs. It is central to what makes our model so unique. Over the past 10 years, we have supported 41 member organisations around the world to start, build or strengthen their mentoring programmes for young entrepreneurs. YBI's community of mentoring practitioners is sector-leading, with over 14,000 volunteer business mentors who inspire and empower the young entrepreneurs they support to reach their personal and professional potential. Jo Gray of YBI will provide an overview of YBI activities and share key learnings around why YBI's approach to designing and running volunteer business mentoring around the globe is so successful.

Wilkins, L.

University of Illinois - Urbana-Champaign

Spirit Trailblazer

83. Coaching Your Way to Success: Developing and Engaging Underrepresented Groups at Work

Preparing underrepresented groups for and ultimately placing them in leadership roles is on the minds of many organizations. Organizations spend billions of dollars on diversity recruiting, unconscious bias training and talent development programs. In this paper, I will discuss why traditional approaches to talent development often do not work for underrepresented groups. According to Catalyst, 60% of men and women of color pay an emotional tax at work (Travis & Thoorpe-Mascon, 2018). This means that they are constantly on guard at work and are not able to grow into their most productive and ambitious selves. What is even more daunting is that LGBTQ+ workers face similar challenges, 40% of them report discrimination at work and many are still uncomfortable with coming out. There is a solution. In this paper and subsequent presentation, participants will learn: • More about emotional tax and why how it affects underrepresented employees' engagement levels • About other unique workplace challenges that underrepresented groups face • Why coaching is the key to success for developing underrepresented groups; and how all groups can benefit from it • How to integrate coaching into talent management programs • How to build cross-cultural relationships through coaching

Egues, A. & Santisteban, L.

City University of New York

Thunderbird

84. Efficient Knowledge Sharing and Collaborative Learning: Selling Mentoring Classrooms

Transforming mentoring within the university classroom setting can be a hard sell. Mentoring is a proven approach to drive development and productive learning for both mentees and mentors, while benefiting the institution. Universities are challenged to focus on improving both faculty and student retention and satisfaction. However, 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 no easy task. This paper addresses efficient knowledge sharing and collaborative learning promoted as part of mentoring within the classroom for both faculty and students. There are several models of mentoring incorporated, including career mentoring for improved employee career development, high-potential mentoring for leadership development, diversity mentoring for an inclusive workplace, reverse mentoring for efficient knowledge sharing, and mentoring circles for collaborative learning. Mentoring faculty

to mentor students 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 how cultivating a highly diverse, inclusive mentoring faculty-student community that takes proud ownership of its enduring materials can be embraced by leadership and instructors across academic programs will be demonstrated.

Wednesday, October 24, 2018

Poster Session • Sheraton Hotel

POSTER SESSION • 5:00 - 8:00 PM

Audet, J.

Université Laval

85. Group Coaching: An Innovative Way to Accompany Young Entrepreneurs

Considerable effort is being deployed by public authorities to stimulate entrepreneurship and support newly created businesses. The mortality rate for these businesses nevertheless remains high. An innovative process to accompany young entrepreneurs is group coaching. Taking inspiration from communities of practice co-development principles, this type of coaching aspires to break the isolation that afflicts young entrepreneurs while helping them develop the entrepreneurial skills that are essential to their business' survival. This training approach focuses on groups and interactions among the participants to foster learning. Entrepreneurs meet in small groups on a regular basis to share and discuss their respective problems. Participants provide advice to the others on the basis of their experience as an entrepreneur, all under the supervision of a group leader. Such a coaching group has recently been put together composed of recent university graduates involved in the process of starting up a business. This study is descriptive in nature: the group's structure, composition and mode of operation will be presented. Links will be made with the existing literature on entrepreneurial competencies, communities of practice and group coaching. Based on observations of group coaching sessions, the preliminary outcomes of this type of accompaniment will be highlighted. This method of accompaniment is very promising, but certain conditions for success must evidently be implemented for the participants to reap its full benefits. Hypotheses will be put forward with regard to the nature of these success factors, thus paving the way for other research of interest.

Cal, C. & Abram, M.

Adelphi University - Garden City

86. A Nursing Mentoring Challenge: Development of a Student-Centered Peer Mentoring Program

Mentoring, especially peer-mentoring, continues to be identified as a proactive mechanism in the academic setting to create a winning strategy towards student's development and achievement. At Adelphi University (AU) a private coeducational university on Long Island, NY with one of the largest nursing schools in the region, the College of Nursing and Public Health (CNPH) has partnered with the university's mentoring program to develop an innovative program geared towards the success of its nursing students. The development of the CNPH Peer Mentoring Program began in the fall 2017, built around the idea of fostering students' academic and psychological development and towards their professional growth. This program is scheduled for implementation in fall 2018. Early in the process, we aligned with the AU Student Nurses Association to introduce and to begin working with faculty advisors and student officers to spread the word and begin identifying potential mentees. The program is designed to identify "at risk" students who are underperforming in specific science and pre-nursing course. In the summer of 2018 a "gentle nudge" criteria was implemented and identified students received a personal invitation to join the program. Beyond the development of online questionnaires for both mentor and mentee, the Adelphi University's Mentoring Program will work directly with CNPH to establish mentor-mentee matching, aligned with nursing faculty advisor support. This peer mentoring program within its first year will act as a pilot aimed at specific metrics and provide a regional model to enhance nursing school experience and academic performance.

Carr, S., West, J. & Swanson, K.

Mercer University

87. Using Cognitive Apprenticeship to Mentor Writers and Researchers Across Disciplines

This paper focuses on the ways in which cognitive apprenticeship (Collins, 2006; Collins, Brown, & Holum, 1991; Collins, Brown, & Newman, 1989) supports the scaffolding, coaching, and mentoring of writing and research competency among higher education students across a variety of disciplines. While there is ample literature on writing and research approaches in college settings, there is a void in exploring the influence of apprenticeship models to support the developmental and social aspects of these skills. A review of studies related to cognitive apprenticeship applied in higher education revealed themes that point to the success of the direct application of cognitive apprenticeship methods that intentionally support the developmental growth of students through gradual exposure over time to more complex writing and research skills. Exemplars illustrate that apprenticeship has been effectively implemented in disciplines such as education (Swanson, West, Carr, & Augustine, 2015), health (Lyons, McLaughlin, Khanova, & Roth, 2017), science (Thompson, Pastorini, Lee & Lipton, 2016), engineering (Newstetter, 2005), and mathematics (Saadati, Ahmad Tarmizi, Mohd Ayub, & Abu Bakar, 2015). Within these disciplines, faculty design courses and programs that purposefully provide opportunities for novice writers and researchers to be mentored, coached and socialized into developing a mindset and performance level that moves them from the identity of a novice to the identity of an expert. This review suggests the need for both cognitive and "social apprenticeship" (Beaufort, 2000). Thus mentoring and coaching relationships do not occur by chance; instead, they require deliberate action by faculty supervisors and students.

Holbrook, D. & Loper, L.
University of Texas - San Antonio

88. Providing Holistic Support for Nursing Students through Peer Mentorship

The future of health care is dependent upon adequately preparing a new cohort of clinically skilled and knowledgeable nurses. To achieve this objective, nursing students at UT Health San Antonio must develop a variety of competencies including academic preparedness, time management, and leadership skills. As a Hispanic serving institution, UT Health San Antonio educates a diverse cohort of nurses, comprised of first generation college students and several underrepresented student populations. These students are more likely to face the issue of transfer shock and are commonly underprepared for the challenges of nursing school. To assist students in overcoming these barriers, peer mentoring was introduced as an opportunity for intervention. Each academic semester, one second semester nursing students serves as peer mentor for 10 first semester nursing students. The opportunity for individualized support offers each incoming nursing student a peer's perspective of nursing school, encourages the development of relationships among future colleagues, and increases the overall likelihood of their success. The intention of this poster presentation is to provide its audience an example of student success and engagement through a professional school lens. Previous and current peer mentors will offer their perspectives on mentorship and share their challenges and implemented solutions. Furthermore, student support within the Science, Technology, Engineering, and Mathematics (STEM) fields remain virtually absent. The postsecondary education professionals at UT Health San Antonio aim to share institutional best practices and offer insight on how to implement similar programs on other campuses with limited resources.

Jimenez, T.
National Louis University

89. Building a Local Social Movement: Exploring a Community Psychology Peer Mentor Network

Building a social movement of local community-based researchers and activists is critical to engaging our communities to see the change they want in order to experience the quality of life they deserve. Community Psychologists are a group of professionals that are uniquely positioned to be conveners, collaborators, researchers, policy analysts, and other critical players in moving the needle on several important current issues. Developing the best possible network and mentoring experience for the members of a Chicago-based Community Psychology program is an important part of building this movement. This poster describes a pilot mentoring program for doctoral students from a Community Psychology program in Chicago. The poster will outline the vision of the program, the ways everyone (faculty, students, alumni) have sought to build the professional network, and feedback faculty received from the participants about how to improve the work moving forward. The authors look forward to talking with conference participants about how to improve the student and alumni experience.

Keathley, R.
Sam Houston State University

90. Influencers and Mentors That Promote Academic Success in Under-Represented Populations

Under-represented minority populations (UMPs) are not attaining the educational competencies required to achieve middle to upper level careers in the Texas health workforce. The variables that lead to this inequity include a lack of positive influencers, mentors, and the constructs of cultural mores, and language, financial, transportation, and gender barriers. UMPs comprise the largest high school drop-out rate, the lowest college graduation rate, and the lowest percentage rate of mid-to high health careers. African and Hispanic-Americans are at-risk for this inequity, with Hispanic-Americans representing the fastest growing population in Texas. The College of Health Sciences (COHS) at Sam Houston State University (SHSU) in Huntsville, Texas, received a grant from the Texas Higher Education Coordinating Board to develop an academic pipeline project for UMPs. The project goal was to develop strategies that foster success through pipelines from high school, to community colleges, to universities, and to successful careers in the Texas allied health workforce. Junior and senior level students enrolled in a Hispanic Charter High School in Houston, Texas served as UMPs for the grant. The project sought to identify evidence-based that enhanced the success of the pipeline. The strategies that created the highest rate of success include: mentorship at all levels, positive influencers, strong developmental parental inclusion and support, dual-credit courses, academic/medical tours, lending library of textbooks and lap-tops, advisory committee, project partnerships, job-shadowing, paid internships, and childcare. Graduates of the project, and peer educators were identified as strong indicators of academic success by the UMPs.

Kuo, E.
Claremont Graduate University

91. Intervention Program That Pairs High/Low-Achieving Students to Reduce HS Dropout

The Los Angeles Unified School District (LAUSD) is one of the largest school districts in the nation, with a high population of Latino/Hispanic and African-American students. This student population also has a high dropout rate (Behnke, Gonzales, & Cox, 2010). Students who dropout of high school (HS) face a number of negative outcomes such as lower aspiration, lower self-worth, and higher economic constraints (Behnke, et al., 2010). One possible solution to combating HS dropout is peer-mentoring (Karcher, 2014; Tierney, Grossman, & Resch, 2000). However, there is limited data on whether HS peer-mentoring can help lower dropout rates. Moreover, there is also a lack of understanding what factor causes dropout from students' perspective. The researchers propose an experimental study that evaluates whether an intervention HS peer-mentoring program, pairing high and low-achieving students, can reduce HS dropout rates. The researchers plan to enroll 25-30 at-risk students with a 2:1 assignment to the intervention and control groups. The purpose of this study is twofold: 1) To identify factors that lead to dropout from the students' perspective and 2) evaluate whether participation in a peer-mentor program will lead to positive relationships that may reduce dropout rates.

Llanos, R.

Nova Southeastern University

92. The E-STEAM (Exploring Science, Technology, Engineering, Arts, and Math) Project for Girls

The Nova Southeastern University Branch of the American Association of University Women (NSU AAUW) developed the E-STEAM Project for Girls - an initiative to attract at risk 12-17-year-old girls to STEAM careers (Science, Technology, Engineering, Arts & Math). Through a partnership between NSU AAUW and the Alvin Sherman Library, the university's joint use community library, participants have had the unique experience of working with a diverse population of University faculty, staff and college-aged mentors while engaging in innovative, STEAM-related learning experiences at Nova Southeastern University. The program includes four, half-day field trips to NSU's campus per semester to tour the campus, attend college classes and participate in interactive activities related to STEAM. Participants reflected on their experience by giving a presentation at the end of the program. To measure the impact of the program, the mentees completed pre- and post-surveys to evaluate their likelihood of going to college and pursuing a STEAM career. The results indicated that at the completion of the program, students developed a better sense of their interests and disinterests in STEAM fields. Overall, the program has been a success and can serve as a model for other institutions.

Luo, L.

University of Regensburg

93. Mentors' Impact on Majoring in STEM for Students With or Without a Parent in a STEM Field

Growing up with a parent working in a STEM field and having a STEM mentor enhance the likelihood of completing a university STEM degree (Almarode et al., 2014; Subotnik, Tai, Almarode, & Crowe, 2013). The current study explores whether mentors serve an outsized role for retaining students who do not have a parent in STEM, and which categories of mentors (e.g., parents, teachers, or researchers) are most influential. Preliminary analyses of data from a National Science Foundation-sponsored survey of selective public science, mathematics, and technology high school graduates in the United States indicate that the impact of mentors on students' later majoring in STEM is even greater for students who did not have a STEM parent, compared with students who did. The study relates to the conference theme by examining the influence of mentors for a specific group—students of science, mathematics, and technology high schools. As students attending such high schools often come from STEM-friendly home environments and show greater STEM interests and abilities than students attending non-specialized high schools, the finding indicates that providing more mentoring support can be especially important for bright and interested students without a parent employed in a STEM field. Identifying strategies used by mentors to replicate the attitudes, experiences, and values inculcated in homes with STEM professionals will also benefit students beyond those found in selective STEM high schools. The finding and its implications are relevant for policymakers, STEM educators, and mentors.

Lyman, M.

Shippensburg University

94. Mentoring Students past Their Research Anxiety in a Social Work Research Club

Many college students experience some type of anxiety when exposed to research and statistics content. At the same time, students would not come to college if they did not have some level of intellectual curiosity and a desire to engage in professional academic pursuits. The challenge is to find a venue where students can engage in a complete research experience without the stress associated with the grading and evaluation of a formal research class. This poster describes an undergraduate and graduate level research club, which moves the typical research experience out of the instructor-student model of a traditional classroom and into the mentorship model of a faculty-advised club. The research topics and past presentations of the research clubs indicate the scope and extent of their research projects and presentations, which have taken members across the country and to multiple countries. The results of a simple qualitative survey of former and current research club participants suggest that participation has a long lasting impact in several areas such as interest in using research in social work practice individually, exposure to a wider variety of professional research-related experiences, and considerable improvement of research skills.

Mendenhall, A.

University of Kansas

95. Mutuality in the Mentorship Relationship Between Pre-Tenured Faculty and Doctoral Students

Mentoring can facilitate success in academia for both graduate students and new faculty. Faculty mentoring of doctoral students develops research skills, shapes students' professional identity, provides networking opportunities, and determines students' career pathway. The mentorship of pre-tenured faculty by tenured faculty aids in socialization to the faculty role and academic culture, delineates expectations, and supports the development of advanced scholarship and pedagogy. Well-matched, effective mentorship can be critical to the professional success of both of these groups as they work towards graduation and professional placement and towards promotion with tenure, respectively. Doctoral students and pre-tenured faculty are often closely aligned in experience and years in the field. This proximity, along with the mutual goals of role socialization and scholarship dissemination through publications and presentations, can create a successful reciprocal mentoring relationship. Relational Cultural Theory (Jordan, 2010) focuses on mutuality and mutual empowerment in growth-fostering relationships and provides a framework for interpreting mentoring relationships. Utilizing this perspective, this presentation will explore the potential for mutuality in mentorship of doctoral students by pre-tenured faculty members. Two mentoring dyad case studies will be described and analyzed with additional exploration concerning gender, age, and experience in the field.

Poliquin, A. & Tompkins, P.
Touro University Nevada

96. When You Are the Rule Not the Exception. Mentoring Medical Students Through the Challenges

Within the confines of medical school, there are distinct opportunities to mentor and foster relationships with students. Of particular interest are those situations when students stumble non-academically for one reason or another. Professionalism for medical students is a broad multi-faceted area of their education and future expectations as physicians. This encompasses being on time, courtesy, professional dress, terms and vocabulary used for and about future patients and humanism. Student Affairs Professionals must be aware of generational differences and preferences to coach and mentor. Students in generation X (1965-1980) and millennials or generation Y (1981-2005) comprise the majority of medical students in American schools. According to Borges et al., (2006) Generation X students are more private and cynical, while Millennials are more sunny tempered, positive and pragmatic. Helping students through mistakes in judgment and maturity require acknowledgement of their generational and personal differences, but also awareness of delayed maturation in social skills as compared with intellectual achievement. As Borges et al., (2006) found there are generational reasoning differences which factor into a facility for behavioral trouble that students do not recognize as problematic or even anti-social. Deans and other student affairs professionals who are tasked with resolving, and helping students improve unwelcome behaviors must use innovative arguments and coaching strategies to reach students who may have resistance to authority, reluctance to reflect and resistance to adaptation essential to very structured professions such as medicine, where there is little tolerance for disrespect.

POSTERS WITH INDIVIDUAL/PANEL SESSIONS • 5:00 - 8:00 PM

Amick, L.
University of Kentucky

Attitudes/Beliefs of Early Career Secondary Math Teachers Regarding Their Support System

See page 29 for abstract.

Ashcraft, W.
Community College of Denver

Faculty and Staff Mentoring High-Risk Community College Students

See page 67 for abstract.

Balachowski, M.
Everett Community College

Creating a Mentor in 1 Day - Designing a Successful Mentor Training

See page 64 for abstract.

Barrera, I. & Kramer, L.
University of New Mexico & National University

Authentic and Creative Leadership: From Transactional to Transformational Mentoring

See page 13 for abstract.

Booton, B.
University of Missouri

Peer Mentoring: A Mitigating Influence on URM Persistence and Success in STEM

See page 61 for abstract.

Burton, C.
Radiance Resources LLC

Equity Through Collaboration: Advancing Faculty and Staff Partnerships for Career Services

See page 57 for abstract.

Cleveland, S. & Stokes, C.
Tribe Consulting, LLC & University of Michigan - Flint

Unleashing Their Inner Educators: Mentored Online Offerings for Emerging Nurse Instructors

See page 50 for abstract.

Corriveau, E. & LeMaster, J.
University of Kansas

Application of Implementation Science to Family Medicine Mentoring: The Change Process

See page 62 for abstract.

Cowin, K.

Washington State University

Novice Educational Leaders Find Their Voice in a Co-Mentoring Community

See page 38 for abstract.

Cruz, C.

St. Mary's University

Peer Coaching Program Development at a Hispanic Serving Institution: Coaches Lived Experiences Mentoring First-Year Hispanic and Latina/o Students Majoring in STEM

See page 24 for abstract.

Davis, S.

San Francisco Human Rights Commission

Potential, Promise, and Practice: Recognizing the Power of Youth Leadership

See page 69 for abstract.

Gonzalez, V., Ortiz, A., Perez, A. & Clemente, J.

University of Puerto Rico - Rio Piedras

Peer Mentoring: An Experience of Helping and Learning

See page 58 for abstract.

Grove, K.

Indiana University - Purdue University Indianapolis

Advancing Women Mentoring Program - Supporting Student Success

See page 71 for abstract.

Halko, G.

West Chester University

The Startup Nobody Saw: Entrepreneurship and Developmental Relationships in Scholarly Publishing

See page 18 for abstract.

Hatchett, H.

Cincinnati State Technical and Community College

A Model Mentoring Program for Community College Junior Faculty Members

See page 63 for abstract.

Henderson, T.

University of Texas - Dallas

How Mentoring Links to the Catalyst for Learning Model

See page 66 for abstract.

Hudson-McKinney, M.

Western University of Health Sciences

Inter-Professional Durable Medical Equipment Mentorship Training for Pharmacy Students

See page 19 for abstract.

Jensen, J.

Humboldt State University

Professional Leadership Through Coaching: A Hub and Spoke Model of Distributed Learning

See page 31 for abstract.

Kaur, G. & Nanez, J.

Arizona State University

Mentoring for Academic Success and Leadership Among Diverse HS and University Students

See page 52 for abstract.

King, K., Peterson, S., Day, C., Nair, A. & Gullerud, R.

Mayo Clinic - Rochester

The Evolution of a Health Sciences Mentoring Program

See page 30 for abstract.

Kinsey, D. & Canuelas-Torres, L.

Syracuse University

Mentoring Doctoral Students: Perceived Importance of Mentoring Activities

See page 25 for abstract.

Kupersmidt, J. & Stelter, R.

Innovation Research & Training

STEM Mentoring: Research-Based Recommendations for Program Practices

See page 65 for abstract.

Lim, N.

University of Arizona

From Researcher to Entrepreneur: How to Lead Faculty to Innovation and Entrepreneurship

See page 13 for abstract.

Lindsey, M.

Southwest Environmental Health Sciences Center

Multiple Mentors for Developmental Relationships

See page 16 for abstract.

McCoy, K. & Ware, L.

State University of New York - Geneseo

Platform for Excellence -- A Challenge to Institutional Ableism

See page 32 for abstract.

O'Donnell, K.

Our Lady of the Lake University

Exploring Innovative Processes in Mentoring: Mindful Mentoring in Schools

See page 18 for abstract.

Osa, J. & Oliver, A.

Virginia State University

Using Lessons Learned from Mentoring Emirati Students to Mentor Arab Students in the U.S.

See page 21 for abstract.

Nnadozie, V.

University of KwaZulu-Natal

Beyond Matchmaking: Peer Mentor Role and Leadership Development in a Student Mentorship Program

See page 59 for abstract.

Pearson, M.

California Baptist University

Effective Mentoring Model for Career Advancement

See page 35 for abstract.

Pfirman, A.

Clemson University

A Model of Underrepresented Doctoral Students' Relationships with Faculty Advisors

See page 60 for abstract.

Pinzl, M.

Viterbo University

Mentoring At-Risk Students via Developmental Relationships and Undergraduate Research

See page 55 for abstract.

Ragula, M. & Duarte, G.

Indiana State University

Cross Cultural Communication and Intellectual Flexibility in a Mentoring Relationship

See page 35 for abstract.

Reeves, R.

University of New Brunswick

Protégé Agency as an Empowerment Tool for Diverse Populations

See page 71 for abstract.

Salazar, L.

New Mexico State University

The Queen Bee Syndrome: The Need for Mentorship in Educational Leadership Salazar, L. &

See page 68 for abstract.

Salazar, L. & Rodgers, J.

New Mexico State University & Baylor College of Medicine

Mentoring Mary's Monster: Bioecology, Empathy, and Passion in Mentoring the "Minoritized"

See page 64 for abstract.

Santiago, L. & Watkins, J.

Touro University California, Inquiry & Learning for Change

Entrepreneurial Leaders as Facilitators of Complex Adult Learning Systems

See page 22 for abstract.

Snyder, C.

Clarkson University - Capital Region

Classroom Mentors: The Lynchpin of Successful Teacher Education

See page 54 for abstract.

Stelter, R. & Kupersmidt, J.

Innovation Research & Training

Cultivating the Quality of Mentoring Program Practices

See page 17 for abstract.

Stokes, C. & Cleveland, S.

University of Michigan - Flint & Tribe Consulting, LLC

From Pilot to Program: Mentoring African Americans From Students to Nursing Professionals

See page 37 for abstract.

Swanson, K., West, J. & Carr, S.

Mercer University

The Sociological Dimension of Apprenticing Doctoral Students

See page 36 for abstract.

Ware, L.¹, Delgado, D.², Armentrout, R.² & Lujan, K.²

State University of New York - Geneseo¹ & Cuba Independent School District²

Identity, Arts, and Career Mentorship

See page 68 for abstract.

Williams, S. & Krebs, M.

University of New Mexico

Campus Employment - Not Just a Job: Mentors Develop Student Leadership and Advance Careers

See page 51 for abstract.

Williams, S., Secatero, S., Romans, R., & Lopez, P.

University of New Mexico

Professional Networking Yields Benefits for Aspiring Leaders of Indigenous-Serving Schools

See page 22 for abstract.

Yarbrough, J. & Nutter, C.

West Texas A&M University & Texas Tech University

Walking With the Students: A Mentoring and Engagement Plan for Academic Advisors

See page 48 for abstract.

Thursday, October 25, 2018

Plenary Sessions

11:00-11:45 am • Lunch Break • 1:00-1:45 pm & 2:00-2:45 pm

Choose Your Own Adventure **Charles Ashley • Cultivating Coders** Ballroom A&B

I'll give insight on how you'll encounter many "on ramp/off ramp" moments in your life when it comes to the people who'll enter and exit your journey in life and business. My journey through life reminds me of a road trip that spans across years and years of flat tires, pit stops, engine failure, getting lost etc. However, throughout the entire road trip I encountered a number of Coaches, Mentors and Leaders who've helped guide and shape me during this ongoing road trip.

11:00 am - 11:45 am

Lunch Break • 12:00 - 12:45 pm • Ballroom C

Cultural Competency: Unleashing Innovation and Entrepreneurship Through Mentoring

Lisa Fain • Center for Mentoring Excellence
Ballroom A&B

The key to growth and innovation lies in leveraging differences and creating environments where everyone can bring their best ideas to the table. Mentoring provides a safe space to generate ideas, promote deeper understanding and explore options that lead to innovation and entrepreneurship. Cultural competency is the ability to understand and bridge differences and is a crucial factor in a successful mentoring relationship. Without cultural competency, mentoring partners cannot reach the depth of understanding that is required to unleash this benefit. This presentation will introduce a model for cultural competency, and provide concrete examples, tips and tools to develop, hone and apply this important skill.

1:00 pm - 1:45 pm

Self-Mentoring: Becoming a Cultural Entrepreneur in Organizational Citizenship **Marsha Carr • University of North Carolina-Wilmington**

Ballroom A&B

Most institutional systems struggle to find a balance in the political and human structure of the organization in promoting a healthy and viable environment or 'organizational culture'. Michael Fullan confers this delicate yet desired balance in a system as 'organizational citizenship' - when the individuals in the system operate as a whole and not for individual gain. An organization that promotes citizenship recognizes the importance of developmental relationships. Developing relationships that promote citizenship are embedded in the practice of self-mentoring. Developed by a former school superintendent and entrepreneur who transitioned into higher education, self-mentoring is grounded in self-leadership theory, a theoretical construct focused on the internal mechanisms individuals use to intentionally focus efforts to lead and guide themselves with self-direction and self-motivation. This practice can be employed in three strategic areas: personal behaviors, natural rewards, and constructive thought patterns. Self-mentoring emphasizes the creation of positive elements within tasks and/or the redesigning of tasks to reduce the negative forces within the task thereby increasing the intrinsic motivational qualities of the task and the energy generating qualities of the task. The examination of self in terms of personal behaviors, pursuit of natural rewards, and improvement of constructive thought patterns are key to successful self-mentoring. Learn how to perfect your 'cultural entrepreneurship' to guide those in your institution or organization from 'employees to citizens'.

2:00 pm - 2:45 pm

Thursday, October 25, 2018**Morning Concurrent Sessions****CONCURRENT SESSIONS • 9:00 - 9:45 AM****Parker, M.**

University of Houston - Downtown

Acoma A

97. Grant-funded Leadership Mentoring for Undergraduates

University of Houston-Downtown's Scholars Academy (UHD) utilizes several mechanisms throughout the collegiate careers of science, technology, engineering, and mathematics (STEM) majors entering its program to purposefully train and engage first time in college (FTIC) and transfer undergraduates in situational leadership. The belief that leadership is learned and that situational leadership works to develop people and work groups, bring out the best in undergraduates, and encourages a flexible approach for leaders to modify their style based on what best suits the situation. With the support of two grant awards (Texas Workforce Commission-active and Department of Education Minority Science and Engineering Improvement Program (DOED MSEIP)-inactive), this session will provide information about developing a program of successive leadership for STEM undergraduates.

Yarbrough, J. & Nutter, C.

West Texas A&M University & Texas Tech University

Acoma B

98. Walking With the Students: A Mentoring and Engagement Plan for Academic Advisors

The academic advisor could be the single most important contact a student makes in their university experience (Campbell & Nutt, 2008; Drake, 2011; Karp, 2011; Vander Schee, 2007). These professionals are uniquely positioned to interact with students on a regular basis as advising is one of the only structured activities in which students develop individualized relationships with a concerned representative of the institution. Recognizing the advisor's potential for one-to-one academic support clarifies why it is increasingly important that the advisor fill the role of coach or mentor while working with the student as the student journeys through their first few years of college. While the significance of the academic advisor is increasing, the role is also changing. For example, with advances in technology, the ability to map degree plans can be simpler, however, the goals and aspirations of the students are evolving, dynamic and, at times, less boundary-defined. The following paper will share a unique plan "walking with the students" as a guide for helping advisors navigate their evolving role that is increasingly dependent on communication and human relations skills. The plan outlines a process that supports richer interactions between the student and advisor based in communication and relationship theory. The goal of applying the plan is to prepare students to make successful academic choices and professional choices in an environment filled with global and dynamic opportunities. This step-by-step approach, "walking with the student" specifically outlines a scaffolding process that advisors and other student support professionals can follow to facilitate their role as a mentor preparing students for life achieving with innovation and entrepreneurship. We also call this walk guided autonomy. The presentation will provide background information about college environments, theory-based suggestions for advanced academic advising, strategies for application, and conclusions.

O'Neill, S.

Vermont Child Welfare Training Partnership

Alumni

99. Promoting Placement Stability for Children and Youth Through Foster Parent Mentoring

The Placement Stability Project aims to improve placement stability and permanence by enhancing the social and emotional well-being, and restoring developmentally appropriate functioning, of Vermont's children and youth who are pre and post permanence, with the broader vision to reach all children in the Vermont child welfare system through the implementation of family-engaged, adoption-competent, trauma-informed, and evidence-based services and supports. One facet of this grant-funded demonstration project is the development of the Foster Parent Mentor Program. Foster parenting is exciting, fulfilling and comes with challenges! The most vulnerable time in a foster care placement is within the first six months. During this critical time caregivers decide whether or not to continue with the work based on the amount of support they receive in caring for children/youth. The Foster Parent Mentor Program matches new and experienced foster parents to provide the extra support needed in the early days of navigating the child welfare system. Foster parents that feel supported grow in confidence and competence, which leads to placement stability for children/youth. Without placement stability a child/youth experiences additional trauma with each move made. This paper will outline the research done for the development of this program, will present the training curricula provided to mentors prior to mentee matches, and will report on the preliminary outcomes of mentor/mentee matches. Additionally, the author will reflect on the successes, barriers and new/unanticipated ideas that have arisen during the early implementation of this new program.

Brommelsiek, M.

University of Missouri - Kansas City

Fiesta

100. Readiness for Discovery: Mentoring Future Interprofessional Health Sciences Researchers

Interprofessional practice is a standard in healthcare delivery. Yet limited literature exists on interprofessional research for working more collaboratively. The literature on mentoring health professions students to conduct research suggests that opportunities provided during the undergraduate years exerts a strong influence on students' decisions to pursue research once they assume professional roles. Developmental mentoring that places the focus on relationship building is particularly useful in interprofessional research where a team of experts guides mentees. This workshop focuses on an interprofessional research lab within a six-year medical school and the research team's experience mentoring student researchers in medicine and nursing who are paired with surgeons, nurse anesthetists, social scientists, and humanities-trained professionals on projects that range from interpersonal relationships among surgical teams to surgical error and technique. Employing Socratic dialogue for thinking and re-thinking ideas helps open doors for discovery and creative research protocols. By immersing students in ethnographic projects within an interprofessional setting, a reciprocal process of teaching and learning occurs that guides students from an initial hypothesis to writing a research proposal and conducting an ethnographic study. This workshop will demonstrate the development of a research hypothesis by interprofessional teams through one-minute exercises emphasizing Socratic dialogue as used in the research lab. Session objectives include: (1) Understand the attributes of interprofessional mentoring as applied to research; (2) See value in ethnographic research for developing health professions researchers; (3) Apply Socratic dialogue to develop a research hypothesis.

Moore, J.

University of New Mexico

Isleta

101. Literature Review of STEM-H Mentoring: Effective Practices, Common Definitions, and Training

Mentoring is not a solution to the complex questions of human morality but is a tool to optimize relationships. The literature reviewed for this article on Science, Technology, Engineering, Mathematics, and Health (STEMH) mentoring has identified key challenges of mentoring people in this diverse community of professionals. Within the STEMH community, mentoring can result in better patient outcomes, developmental networks for mentees, advancements in the fields, and professional skills development. Because of the variances across professional fields (medical, academic, business), one of the greatest causes of frustration is a lack of understanding in expectations from the mentor and/or mentee (Lakhani, 2015).. Mentoring program development is centered on pursuing and replicating the successes of the past, although equally essential information can be learned from perceived failures. Understanding what makes STEMH professional's diverse is another method for identifying which programs are successful and why. By first understanding the needs and limitations of STEMH students' and professionals, effective practices can be solidified, even if the answer is that every program must be different to suit specialized demographic or professional occurrences.

Cocchiarella, M., Mitchell, E., Harris, P. & Ludlow, C.

Arizona State University

Luminaria

102. Mentoring, Coaching, and Leading: Supporting Our Students System

Person-centered planning is rare in large public institutions of higher education due to a sizeable student population and paucity of resources. Supporting Our Students (SOS) is a case management system designed to increase student success and retention and produce highly qualified educators in Arizona. The need for student support and intervention was long known but moving from a traditional silo services to a collaborative integrated team was desired. Structuring a leadership and entrepreneurial mindset for students entering the teaching profession was designed. Once needs are identified, college representatives engage in cross-collaborative discussions with other units to determine existing resources. For example, partnering with disability resources and veterans services are two departments identified as critical linkages and clinical experience collaborators includes teachers, administrators, and human resource directors. Students are integral to the creative decision making process so the success and effectiveness of SOS rests on the personalization of services with the intent to have preservice teachers become successful leaders and potential educational entrepreneurs in districts, schools, classrooms, and communities. This presentation will outline how this innovative system has helped over 700 students in 70 school districts meet programmatic rigor and professional expectations held by faculty and district stakeholders. In detail, program data and the effective technological support system feedback for students will be described. As well, specific information, such as, timelines and procedures will be offered on the integrated and comprehensive framework at the College, University, and community levels. Recent program evaluation outcomes will be discussed.

Hendricks, S.

Stephen F. Austin State University

Sandia

103. Perceptions of New Faculty Transitioning into Higher Education

One main goal of every higher education institution is recruiting and retaining high quality faculty members. A successful mentoring program and effective faculty professional development are ways to recruit and retain new faculty. One of the most valuable resources an organization can offer an employee is effective learning opportunities. This is certainly the case as a new faculty member is transitioning to the university level or transferring from one university to another. Often times, the new faculty does not know “what” to ask, much less “who” to ask. With a mentor, the new faculty member will have a colleague that can answer any questions; more importantly, the mentor can be a friend that provides the “do’s and don’t” within the organization and encourages and supports the new faculty to reach his/her fullest potential. The author has facilitated many professional opportunities to new faculty within one regional comprehensive university in East Texas. From the results of a focus group, this study examined the perceptions of new faculty regarding the benefits and challenges of the professional opportunities afforded to new faculty during the transitional period into higher education. In this presentation, the author will discuss the perceptions of the new faculty. Lastly, a group discussion will provide the audience with various ideas regarding transitioning new faculty into higher education.

Black, V. & Taylor, Z.

University of Texas - Austin

Santa Ana A

104. "You Should Want to Change": First-Year, first-Generation Perspectives on Mentoring

Extant research suggests mentoring programs rarely address mentee predispositions prior to developmental relationships, while first-year and first-generation college students greatly benefit from these types of relationships. To explore mentee predispositions, this study examines first-year, first-generation college mentees' (n=7) perceptions of mentorship and their own “mentorability,” or, their willingness and readiness to be mentored. Mentees in the study were all students of color who attend a large, Predominantly-White Southern institution. From the data, several themes emerged pertinent to “mentorability”: mentees felt it was their responsibility to be open-minded and actively listen to their mentor, mentees often saw their mentor as an inspiration for their future college success, and mentees urged that patience with themselves and their mentor was key to a successful developmental relationship. In addition to mentee predispositions, mentees also shared that building friendships with their mentor outside of an academic context was important, and that their mentors often served as a cultural guide of the campus and university structure, helping them navigate their early college years as a first-generation student of color. Finally, mentees expressed their reliance on their mentor as a source of motivation and persistence through their first year, often claiming they would not be as successful or would not continue to enroll at their institution if not for their mentor. Ultimately, this work produced a number of suggestions for future research, including further discussions with students of color and first-generation students in addition to new and experienced mentors and examining how mentors define their mentees’ “mentorability.”

Cleveland, S. & Stokes, C.

Tribe Consulting, LLC & University of Michigan - Flint

Santa Ana B

105. Unleashing Their Inner Educators: Mentored Online Offerings for Emerging Nurse Instructors

“U.S. nursing schools turned away 64,067 qualified applicants in 2016 due to insufficient number of faculty, clinical sites, classroom space, and clinical preceptors, as well as budget constraints...” (AACN, 2016). Factors including a shortage of nurse instructors have postponed these qualified applicants from attending a nursing program. The National League of Nursing’s (NLN) position statement (2006) and the Institute of Medicine report (2011) identifies nursing educators as the key factor in preparing nurses to meet the healthcare needs of the United States population. The increased utilization of adjunct (i.e. part-time, contractual) faculty teaching in clinical settings has dramatically increased in response to the increase of students enrolled in nursing programs. Adjunct nurse instructors (ANI) are expert clinicians who want to maintain their current employment within a health care setting while also teaching on a part-time basis. Tribe Consulting, LLC is working to address this by bridging the gap for nurses who want to transition into part-time education opportunities. This woman- and minority-owned company offers a mentor-supported, multimedia-based online course and webinar series that incorporates adult educational, design thinking theories, and incorporated feedback from nurse educators in their willingness to use educational technology (Cleveland, 2014) as part of the course design process. Developmental relationships are established in group and one-on-one mentoring sessions. The course allows emerging nurse instructors, giving them the opportunity to continue to experience their current profession and reach out into a new area for them, the training of additional nurses.

Bulin, A.

Dallas Baptist University

Scholars

106. Exploring How Young Adult Females Utilize Mentoring to Navigate Developmental Milestones

Mentoring has become a focus at many universities and comes as no surprise since recent research has indicated that mentoring is linked to academic success and even well-being later in life (Supiano, 2018b, para. 5). In order to further identify the reasons why or how mentoring helps young adults, the goal of the study was to explore the role that mentoring plays in the development of young adults' feelings of becoming an adult. Specifically, the topic of the study is the exploration of developmental milestones of young women and how they use mentoring to assist them in navigating adult tasks. The purpose of the study was to determine to what extent young women rely on mentors to help them complete tasks that help them to feel more like adults. By using a qualitative survey model, participants were afforded the opportunity to express their views and feelings in their own words and to their own satisfaction without the influence of the researcher. The invited participants were all college students at a private Christian university located in Dallas, Texas. The university selected has recently implemented a Quality Enhancement Program that was focused on mentoring, has subsequently established a Center for Mentoring, and completed a pilot study of a mentoring program on campus. Analysis of the survey answers revealed key themes in the development of adulthood in young women through mentoring.

Williams, S. & Krebs, M.

University of New Mexico

Thunderbird

107. Campus Employment - Not Just a Job: Mentors Develop Student Leadership and Advance Careers

Leadership skills and dispositions are becoming more important to institutions of higher education (IHE) as they prepare students for lifelong learning, workplace readiness, and civic responsibilities. One way to accomplish this is for IHEs to keep their student employment programs current with the changing needs on their pluralistic campuses (Lewis & Contreras, 2008). This study explored what today's students perceived to be important for their leadership growth and development. The researchers conducted a study on the relationships between college students' perceptions of their campus employment and their supervisors' own investment in their development. The study examined the connections between students' employment experiences and their academic progress, future career pathways, credentialing of skills learned, and the university's investment in student employment. Over 300 student employees and over 150 of their employers, at a flagship university in the American Southwest, completed surveys followed by focus group interviews. The researchers found that supervising mentors can have a direct impact on student growth by focusing on specific engagement experiences such as leadership and career development. Student employees who develop a relationship with campus employers were more likely to persist and achieve their learning goals when mentored by a supervising employer. The findings suggest student employees had opportunities to implement foundational workplace skills and employers took pride in mentoring their student employees in the leadership skills necessary for career success.

CONCURRENT SESSIONS • 10:00 - 10:45 AM**Lunsford, L. & Dahlberg, M.**

Campbell University & National Academy of Sciences, Engineering, and Medicine

Acoma A

108. The Science of Effective Mentoring Discussion Session

Mentors, mentees, and researchers of mentorship all identify effective practices when it comes to mentoring undergraduates, graduate students, and post-graduates in science, technology, engineering, mathematics, and medicine (STEMM). This session will provide an opportunity for those elements to be gathered and shared. After a brief overview of some principles of the science of effective mentoring in STEMM (10 min), the session will facilitate the audience sharing practices by first "wall-storming": rapidly listing ideas on boards by discipline, level of student, aim of the mentoring program, among other categorizations (10 min). The second part of the session will be self-facilitated small group discussions to identify shared best practices and gaps in practice or knowledge (15 min). The third part of the session will provide an opportunity for participants to identify what a portal of shared resources might look like (10 min). Concepts and ideas developed during the session will be shared with the Committee on the Science of Effective Mentoring in STEMM of the National Academies of Sciences, Engineering and Medicine. The committee will issue a final report and create an online interactive guide of effective programs and practices that can be adopted and adapted by institutions, departments, and individual faculty members.

Nanez, J., Kaur, G. & Chavez, L.

Arizona State University

Acoma B

109. Mentoring for Academic Success and Leadership Among Diverse HS and University Students

The United States has been concerned with educational disparity among its students for at least seventy years. Research has shown that during that time, university graduation rates have been significantly higher among students from high-income families than from low-income families. Over time, an “academic achievement gap” has developed based on family income and other socioeconomic status (SES) factors, e.g., ethnicity and race, attendance at under-performing schools, lack of mentoring and training in development of leadership skills, and lack of academic rigor during high school, to name a few. As shown in this paper, participation in the Summer Experience Program significantly reduced students’ perceived stress, such as worries concerning financing university cost of attendance. The program also improved students’ views of university life by providing them with a broad set of student affairs-related experiences, e.g., information about financial aid, residence life, sports, student clubs, etc. This part of the program facilitated students’ transition from high school to university life. The program also improved retention rates among university students. Specifically, participation as mentors and near-peer academic success role models contributed to increased retention and graduation rates among undergraduate students. A high percentage of these “university scholars” have graduated with BA and BS degrees and enrolled in graduate programs; a subset have achieved master’s degrees. The program demonstrated that mentoring during high school and university years provides students with academic and life skills to prepare them for career, professional, and leadership success beyond higher education. Keywords: Academic Achievement Gap, Academic and University Acculturation, Mentoring, Academic Success

Mudiwa, P. & Angel, R.

Appalachian State University

Alumni

110. Collaborative Network Orientation: The Legacy of a Mentoring Journey

The purpose of our paper is to share an informal mentoring experience anchored in our cross-racial and cross-cultural mentoring relationship which we documented and published (Guramatunhu-Mudiwa & Angel, 2017). In the last three years, we successfully planned and hosted a Women in Educational Leadership Symposium conceptualized and guided by two models. First is a mutually beneficial mentoring model that provided for a mentor-mentor relationship rather than the initial mentor-mentee relationship. This new relationship included joint research interests, mutual advisement about professional decisions, an emphasis on building community, and personal development. This arrangement was more in line with the concept of formation mentoring communities (FMC) presented by Felten, Bauman, Kheriaty, and Taylor (2013) that recognizes that women work and mentor one another best in relationships where we are allowed to represent ourselves authentically. The second is the collaborative network orientation (CNO), which theorizes that women prefer to lead using empowering collaborative and cooperative relationships built around a network of internal and external stakeholders (Sorenson, Folker & Brigham, 2008). In this paper, we share how our mentor-mentor relationship used the CNO by tapping into our personal and professional contacts that were both internal and external to plan and host the symposium. Hosting a symposium is truly an involved and protracted process that requires networking with various stakeholders to achieve set goals. Our work has demonstrated the benefits of networking and cross-racial, cross cultural mentoring in creating personal and professional growth and also in building spaces that support new institutional cultures.

Brommelsiek, M. & Spencer-Carver, E.

University of Missouri - Kansas City

Fiesta

111. Creating Change Agents in Rural Primary Care: A Coaching Strategy for Nurse Practitioners

National healthcare reform is contingent upon four building blocks: universal access to care, comprehensive healthcare coverage, high quality healthcare delivery, and affordable cost for services. Barriers to consistent and coordinated healthcare include patient inaccessibility, large patient loads and staff attrition. In rural areas, primary care providers are responsible for nearly all health care delivery, particularly, primary care services to patients living in isolated communities. Primary care clinics serving largely rural patient populations need to implement changes in their daily procedures that help reduce fragmentation and improve communication among the providers, providers and their patients, and the healthcare systems who manage these clinics. Advanced practice nurses (APRNs) employed in rural primary care clinics serve at the frontlines of care while assuming leadership roles for managing the day-to-day operations. To assume leadership roles in rural primary care, practitioners must fully understand the importance of teamwork, evidence-based practice, effective communication, and behavioral change strategies for managing complex health conditions within complex systems of care. This interactive presentation demonstrates coaching and leadership techniques used to create change agents in nine rural primary care clinics in the mid-west. Drawing on tools from TeamSTEPS™ to promote innovative problem solving, workshop participants will engage in team-building activities that improve communication and foster trust. Learning objectives include: (1) Understand the role of change agents as leaders for managing complex systems; (2) Apply communication techniques that promote teamwork; (3) See the value of team-based problem solving.

Richmond, C.

Assumption College

Isleta

112. Coaching Entrepreneurs: Dancing in the Moment with Your Client

This paper offers three assumptions for coaching entrepreneurs, a case study and literature review. The assumptions are: (1) The co-active coach's role with entrepreneurs is to use inquiry to help clients share their dreams, identify desires, and clarify their goals and the session's purpose. (2) The coach's responsibility is to listen to continually sense what is most important to the client and then to choose the appropriate question. A coach must listen at a very deep level to what is underneath the words, and use intuition and coaching skills to respond to the client's agenda. By contrast, a mentor's role is to help by listening, giving advice and suggestions, and asking questions to reach the mentee's intended goal. (3) It is important to assess whether coaching or mentoring is most appropriate for the client. Lessons learned from a coaching case study describe the challenges and opportunities of coaching a budding entrepreneur. How does the coach best keep the entrepreneurial client's agenda? A coach needs to clarify and co-create their role and responsibilities as either a coach or a mentor. The intended outcomes from this paper are for participants to discover how a coach dances in the moment to address the client's agenda, not their own. Additionally, participants are presented with factors to consider of when to coach or mentor for an outcome of entrepreneurial learning. Lastly, findings from a literature review of entrepreneur learning are shared on how to support entrepreneurs' development, develop effective relationships, and foster innovation and entrepreneurship.

DeBiase, J.

Arizona State University

Luminaria

113. Mentoring to Promote the Professionalization of a Pre-Service Teacher

A number of research studies have determined the importance of disposition development in pre-service teachers and have made recommendations for how to teach and assess dispositions; however, it is not clear what supports provided by teacher preparation programs and their PK-12 partners would be most effective. The Development of Dispositions in Preservice Teachers study fills this void and shares recommendations for helping preservice teachers balance the need to serve as high quality and professional teachers with the natural inclination to serve their students, families and the communities. This topic relates to the field of mentoring, given data analysis and recommendations from this study are focused on: (a) specifying expectations for structured freedom in the setting of a school placement classroom and defining the concept of mentoring, (b) engaging in conversations with schools to serve as Communities of Practice so that preservice teachers can contribute more meaningfully, and (c) leveraging interpersonal relationships to facilitate peer/mentor coaching. Applying these recommendations within teacher preparation is strongly connected to the strand of teacher mentoring, and readily promotes the theme of developmental relationships. Participants can discuss best practices for affording mentees with structured freedom and determine how communities of practice might look in a mentor/mentee relationship for future application from this paper presentation. Moving forward, the findings from this study suggest that teacher preparation programs have an opportunity to enhance and improve the support they provide to preservice teachers as they move into the field of teaching with an intentional focus on the topic of mentoring.

Hallberg, L. & Santiago, L.

University of the Pacific & Touro University California

Sandia

114. Leading for Equity: From Critical Reflection to Critical Analysis to Critical Action

Being an equity leader is to be what Dr. Pedro Noguera (2013) calls a "guardian of equity", that is, asking the tough questions and challenging the patterns that aren't working. It means calling out inequities, even when it's uncomfortable. However, we often avoid the challenge for fear of offending someone, making them uncomfortable, or feeling uncomfortable ourselves (Mayfield, 2016). Equity-centered leadership is grounded in the ideas of transformative leadership, which begins with critical awareness, followed by critical reflection, critical analysis, and finally leads to action against the inequities this process has identified (Shields, 2012). The researchers make similar assertions and introduce participants to their research data and experience of their study: Equicentricity. The Equicentricity model is a 5-step process that takes participants through cycles of being able to identify oneself throughout the process: name one's biases, become aware of the impact of those biases, connect to previous experiences, construct counter-narratives that undergird a leadership commitment to equity and develop a system of self-care to sustain this complex work. These five steps are used to frame and understand one's reaction and response to situations, support others' growth through the use of the cycle, reflect on our own growth and commit to leading for equity in every situation. During this session, participants will contribute to the research data by completing a self-inventory around their own biases and experiences and developing counter-narratives to hear and respond to others' points of view.

Taylor, Z. & Black, V.

The University of Texas - Austin

Santa Ana A

115. Talking to the Mentees: Exploring Mentee Dispositions Prior to the Mentoring Relationship

This study explores how postsecondary mentoring programs address mentee dispositions prior to the mentee entering the developmental relationship; in particular, how mentee dispositions are valued across mentoring program types, including peer, student-to-community, student-to-faculty, and faculty-to-faculty programs. Employing a quantitative content analysis, we examined 280 institutional U.S. postsecondary mentoring websites across four different institution types (public, four-year; private, four-year, non-profit; private, four-year, for-profit; public, two-year) and four different mentoring program types (peer or student-to-student, student-to-community, student-to-faculty, and faculty-to-faculty programs). Findings reveal 18.6% of programs articulated mentee dispositions prior to entering the reciprocal relationship. When mentoring programs did address mentees, most programs articulated mentor duties aligned with mentee expectations (47.5% of programs) and program outcomes for mentees (65.7% of programs) rather than what the mentee can and should bring into a developmental relationship. Ultimately, most mentoring programs valued mentee professionalism, open-mindedness, communicativeness, and responsibility, although there were marked differences in valued mentee predispositions across institution types and mentoring program types. The research team suggests a wealth of future research, including how mentee predispositions are valued across program types and how mentors perceive mentee predispositions prior to the developmental relationship.

Lee, S.

Dallas Baptist University

Santa Ana B

116. Mentoring as Spiritual Transformation

In her enlightening book on leadership, Ruth Haley Barton (2008) gives great advice about "Strengthening the Soul of Your Leadership." In the book, she talks about being in a "crucible" of leadership—a place or set of circumstances where people or things are subjected to forces that test them and often make them change. In the crucible of leadership, individuals enter into spiritual transformation so that they can lead from a place where souls and leadership are forged together. The points Barton makes about the connection between souls and leadership can be applied to mentoring just as well. Mentoring can actually be a means to personal transformation while inviting others into the crucible that leads to change. This session will invite participants to explore mentoring at the soul level, including a discussion of the following topics: the calling of mentorship, the spiritual rhythms of mentoring, mentoring as spiritual transformation, mentoring as intercession, and guiding others on a spiritual journey through mentoring. In addition, data from a qualitative research study of mentoring in the Ed.D. K-12 doctoral program in a Christian university will be shared as evidence of the spiritual nature of mentoring.

Snyder, C.

Clarkson University - Capital Region

Scholars

117. Classroom Mentors: The Lynchpin of Successful Teacher Education

The role of a lynchpin is to maintain alignment and add strength to a machine so that it can work as intended. Effective mentors are the lynchpin of successful teacher education. Research and practice have demonstrated that selecting highly effective teachers as mentors is only the first step in ensuring successful experiences for teacher candidates. Even highly effective classroom teachers need professional development to be effective mentors. Clarkson University's 30-year-old Master of Arts in Teaching program places their candidates in one school setting for a full year, and as a result needs to establish long-term relationships with its mentors and school partners. The program just piloted a new mentor four-workshop induction program with two goals: to provide the practical and theoretical background necessary for successful mentoring; and to create a mentor professional learning community. The program includes instruction in mentoring, adult learning theory, growth mindset, generational theory, certification exams, and program requirements. This workshop will share details from new mentor induction program and discuss curriculum, strengths, and areas for improvement.

Rodgers, S.

University of North Carolina - Chapel Hill

Spirit Trailblazer

118. An Innovative Multimodal Mentoring Model to Enrich Minority Student Retention

Minority students at predominantly white universities are academically prepared to achieve success prior to matriculation. However, often times non- cognitive factors impact their ability to perform well or to become acclimated to the academic and social milieu of the university or their chosen profession. Tinto a noted expert and theorist on the issue of student retention has posited that minority students have problems gaining access to the mainstream of social and intellectual life in predominantly white institutions. Programs attempting to enhance success or feelings of belonging are often single faceted without attention to the multitude of issues that the minority student may face. The MENTORS2 project was established to address this problem by forging internal and external partnerships to enrich the educational and professionalization experiences of students from underrepresented ethnic minorities and disadvantaged backgrounds. The multimodal approach seeks to minimize the impact of social determinants of educational

success. The purpose of this paper is to discuss the multifaceted approach of mentoring and supporting minority and educationally disadvantaged students in a large public predominantly white university. A logic model for implementation of the project is also presented that demonstrates the effective use of a variety of strategies and partners to enhance developmental relationships with diverse students. Preliminary findings indicate that addressing some of the professional and social issues as well as academic ones can greatly improve the overall educational experience of students from underrepresented ethnic minority groups and disadvantaged backgrounds.

Pinzl, M.

Viterbo University

Thunderbird

119. Mentoring At-Risk Students via Developmental Relationships and Undergraduate Research

It is common knowledge today that low enrollment numbers and the challenge of student retention at universities across the United States, particularly for 'at-risk' students, is a dilemma that starts much before students get to college and reaches much deeper than higher education itself. Since mentorship is one way to combat such issues, this paper analyzes a two-prong pilot mentorship program implemented for 13 students (mostly first generation, non-traditional, Hispanic students) enrolled in Interpreting Studies at Viterbo University, a private nonprofit institution in Wisconsin. The objective of this initiative was to 1) foster developmental student-staff or student-faculty relationships beyond the scope of students' academic program and 2) incorporate course-embedded undergraduate research as a pillar for effective student retention in a program with a historically high rate of attrition. After an exploration of the methodology implemented, and an analysis of the quantitative data, this article will discuss whether such mentor-mentee relationships improved student retention. Through the thematic content analysis of student questionnaires, we will draw preliminary conclusions regarding students' experience with undergraduate research and explore how the application of mentorship and student action research can encourage students' greater academic and professional development in their future careers. Preliminary results from the pilot phase of this project suggest that strategically designed mentorship programs can inspire students of diverse backgrounds to stay enrolled in higher education, and to become informed young professionals, leaders, and future researchers in their respective fields.

Thursday, October 25, 2018

Afternoon Concurrent Sessions

CONCURRENT SESSIONS • 3:00 - 3:45 PM

Lunsford, L.

Campbell University

Acoma A

120. Innovative STEM Mentor Training: Podcasts

To better understand how the combination of Project-Based Learning (PBL) and mentoring can provide middle and high school (grades 7-11) students with visual impairments (VI) experiences necessary to pursue STEM subjects and careers, PBL and developmental, dual-tiered mentoring experiences (i.e., e-mentoring with an industry mentor with VI and a university mentor) were used to explore students' attitudes and to support their interests in STEM-related careers. Individuals with disabilities are underrepresented in the STEM fields (Leddy, 2010; National Science Foundation [NSF] Division of Science Resource Statistics, 2015). Yet little systematic research has been undertaken to explore the underlying reasons, or more importantly, what strategies can effectively be used to close the gap (Powers, Schmidt, Sowers, & McCracken, 2015). This paper will report the multi-method results from an evaluation of the podcast mentor training. The training was adapted from the successful Entering Mentoring curriculum developed out of another National Science Foundation funded project. Baseline data on mentoring knowledge was collected from both university and industry mentors. The evaluation includes formative surveys after each podcast along with a final evaluation of the mentor training. In addition, interviews with mentors provided findings about how mentoring is learned and practiced for visually impaired individuals.

Uchida, H.

Hokkaido University

Acoma B

121. Personality Traits Influencing Students' Proactive Participation in a Mentoring Program

Aimed at fostering future global leaders, a university honors program has been in operation, providing its undergraduates with a variety of subprograms including mentoring. Records show that students who participated in the mentoring subprogram tended to complete the honors program successfully. Based on theories and research this study formulated a hypothesis that students who were proactive for participation in the mentoring subprogram would show higher scores on the scales of locus of control and self-esteem than would those who were not. A total of 90 students filled out questionnaires on locus of control (LOC) and self-esteem (SE), participation in the initial session of the mentoring subprogram, and willingness to participate in the later session(s). The results

partially supported the hypothesis, demonstrating that students who attended the initial session exhibited significantly higher SE scores than those who did not attend, while those who were willing to participate in the later session(s) scored significantly higher on the LOC scale than did their counterparts. Open-ended responses implied that those with willingness to participate in the later session(s) had a better understanding of the value of mentoring relationships for their own growth. A linear positive relationship between LOC and SE suggests that internals tend to feel positive about them, which may play a vital role in the students' proactive engagement in the mentoring relationships. The importance of focusing on students' personality traits during the design process of programs and implications for future research are discussed. Keywords: Undergraduate students, Proactive participation in mentoring programs, Locus of control, Self-esteem

Tayebi, K., Fox, L., Strauss, B. & Hamrick, T.

Sam Houston State University

Alumni

122. Demystifying Academic Writing: Mentoring Graduate Writing Skills

While faculty and graduate students both understand the importance of academic writing skills for success in graduate school, most graduate students find themselves without the support to learn this expertise. Partly, this comes from the traditional belief that writing is a "solitary activity for which students already are prepared" (Mullen, 2006, p. 30; Wasby, 2001). Yet the abysmal graduation rates of students in doctoral programs, which hovers around 40%- 50% (Gardner, 2010; Tinto, 1994), point to a larger problem faced by students. Though many factors contribute to the attrition rate, Caffarella and Barnett (2000) acknowledge that programs introduce the "scholarly writing process . . . too late" (p. 39), often coming just before a student begins to draft the dissertation. Faculty, writing center administrators, and students find themselves caught in a position without any guidance of how to help the students through the process of obtaining academic writing skills. Thus, mentoring services for graduate students must start with the assumption that "graduate students are novice researchers and writers who must be initiated into the culture of academic writing" (Mullen, 2006, p. 30). This paper describes specific support services developed to help students improve writing skills and eventually complete dissertations, providing best practices for building writing communities and teaching effective writing skills. In the end, the paper guides mentors and institutions on how to approach the important task of demystifying writing and developing a scholar writer.

Smith, M., Wilson, J. & George, D.

University of Oklahoma

Fiesta

123. The Use of Coaching for Pharmacy Student Leadership Development

The University of Oklahoma College of Pharmacy has a Leadership Degree Option program that consists of elective course offerings for student development. Coaching has been woven throughout these electives for the last six years. There is enthusiasm for coaching in healthcare as it aligns with the need to upgrade leadership competencies of professionals contributing to a landscape undergoing immense change. As other healthcare programs consider the addition of leadership development to curriculum, ours is an example of how coaching can be incorporated. This relates to the conference theme as leadership and coaching are being used to provide future professionals with innovative skills for continual development. In our program, coaching was used to facilitate two major topics: 1) creating an individual development plan (IDP); and 2) leading change. Second-year pharmacy students who opted to enroll in the first of a series of leadership elective courses within the College's LDO referred to results from their individual assessments (values, strengths, emotional intelligence, personality traits, and conflict management) during a one-on-one faculty mentor-led coaching session. Students then finalized their IDP using a modified version of the American Association for the Advancement of Science IDP. For leading change, Immunity to Change by Kegan and Lahey was used as a model for leading third-year pharmacy students through a professional or personal improvement goal of their choice. Students had multiple coaching sessions with faculty mentors and monthly meetings with student groups to discuss successes and barriers encountered in the change process. Group discussions regarding coaching sessions revealed that students benefited from the process.

Herremans, I.

University of Calgary

Isleta

124. Developing Leadership Qualities in Mentorship Programs

We investigate if mentorship programs can be used to develop leadership qualities and if so, which qualities are most appropriate. The team carried out this research through the Haskayne School of Business Professional Mentorship Program offered under the Canadian Centre for Advanced Leadership (CCAL). The authors prepared a survey of leadership qualities in two categories (self-awareness and working with others) from leadership models in the extant literature. This survey was then used to collect data for two separate but related purposes. The first purpose was to survey the mentors who work in various business positions to determine which leadership qualities were important for their new employees. The second purpose was to survey the mentees to determine which leadership qualities they felt were important (entrance survey) and the extent that they were developed (exit survey) during their mentorship year. Therefore, we collected data from mentees twice while we collected data from mentors only once. Our results show that the Mentorship Program lends itself to development of certain leadership qualities more than others do. We make recommendations both for mentor and mentee education for the upcoming year.

Garza, E.

California State University - San Marcos

Luminaria

125. Innovating Mentorship for Underserved Undergraduates Pursuing a Career in Teaching

Effective mentorship has been shown to be an investment of time and resources that significantly increases the success of underserved college students. Given recent research reporting the high attrition rate of undergraduate students of color and the research pointing to the high need for credentialed teachers of color, effective mentorship is a salient strategy to address these needs. This study explored the meaning of "effective" mentorship of undergraduates with the goal of increasing the number of candidates of color in educator credential programs. This session will focus on the need to innovate mentorship within this context. In the study, a variety of barriers were identified that stand in the way of those desperately needed supportive, developmental relationships: communication breakdown, lack of time, lack of financial support, lack of connection and belonging, lack of information, and lack of confidence to seek help. Innovative approaches to mentorship within this context must go beyond conventional mentee/mentor relationships. Innovative mentorship must strategize new ways of communicating, ways that acknowledge and overcome these barriers. To be effective, mentorship must use innovative means to lay an infrastructure for a culture of care that provides inspiration, that fosters connection, and that empowers mentees with a sense of agency.

Allen, P.

Lee College

Sandia

126. Transforming Ideas and Individuals into Small Business Opportunities

For over 50 years, the Lee College Huntsville Center has been preparing incarcerated offenders with the work skills and soft skills necessary to find and sustain gainful employment upon release, while breaking the cycle of crime and poverty in local communities. Lee College presently provides quality educational programs to over 1,000 qualified offenders incarcerated by the Texas Department of Criminal Justice in the greater Huntsville, Texas area. Academic and technical based programs provide TDCJ offenders with unique learning opportunities to acquire new job skills and industry certifications leading to a more productive life for themselves and their families. Over 40 instructors have engaged in a Faculty Learning Community (FLC) representing a diverse group of trans-disciplinary faculty, united by a common challenge of designing special curriculum to enhance teaching and learning activities while providing professional development opportunities, in which to promote the scholarship of teaching and learning with a focus on building community. The focus of "Transforming Ideas and Individuals into Small Business Opportunities", as a FLC established a diverse cohort of contributors for the purpose of designing and developing unique course assignments based on high impact practices while facilitating the creation of the Business Plan Portfolio required for the BUSG 2309 Entrepreneurship capstone course and A.A.S. Business Administration degree. This presentation outlines how a Faculty Learning Community was developed and summarizes the learning experiences and individual opportunities to investigate, attempt, assess, and adopt new (to them) instructional methods and outcomes in a transformational professional development process.

Burton, C.

Radiance Resources LLC

Santa Ana A

127. Equity Through Collaboration: Advancing Faculty and Staff Partnerships for Career Services

Providing opportunities for undergraduate students to become responsible leaders in society is a primary objective for universities. Recently, a medium-size upper Midwest public university identified an organizational misstep in student career development readiness post-graduation. The Career Services (CS) professional staff recognized that when attempting to deliver internship opportunities along with other services to students, their work was often undermined when faculty members continued to cultivate essential employer networking relationships without connecting to CS solely. This pattern was perceived to discredit Career Services' value among the students unintentionally. In response to this concern, this project develops a leadership plan to mitigate this negative perception. The plan focuses on illustrating trust and effective communication while establishing influence to build more collaborative relationships among faculty, students, and CS. The analysis introduces a reframed approach, providing a strategic plan for the Associate Director of Career Services (AD) to lead an innovative, technologically advanced solution for students to access internship resources that enhance the academic advising students currently receive. The use of Adaptive and Path-Goal leadership theories are recommended to empower the AD toward a leader-follower collaborative relationship when cultivating rapport with colleagues through a knowledge management maintenance design. The goal is to strengthen on-campus relationships to increase student retention and advance the collective and the aspirational goal of full-time employment before graduation. The project is expected to launch in Spring 2019.

Klohn, A.

North Central Texas College

Santa Ana B

128. From Connections to Completion- High Impact Practices for Community College

The Completion Center implements comprehensive student engagement programs that increase retention and completion rates of first-time students, and expand faculty and staff capacity to serve students and strengthen the institution's fiscal stability. Major strategies include: • Centralized Completion Centers to address students' academic and non-academic challenges • Career Services • Connect for Success (Early Alert system) • First-Year Experience Course (for first-time-in-college students) • Professional development providing student engagement strategies for all faculty and staff • A faculty-student mentoring program The goal of the program is to improve the college's capacity to increase retention and graduation rates. Using the InsideTrack success coaching methodology, success coaches perform outreach to all new-to-college students each semester. The overall premise of the coaching model involves making connections and building relationships with students to collaborate on their educational goals. In the first two years of the program, we have seen an increase in the number of new students receiving coaching/mentoring from 3% (86 of 2,406 new students FY 2014) to 68% (3106 of 4569 new students FY2017). The number of new students that successfully completed (C or better) 24 credit hours or more during their First-Year increased by 14% (FY 2017). In Fall 2017, we launched a First-Year Experience Course for all new-to-college students. The format is an extended orientation utilizing "just-in-time" teaching strategies. (Schell, 2015). This session will review best practices that focus on the importance of building connections between faculty/staff and students and the impact on student success in the First-Year and beyond.

Liefeld, J. & Zac, D.

Southern Connecticut State University

Scholars

129. Mindfulness Life Coaching: Helping Millennials Thrive in Post Secondary Environments

A curriculum and course evaluation were designed to introduce Mindfulness Life Coaching (MLC) for improving or developing skills associated with college success for first year college students at a public urban research university. A sample of 21 first year students received the MLC curriculum in their First Year Experience course over a 14-week period for approximately 1.5 hours per week. The rationale for this course combined learning the practice of mindfulness and being coached on its use because the constructs operationalized directly address college student wellness and success. According to the literature, mindfulness practice and life coaching provide global methods to manage; anxiety, stress, and impulsivity, and improve initiative, motivation and distress tolerance which are issues associated with negative collegiate outcomes. A statistical analysis of the course evaluation data indicate that the MLC positively impacted the students; mindfulness skills, distress tolerance, reactive impulsivity, and ability to take effective action/problem solving. The assessment measure used for evaluation performed as a valid scale with six subscales related to mindfulness skills. Data from students in the pilot study are being followed longitudinally and further studies with comparison groups are needed to further validate the scale, the model and impacts.

Gildehaus, L.

University of Alaska Fairbanks

Spirit Trailblazer

130. Research, Advising, and Mentoring Professionals: Supporting STEM Undergraduate Students

The Biomedical Learning and Student Training (BLaST) Program, a NIH-funded Building Infrastructure Leading to Diversity (BUILD) grant, at the University of Alaska Fairbanks focuses on engaging undergraduate students, especially those from rural and Alaska Native backgrounds, in research with the overarching goal of increasing diversity in the biomedical workforce. As a pilot intervention strategy, we have created a unique position, the Research, Advising and Mentoring Professional (RAMP), to facilitate engagement of underrepresented students in biomedical research. This innovative position differs from traditional university positions, such as laboratory technicians and academic advisors, by providing comprehensive, holistic advising and offering students psychosocial, academic, career, research, and personal support. RAMPs contribute to the development of an inclusive, supportive community within BLaST and develop trusting, personal relationships with students to foster personal and professional growth. RAMPs assist students with degree completion through academic advising and, utilizing the One Health concept, assist with connecting students to personally relevant research projects. RAMPs provide one-on-one mentoring through frequent meetings, creation of individual development plans (IDPs) and identification of professional development opportunities. RAMPs are advocates for students and help them navigate academic and personal challenges as well as adjust to university culture. This position may be useful at other institutions serving similar student demographics.

Gonzalez, V., Ortiz, A., A., Perez, A. & Clemente, J.

University of Puerto Rico - Rio Piedras

Thunderbird

131. Peer Mentoring: An Experience of Helping and Learning

Abstract One of the biggest milestones in a student's life is the beginning of their university studies. The change of scenery, a new process of studying, leaving some friends behind and moving away from home: this can all sum up in a tiresome and frustrating first-year life. The University of Puerto Rico Rio Piedras Campus's Peer Counseling Program has been working for the last 52 years helping first-year students in their college adaptation process. It all began as a research proposal in 1966 from the National Institute

of Mental Health, which wanted to demonstrate that when students are emotionally healthy and well-oriented, they can thrive in helping others. Today, the Program is set in offering a selected group of students an intensive learning experience focused in leadership, teamwork, innovation, introspection, and mentoring, while at the same time giving them the opportunity to guide a group of students while they adapt to their first-year life. As part of the services, a multidisciplinary team of professional counselors train the peers in their development of personal, social and professional abilities while strengthening important social values. It has achieved a positive impact inside and outside our campus providing group meetings, workshops, and institutional outreach. Each peer counselor develops skills that will help on their working environment, making them globalized citizens preparing them to deal with the reality of the professional field. Working in a diverse academic environment enhances their learning experiences, complementing each other with points of views from different Schools and Faculties.

CONCURRENT SESSIONS • 4:00 - 4:45 PM

Young, W. & Warfield, K.

Jacksonville State University

Sandia

132. Mentoring the Mentor: Assistant Principals and the Dual Role of Mentor and Mentee

Quality principals result in quality schools with higher student performance (Southern Regional Education Board [SREB], 2005). But how to get quality principals? The typical route for school administrators moves from teacher, to assistant principal, eventually to principalship. The assistant principalship is a training ground for those who wish to one day lead a school. So then one can surmise that to develop into a quality principal, one must first develop into a quality assistant principal. Assistant principals hold a unique position within the school. Typically, assistant principals are the main line of communication and interaction for the school's administration with faculty. In so doing, they act as mentors for teachers. However, there is still a certain level of training that is needed to prepare for their principalship. This training is frequently, and almost exclusively, conducted by their principal. Consequently, assistant principals hold the unique role of being both a mentor to faculty, as well as mentee to his or her own principal. University Instructional Leadership programs are uniquely positioned to provide a much-needed service to school systems by offering to act as a go-between of sorts and assist with providing quality mentoring for new/inexperienced assistant principals. These partnerships allow for the purposeful and intentional training of the dual role as mentor and mentee for assistant principals. Doing so creates bonds that are mutually beneficial; increased time for principals to engage their faculty, professional leadership development for assistants that provides an additional perspective, and stronger school-community partnerships for both.

Nnadozie, V.

University of KwaZulu-Natal

Santa Ana A

133. Beyond Matchmaking: Peer Mentor Role and Leadership Development in a Student Mentorship Program

The mentorship programme in the school of education of a South African university shows what is possible in peer mentor leadership development. Through the analysis of first-year student mentees' perceptions, experiences, and assessment of their peer mentors' roles, and accounts of the mentors' review of their role in the mentorship programme, this paper examines ways the peer mentor role opens spaces for enacting leadership and indirectly scaffolding leadership development. The study used a qualitative approach and a case study design. Data was collected using semi-structured interview, focus group discussion, and document analysis. The data was analysed applying the theoretical lens of implicit leadership theory. Three categories of findings were made: first, both mentees and mentors see the role of the peer mentor as primarily involving leadership, which is important to mentoring outcomes. Second, the peer mentors understand their role as including the activities of a leader, which entails opportunity for leadership development. Third, peer mentees and mentors are not ignorant of their needs. They make sense of these needs while characterizing their expectations as mentee and mentor in the mentoring relationship. These findings reveal that though non-systemic issues in academic development practices in this context detract mentoring outcomes, peer mentoring fosters leadership development of the student peer mentors.

Palacios, I.

Grossmont College

Santa Ana B

134. A Look at Students Mentoring Students at a Two Year Institution

As part of the First Year Experience (FYE) at Grossmont Community College (located East of San Diego), peer mentoring has become a key component in helping first year students transition to college life. Through a summer orientation, new students are paired up with current Grossmont students; a mentoring relationship that formally lasts for one year. With the assistance of a peer, new students gain confidence, social skills, study skills and learn about college resources. By learning how to network, new students build connections with faculty, staff and other students groups on campus. As a commuter campus, institutionalizing the FYE is particularly important as it serves to engage students on campus. It also helps them make connections to groups and resources that will contribute to their college success. Although we are in our pilot stage, we anticipate to see an increase in completion and persistence through the existence of the FYE. The FYE currently targets HLI (Hispanic and/or Low Income) groups with the intention of institutionalizing this model to serve all students at Grossmont Community College.

Horn, P.

Northern Arizona University

Scholars

135. A Toolkit for Mentors

There is a nationwide teacher shortage according to the U.S. Department of Education (2017). Sutchter, Darling-Hammond, and Carver-Thomas (2016) state four driving factors that contribute to the teacher shortage one of which is high teacher attrition. How do we reverse this trend? Large numbers of teachers depart their jobs for reasons other than retirement, specifically lack of administrative support, classroom management issues, and collegial interaction (Goldrick, 2016; Headden, 2014; Ingersoll, 2012). Most of the new teachers will be millennials who expect a comprehensive induction system that includes extensive training, resources, and supplies (Barker, 2015). They will not stay in an environment where they don't feel valued. Increasing student success and beginning teacher satisfaction through providing support systems will be important factors in retaining teachers as one faces a rather bleak future for teachers. A 2014 survey released by the National Network of State Teachers of the Year and the American Institutes for Research indicates that 55% of new teachers listed "access to a mentor" as having the largest impact on developing their effectiveness as a teacher (Behrstock-Sherratt, Bassett, Olson, & Jacques, 2014). Other studies have found that mentoring also increases teacher retention (Goldrick, 2016; Hanyes, 2014; Horn & Metler-Armijo, 2012). This presentation investigates how a mentor uses a toolkit to assist beginning teachers in increasing their practice thereby increasing retention. The instruments within the toolkit are shared and include collecting classroom data, student engagement, planning for instruction, student data mapping, and probing higher level thinking.

Pfirman, A.

Clemson University

Spirit Trailblazer

136. A Model of Underrepresented Doctoral Students' Relationships with Faculty Advisors

While it is typical for doctoral students in the sciences to have a faculty advisor, not all students can name a mentor for their doctoral journey. Noted as the most important factor in determining a student's success and satisfaction in graduate school, this relationship is an important area for expanded study and analysis to fill in the gaps in understanding of our doctoral education system. This study details the various ways in which underrepresented chemistry doctoral students view and perceive their relationships with their faculty advisor, with a specific focus on mentorships and advocacy. This phenomenographic investigation of African-American, Hispanic, and female Ph.D. students in the field of chemistry is a qualitative, multi-institutional study. The model presented is the compilation of sixteen doctoral students' conceptualizations of their individual relationships with their faculty advisors to yield five major types of relationships: autocracy, business relationship, inefficient relationship, mentorship, and mentorship with advocacy. This work is intended to expand and change current understanding in an effort to improve graduate education in the sciences, particularly for underrepresented students.

Brackett, D.

University of North Texas

Thunderbird

137. Mentoring is not the Panacea What Else do New Faculty Need

Although many scholars have examined the merits of non-traditional mentoring relationships that are potentially beneficial for both mentors and mentees at various career stages (Hammer, Trepal, & Speedlin, 2014; Law et al., 2014; Sorcinelli & Jung, 2007), most institutional faculty mentoring programs tend to primarily focus on supporting early career faculty due to increasing demands on their scholarly productivity and higher accountability (Davis, Boyer, & Russell, 2011). Mentoring alone, however, is not enough to meet the needs of a workforce that is becoming more diverse. If a university intends to retain them through the promotion process, identifying the needs of diverse faculty requires understanding the intersectionality of the characteristics within each faculty member and their stated and required needs if a university intends to retain them through the promotion process. The researchers have conducted the appropriate analyses based on the qualitative and quantitative data sources and have anchored their findings to established research when appropriate and generated assertions supported by data but absent in the current mentoring literature landscape. Themes include: (a) the importance of building mutual relationships; (b) benefits of mentoring; (c) value of networking and collaboration; and (d) diversity and inclusion. As data collection continues, anticipated and unanticipated themes emerge. As part of this ongoing study, the focus of this year's inquiry will be the espoused needs, both met and unmet, of junior faculty.

Friday, October 26, 2018

Conference Adjourns & Post-Conference Workshop

Lunch Break/Conference Adjourns • 12:00-12:45 pm

Lunch Break/Conference Adjourns • 12:00 - 12:45 pm • Ballroom C

Evaluating Mentoring Programs: A Review of Benchmarks and Assessment Techniques to Monitor and Improve Your Program

Laura Lunsford • University of North Carolina-Wilmington

Santa Ana A&B

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.

1:00 pm - 5:00 pm

Friday, October 26, 2018

Concurrent Sessions

CONCURRENT SESSIONS • 9:00 - 9:45 AM

Booton, B.

University of Missouri

Acoma A

138. Peer Mentoring: A Mitigating Influence on URM Persistence and Success in STEM

The IMSD (Initiative for Maximizing Student Diversity - EXPRESS (Exposure to Research for Science Students) Program at the University of Missouri aims to cultivate, nurture, and train the next generation of researchers and innovators in the biomedical and behavioral sciences. The comprehensive program supports underrepresented STEM majors via a holistic model that integrates research, mentoring, academic and social support, and professional development. Funded via NIH, the program's goal is to increase the number of underrepresented students matriculating into graduate biomedical doctoral and medical/doctoral programs. Over the past decade, MU's program has grown from an average of 20 participants per year to approximately 100. The key to this expansion has been the implementation and effective training of upper-class Peer Mentors. Formal external evaluations, along with internal assessments, demonstrate the effectiveness of the Peer Mentors in mitigating some of the common factors that contribute to URM persistence in STEM. MU's IMSD Program freshmen retention rate is 97% (sophomore year is 93%), compared with the MU URM average across majors of (81.3% and 70% respectively). The IMSD 4-year graduation rate is 78% (vs. MU URM average of 38%). The 6-year MU IMSD Program graduation rate for students who complete the program is 100% (vs. MU URM 58%). The presentation will outline specific ways in which Peer Mentors address the personal, academic, and professional development issues that often impact their mentees' persistence. Additionally, focus group data will be presented that demonstrate significant learning outcomes for the Peer Mentors via this transformative coaching role.

Worley, D.

Iliff School of Theology

Acoma B

139. The Role of the Sacred in Enabling Organizational Sensemaking, Cohesion, and Identity

The sacred is a critical component of modern leadership in facilitating organizational sensemaking, cohesion, and identity. It functions to bind leaders together with followers and to make possible coherence in groupings. My operative definition is "the sacred is a felt experience of individual connection to the larger collective whole" (Worley, 2018). The sacred does not pertain to a particular religious tradition, but rather is a part of what makes us human and what orders our realities. This presentation seeks to describe how the sacred functions in organizational leadership. It will focus primarily on how the sacred provides for both binding and differentiation between leaders and followers.

Radhakrishna, R.

Pennsylvania State University

Alumni

140. Individual Development Plan as a Mentoring Tool: Implications for Graduate Education

Providing academic and professional development experiences to graduate students is both a challenge and an opportunity. Colleges and universities have developed a variety of tools to enhance graduate education experiences depending on the specific elements that each university and college wants for their graduates to experience while in Graduate School; however, the experiences vary from college to college or university to university. In that regard, graduate students in Colleges of Agriculture are unique given the nature of activities and responsibilities- teaching, research and Extension- they perform. These exclusive responsibilities require an Individual Development Plan (IDP) that encompasses all the three components. The approach we took to develop the IDP include: a) review of graduate handbooks, b) review of pertinent literature relative to IDPs and mentoring, c) organization of content to be included in the IDP, and development of IDP matrix reflecting master's and doctoral programs across the three functions-teaching, research, and Cooperative Extension, an outreach program in Colleges of Agriculture at land-grant universities. The purpose of this paper is to share the key components of the IDP and determine how graduate students and faculty advisors feel about the new IDP and the outcomes from using the IDP. Overall, the IDP received positive feedback and support. Most faculty felt that IDP serves as a great aid in developing mentorship between advisors and advisees. As next steps, continue to monitor the use of IDPs across our 18 graduate programs and collect feedback from students and faculty advisors. Such feedback will help strengthen the graduate students' academic, professional and career development.

Corriveau, E. & LeMaster, J.

University of Kansas

Fiesta

141. Application of Implementation Science to Family Medicine Mentoring: The Change Process

Family Medicine academic departments provide primary care to diverse urban communities, train students and resident physicians, and compete for research funding. One such department in the Midwest U.S. employs twenty-one assistant professors, ten associate professors and six full professors, such that 58% of faculty are junior. A recent influx of talented but inexperienced faculty creates unmet mentoring demands. A 2018 faculty poll in this department showed that 70% of faculty could not identify a mentor. Guided by Bland's model of successful mentoring within academic departments (Bland, 2005), department faculty responded qualitatively to questions addressing elements of mentoring relationships. A layered mentoring intervention is planned based on initial interviews. Departmental mentors plan to a) familiarize junior faculty with institutional knowledge about tenure and promotion requirements and opportunities for scholarship (an urgent need); b) support a cadre of 'mentoring champions' who work with junior faculty individually and; c) promote mentor-mentee relationships that include elements of trust, mutual respect and commitment. A framework will be used to monitor implementation of the intervention that has been used successfully in other clinical contexts, but is novel in this one, the Normalization Process Theory (NPT). NPT uses a qualitative approach to guide and evaluate group understanding of the intervention, group buy-in, adaptation of work-flow by all parties, and monitoring the change process. Outcomes will include normalization of knowledge about mentoring best practices, identification and resolution of urgent implementation challenges, and a supportive departmental mentoring culture.

Burke, B.

Suffolk University

Isleta

142. Aligning Leadership and Relationship Education in Mentor Pairings: A Test Case

Formal mentor matches made between experienced "elders" and student protégés who seek advanced wisdom are only as strong as the commitment of both parties to the relationship. The programs that create predetermined linkages can provide strong recruitment, training, ongoing mentor-protégé get-togethers, and formal closure to the relationships, and commitment can be enhanced through socialization processes that emphasize the mutuality of the relationship. Adhering to Ronald Heifetz's "adaptive leadership" model, growth and learning within matches can be mutually beneficial. But unlike informal mentorships where participants find commitment, bonds, and developmental value of their own making, a "forced" match suffers from more potential threats affecting ongoing commitment. This presentation and discussion will outline a specialized strategy to strengthen formal, assigned mentorships through an ongoing team-oriented training program on interpersonal skills. The "glue" within Suffolk University's Master of Public Administration Mentor Program is a series of mini-training seminars on "Emotional Intelligence." Mentors and protégés are brought together for these trainings throughout the year, and hone their reflections and abilities around empathy, self-awareness, self-regulation, motivation, and social skills. This is a strong suit for much of the younger generation, or at least is compatible with their values; "elders" can work on the integration of analytic and emotional intelligence, through the support of their protégés. The "lesson plan" will describe the approach and rationale for this relatively new mentorship linkage, while seeking input from the audience on the refinement of the approach for future matches.

Hatchett, H.

Cincinnati State Technical and Community College

Luminaria

143. A Model Mentoring Program for Community College Junior Faculty Members

This paper will overview the history, committee structure, core elements, recent developments and future directions of a model mentoring program for community college junior faculty at Cincinnati State Technical and Community College (Cincinnati State). Cincinnati State is an urban, two- year college that enrolls approximately nine thousand students and employs one hundred seventy nine full-time faculty members. Cincinnati State has a Main Campus and four branch campuses, and offers approximately one hundred and twenty associate degree programs and certificates in the areas of Business Technologies, Engineering and Information Technologies, Health and Public Safety, and Humanities and Sciences. It has one of the largest cooperative education programs for two-year colleges in the United States. Cincinnati State is also nationally recognized for its leadership in the culinary arts.

Edwards, A.

University of New Mexico

Sandia

144. Mentoring in STEMM: A Review of the Literature

It is widely acknowledged that mentoring is beneficial to job satisfaction, self-efficacy, and a catalyst for success among all parties of the mentoring relationship. A reported phenomenon that has success from the sciences to business to the arts, there are still boundaries that need to be pushed with mentoring. A review of literature was performed in order to notate the differences in the mentoring populations in STEMM (science, technology, engineering, mathematics, and medical) and if this has an effect on the mentoring program, if any, and to ultimately report what are the elements of a successful mentoring relationship for this population. It was discovered that the differences in the population is not what matters, as mentoring programs are meant to shape to the needs of the mentees. There was also an emphasis found on the strength of the relationship and the attention from the mentor. This literature review will conclude with a list of successful elements of mentoring relationships and programs within STEMM, including communication, accessibility, and access to a composition of networks.

Serafini, A.

Auburn University

Santa Ana A

145. A Stranger in a Strange Land: A School Principal in Transition

Despite the significant challenges of serving as a school principal, most doctoral candidates seek to earn their advanced degree as a means to progress their professional knowledge, expand their careers, or change career tracks into academia. While the journey of acquiring a doctoral degree is filled with personal attainment, there is evidence of doctoral graduates experiencing a variety of struggles along the way to their positions in higher education. The purpose of this autoethnographic study is to provide a highly personalized account of how one female principal along the U.S.-Mexico border personally and professionally changed as a result of her engagement in an education doctorate program in educational leadership and ultimately making a professional transition into academia. The study focuses on exploring how I transitioned and developed the skills, knowledge, and behaviors to successfully transition from the principalship into a postdoctoral position in order to be successful in the academia job market. The research questions posed centered on the benefits and disadvantages of transitioning from practitioner to a position in higher education. The study aims to provide support and guidance in the transition process for others, answer questions of those who may be thinking about making the transition, and offering ideas for university department leaders in helping their new faculty make the transition from practitioner to professor.

Rand, S.

University of St. Catherine

Santa Ana B

146. Do Women of Color Benefit More from Involvement in Company-Sponsored Women's Networks?

White women have made marginal advances to senior leadership roles, while women of color remain significantly underrepresented and earn lower wages. One reason for this disparity is that women of color lack access to networks of influential colleagues. Most of the literature on the efficacy of women's networks to support women's career success is anecdotal and our understanding of the benefits of membership for women of color is minimal. The purpose of this study is to understand how participants benefit from involvement in company-sponsored women's networks, particularly women of color. The guiding question is, "Do perceptions of the benefits of involvement in a company-sponsored women's network differ among white women and women of color?" This study included 1,479 members of formally sponsored women's networks across four organizations. We observed significant differences in members' exposure to senior male role models, intention to stay at the organization, and participation in projects helpful for advancement. Women of color were more likely to express benefits of involvement as well as confidence in moving to the next level in their organization; however, white women were more likely to perceive themselves as advancing at a faster rate in comparison to others in their organization. These results suggest women benefit from women-only professional development and networking programs, yet more can be done to increase the rate of advancement for women, especially for women of color.

Balachowski, M.

Everett Community College

Scholars

147. Creating a Mentor in 1 Day - Designing a Successful Mentor Training

Mentoring relationships have the potential to inspire people to reach their potential and make a positive difference in the world. A formal mentoring relationship is a true learning experience for both the mentor and the mentee, and both will learn a lot about themselves and each other. To help new mentors develop the necessary knowledge, skills and abilities necessary to meet the mentee where they are, Everett Community College offers a workshop that will help institutions build a training program at their institution that is designed to help new mentors. In this workshop we start with lots of big questions, and begin building a training that will lead to positive mentoring relationships regardless of the type of mentoring program. Best practices include developing a rationale to establishing the goals and outcomes for a mentoring program based on the institution's vision, mission and strategic plan, and include topics such as engagement of mentor pairs, issues of confidentiality, growth mindset, communication styles, and sensitivity to cultural biases. Workshop participants leave with an idea bank of best practices for the first steps in developing their own institutional program. While there is certainly no training that can tell us how to deal with every situation, a systematic approach to analyzing and discussing mentoring may lead to a method for tackling the knotty challenges inherent in the job. The workshop concludes with a discussion of techniques to assess their program.

Salazar, L. & Rodgers, J.

New Mexico State University & Baylor College of Medicine

Spirit Trailblazer

148. Mentoring Mary's Monster: Bioecology, Empathy, and Passion in Mentoring the "Minoritized"

2018 is the bicentennial of Shelley's *Frankenstein*, a feminist critique of the monstrous failure by a mentor to provide psychosocial mentoring to his mentee. In this reading, Shelley's monster represents the dispossessed, the invisible, the powerless. The monster is also unique: nothing is like him, he is the ultimate minority. The linked concepts of monster and minority are charged historically, psychologically, and socially, and problematize the theory and practice of mentoring. Here we reflect dialogically on the problematics of minoritization. At one level, for example, minoritization seems to be an ugly spirit of the commoditization of humans. In Bronfenbrenner's bioecological model of human development, mentors are a subset of interactors within an individual mentee's microsystem, minority groups are aspects of higher order systems, and the term 'minoritized' refers to individuals whose demographic and socioeconomic features have lower 'status, visibility, and power' (Stewart et al. 2015). In the literature of mentoring, it is thought that "minority" individuals advance better if mentored instrumentally by heterophilic (hence majority) mentors and psychosocially by homophilic mentors (matched for demographic features). However, we note that majority mentees can also be frustrated by ineffective psychosocial mentoring. Moreover, we propose that minoritization might overemphasize the role of group identities and fail to capture the psychological otherness (alterity) of all mentees. Here we refocus the problem from that of mitigating minoritization to empathy for the agendas and passions of individuals: to recognizing and valuing the monster in ourselves.

Ste-Marie, L.

Saint Paul University

Thunderbird

149. Emerging Best Practices for Transformative Leadership Development

Developmental relationships are at the heart of mentoring and reflective practice for transformative leadership. While such relationships serve to enhance the learners' repertoire of skills and knowledge, they ultimately aim at strengthening their inner capacity to lead with intention and vision in the midst of uncertainty and complexity. This goal is exemplified in two increasingly popular phrases related to the practice of developmental relationships. First, "the success of an intervention depends on the inner condition of the intervener" (Scharmer, 2018, p. xi). And second, "we see the world as we are, not as it is" (attributed to Immanuel Kant). These phrases highlight the intrinsic connection between people's ways of knowing and their actions. This paper explores that connection and the contours of the "inner condition" through the lens of two of the transformative learning methodologies that are part of the emerging best practices in transformative leadership development at Saint Paul University. To this end, this paper draws upon key concepts and learning tools found in Theory U, by Otto Scharmer and Immunity to Change, by Robert Kegan and Lisa Lahey that inform developmental relationships in mentoring, coaching and leadership practices.

CONCURRENT SESSIONS • 10:00 - 10:45 AM**Kupersmidt, J. & Stelter, R.**

Innovation Research & Training

Acoma A

150. STEM Mentoring: Research-Based Recommendations for Program Practices

Mentoring focused on increasing the interest and commitment of young people in Science, Technology, Engineering, and Mathematics, or STEM, is one of the fastest growing types of mentoring programs in the U.S. There is a national shortage of young people interested in STEM and this reduction in the workforce has hurt American competitiveness in many industries. This shortage can be disproportionately seen in females, members of racial or ethnic minority groups, youth who have a disability, low-income families, or first generation college students. Despite growing interest in mentoring as a means of supporting entry and retention in a STEM major in school or STEM career, to date, there are few studies that directly address how STEM mentoring programs might be optimally effective. To address this gap in resources for mentoring programs, a comprehensive literature review was conducted to create recommendations for mentoring programs for research- and safety-based program practices to supplement the generic set of practices described in the Elements of Effective Practice for Mentoring (EPPM). As a result, the authors derived more than 40 recommendations for practices specific to conducting a high-quality STEM mentoring program.

Leader, J.

Everett Community College

Acoma B

151. Power of the Page: Reading Fiction as a Self-Mentoring Tool to Develop Cultural Competency

Books enrich, inform, inspire and entertain us. They may increase our vocabulary and improve our memory but do they actually alter the way we think and behave? Research has shown that reading fiction, in particular, actually can help us to understand and appreciate people from cultures, perspectives, or beliefs that are separate from our own. Psychologists call this personal development Theory of Mind, a mental state that has the capability of being shaped even in adulthood. As members of a diverse, complex society that is ever changing, this internal work to acknowledge and accept difference is one of the most challenging aspects of human interaction. Approached as a form of self-mentoring, intentional reading of selected novels has the potential to dynamically affect the ways in which we conduct ourselves. Stories can de-center our outlook and assist us to truly embrace the unfamiliar. This presentation will provide an overview of the research and outline a suggested reading program. The focus will be on seminal works as well as compelling novels from a range of contemporary authors including Luis Alberto Urrea, Jesmyn Ward, Viet Than Nguyen, Jacqueline Woodson and Laurie Frankel. Because studies indicate that literary fiction has an even greater impact than reading more commercial titles, the emphasis will be on books of that type. While that may sound daunting, rest assured that books labeled as "worthy reads" can be quite accessible. The possibilities to support years of self-mentoring for the purposes of increasing cultural competency are deep and wide.

Radhakrishna, R.

Pennsylvania State University

Alumni

152. Graduate Student Perspectives on Leadership and Professional Development

There is an increased emphasis on college student leadership development that is fueled by trends in the last 15 years (paradigm shifts in leadership philosophy from relational, reciprocal models) (Komives, Dugan, Owen, Slack, and Wagner, 2006; Northouse, 2007; Association of American Colleges and Universities, 2007). Dugan and Komives (2007) identified three overarching problems relative to leadership development among college students: the significant gap between theory and practice, an unclear picture of leadership development needs, and uncertainty regarding the influence of college environment on leadership development. The overall purpose of this study was to gather practical data and feedback from graduate students on topics related to leadership and graduate student professional development in the College of Agricultural Sciences at Penn State. Using qualitative research methodology to guide the study a focus group with 12 graduate students from various departments/programs helped discover results of leadership training. Facilitators asked a series of eight to ten questions and participants replied with opinions and feedback. The results show that graduate students typically see leadership as viewed through action and gaining specific results. They view leadership as a key quality to success in industry or administrative careers, but not necessarily for an academic career. Graduate student professional development programs should focus on providing activities that address a wide range of graduate student experiences. College and departmental leadership should stress the importance of graduate student professional development to faculty and ensure that all graduate students have similar opportunities outside of their research.

Fraser, K. & Wilson, B.

University of New Mexico

Fiesta

153. Results from a 2013 Mentoring Survey of Clinician Educators at UNM SOM

253 Clinician Educators (CE) and Flex track (FL) faculty at the UNM School of Medicine (SOM) were surveyed from both mentee and mentor perspectives about mentoring quality, quantity, and the relationships between mentoring satisfaction and self-efficacy, research/scholarship, plans to stay at UNM and job satisfaction. Respondents answered questions on how well their departments were doing on mentoring and made recommendations for improvement. Significantly more women than men answered the survey and Assistant Professor CEs had the lowest satisfaction with mentoring compared with other ranks. Mentoring satisfaction correlated positively with research/scholarship but not plans to stay at UNM or try for promotion. Scores for self-efficacy correlated positively with mentoring satisfaction for FL and Associate Professor CEs but not for Assistants. Varying by rank, 8-32% of mentees reported poor or negative experiences as mentees. Satisfaction with one's own mentoring correlated positively with satisfaction with department mentoring. By rank, Assistants rated their department mentoring lowest. Most frequently reported recommendations to improve mentoring included: create a more formal process to train and monitor mentors; grant time, support and recognition for mentoring; assign senior faculty mentors with several years of experience at the institution; and make mentoring an institutional priority. Results of our survey will be shared with our leadership to improve mentoring particularly for Assistant CEs and may be applicable to other medical schools for improved mentoring of their CE faculty. This paper focuses on the data from the mentee perspective.

Henderson, T.

University of Texas - Dallas

Isleta

154. How Mentoring Links to the Catalyst for Learning Model

After an evaluation the effectiveness of a 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, one can conclude that the relationship between the two said resources are worthy of examination. In this paper, an analysis of our mentoring course series in the context of the Catalyst for learning framework can provide specific examples of how the framework translates into practice. An analysis of the overarching design principles of the framework, "inquiry," "reflection" and "integration" leads to a discussion of the importance of two sections of the framework, specifically "pedagogy" and "assessment outcomes" and just how meaningful they are to any effort to support student learning across a series of courses. Lastly, an analysis of lessons learned and areas of improvement based on our study will lead to meaningful lessons learned associated with any effort to build an integrated framework and rubric for mentoring success.

Cisewski, S.

Saint Mary's University of Minnesota

Luminaria

155. Mentoring in the Luyia Culture: Elder's Roles in Mentoring (Socializing) Young People

The primary goal of this project was to discuss mentoring (socializing) young people within the Luyia cultural context of Kenya, according to individuals in positions who perform mentoring actions. Grandparents play a very important role in mentoring young people in the African culture, according to Mariae (2006): In the meantime various other mentors and educators are present in the life of a child. Even though grandparents do not have strict legal obligations, their relationship with the grandchildren is nevertheless significant. Because of their status near the ancestors they are spontaneously close to the child and on an equal footing with him because he comes directly from the other world (p. 37). This paper investigates the Luyia community and focuses on kinship obligations and roles, specifically, how young people receive formation and education (mentoring) from Elders in the community. The research questions included: 1. How do Elders introduce young people to the values and traditions? 2. How do Elders use storytelling, songs, proverbs or other techniques? 3. How do Elders introduce young people to husband-wife relationships? 4. How do Elders introduce young people to appropriate behavior for boys? 5. How do Elders introduce young people to appropriate behavior for girls? Data collection included participant observations and interviews (semi-structured). Field notes were utilized to refine questions. A field assistant from the Luyia community arranged access to the interviewees and translated when necessary. Research data was analyzed focusing on kinship obligations and roles, specifically how Elders mentor young people (formation and education).

Ashcraft, W.

Community College of Denver

Sandia

156. Faculty and Staff Mentoring High-Risk Community College Students

The purpose of this study was to explore the effects of faculty and staff mentoring on high-risk community college student self-efficacy, support systems and persistence and identifying the attitudes and behaviors of successful faculty and staff mentors. Using a phenomenological qualitative approach, 22 successful high-risk students from one urban community college were interviewed and asked to identify and describe someone on campus who had been most influential in their ability to persist. The 26-community college faculty and staff personnel who were identified by these students were interviewed to learn what they do to help students succeed and persist. Four themes on how mentoring by faculty and staff, and what personal characteristics successful mentors possess positively affects the success and persistence of high-risk community college students were identified.

Cohan, A.

Molloy College

Santa Ana A

157. Co-teaching in Higher Education: Can it Work?

The purpose of this interactive presentation is to explore developmental relationships among professors. The Partnership for 21st Century Skills (2007) highlighted professional development which promoted professional learning and communities for teachers as necessary constructs for learning. Yet, little research has been conducted regarding co-teaching for higher education. The disconnect is revealed as students who have matured in high school classrooms focused on teamwork and collaboration are faced with a pedagogical shift when they enter college as freshmen. This paper explored collaborative practices of co-teaching in both theory and in practice. The discussion focused on teamwork and whether it is possible for college faculty to shift from independent instruction to collaborative instruction. Participants at the workshop will be engaged in small and whole group explorations of (a) the strategies need for effective co-teaching and mentoring, (b) techniques for positive communication, and (c) sample protocols for co-teaching.

Carson, J.

Saddle Mountain Unified School District

Santa Ana B

158. Developmental Relationships and Sustainability: Collaborative Efforts Bound By Trust

An organization's sustainability relies on the trust levels of its developmental relationships. In addition, institutional management efficacy reflects the trust that an organization has built within itself. Consequently, trust established within management showcases its developmental relationships' priorities. Therefore, educational reform and school improvement lie at the heart of healthy professional relationships, fueled by trust to keep the organization's momentum going. Collaboration born of development relationships based on trust propels an organization not only to reach its goals, but establish itself as an iconic model. Educational reform needs leaders who can initiate school improvement with these dynamics. The following paper will explore and examine this topic.

Baugh, D. & Willbur, J.

His Heart Foundation

Scholars

159. Winning in the Beginning! Why Wait?

This paper will focus on winning in the beginning. By teaching children leadership success skills and character traits, while improving their vocabulary and reading skills, they can be set up for success in school and life at an early age. By mentoring children in one-to-one and small group settings, using age-appropriate award-winning literature and games, it can change their behavior and thought processes and orient them toward success. The MentorSuccess Program uses four different mentoring strategies and operating models with a focus on Kindergarten through fifth grade students. It uses one-to-one mentoring in a Lunch Buddy setting with carefully scripted creative and higher-order thinking questions. The program also uses small group learning called Library Buddies, where mentors read carefully selected books on leadership skills and engage in questions and answers to small groups of children. The third approach is an after-school program of one-on-one instruction. The fourth strategy involves an in-class small group mentoring model emphasizing leadership success skills activities. This presentation describes the program's results with 64 students in one-on-one and small group settings and is based on proven research-based mentoring approaches. It will demonstrate to participants how these unique concepts can be used to boost children's success and learning at an early age.

Ware, L.¹, Delgado, D.², Armentrout, R.² & Lujan, K.²

State University of New York - Geneseo¹ & Cuba Independent School District²

Spirit Trailblazer

160. Identity, Arts, and Career Mentorship

Faculty and administrators in one rural school district in northern New Mexico have joined forces to develop a mentorship project that has its focus on developing student identity claims through arts-based experiences that concurrently integrate high school science and middle school literacy goals and objectives. This paper considers multiple layers of mentorship that developed over three years of a professional working relationship between the Cuba Independent School District (CISD) and a consultant that would eventually support the placement of student teachers and engage with teachers on curriculum development. The paper describes how the initial project—support of positive behavioral interventions and supports—turned to consider curriculum and teacher engagement with authentic mentorship activities.

Salazar, L.

New Mexico State University

Thunderbird

161. The Queen Bee Syndrome: The Need for Mentorship in Educational Leadership

Educational leadership's top administrators lack women leaders. Mentorship however, is essential for success and increased numbers of school administrators with gender equity. Sadly we have learned from previous research that women are one of the barriers in the success of other women reaching great heights and top administrative positions. Previous works by, Dellesega note that when you least expect it: the sudden, painful sting that hurts deeply, because you thought you were in a safe place, with other women and immune from harm betrayal and hostility take control. "A word, a gesture, or some other seemingly innocuous behavior can be all it takes to wound in a way that hurts more than any physical blow" (Dellesega, n.d.). According to the professionals this behavior is known as female relational aggression (RA): the subtle art of emotional devastation that takes place every day at home, at work, or in community settings. The purpose of this paper/presentation is to share my auto ethnographic research and to offer solutions to help empower women and create strong leadership/mentorship models to build bridges amongst our top women leaders and to present ways we can build social capital, powerful professional support and organized mentorship. Through this research, the power and oppression issues that women face enroute specifically to the superintendency will be further examined. This research will support continued research intended to inform and improve current educational practices and to educate and empower a new generation of school leaders

CONCURRENT SESSIONS • 11:00 - 11:45 AM

Paige, K.

Georgia Institute of Technology

Acoma A

162. Cultivating Peer Advising Leaders Using the E4 Leadership Development Model

The trajectory of the college journey for many engineering students produces vignettes of their developmental stages to becoming tomorrow's innovative problem-solvers and leaders. As engineering enrollments continue to increase, engineering advising programs recognized the need for more student-centered advising practices. For a top-ranked undergraduate biomedical engineering program, a peer advising leadership initiative has been the Cinderella glass slipper for cultivating engineering leaders in a supportive and innovative setting. The BMED Peer Advising Leaders (PALs) is a leadership initiative that has provided connections between professional advisors and students which have fostered a greater sense of community and a collaborative learning environment. The BMED PALs initiative has been built upon the theoretical underpinnings of the student development theory and developmental intervention models for transforming student learning, thinking, attitudes, moral reasoning, and responsibility in leading and advising their peers. In this session, attendees are introduced to the E4 Leadership Development Model (E4 LDM) and how this working model has helped to facilitate more positive student perceptions related to academic rigor, problem-solving abilities, effective communication, professional development, and community building among the biomedical engineering academic community. The E4 LDM serves to educate, equip, and empower students to execute leadership competencies and practices of transformational leaders and is currently being tested as a developmental intervention model to aid in the development of peer advising leaders in an undergraduate biomedical engineering program.

Edwards, A. & Moore, J.

University of New Mexico

Acoma B

163. Mentoring in STEMM: A Dual Perspective

Mentoring is beneficial to job satisfaction, self-efficacy, and a catalyst for success among all parties of the mentoring relationship. Additionally, mentoring is not a solution to the complex questions of human morality but is a tool to optimize relationships. This presentation compiles two literature reviews that notated the differences in the mentoring populations in STEMM (science, technology, engineering, mathematics, and medical) and the effect on the mentoring program, if any, to ultimately report what are the elements of a successful mentoring relationship for this population. It was discovered that the differences in the population is not what matters, as mentoring programs are meant to shape to the needs of the mentees. An emphasis was found on the strength of the relationship and the attention from the mentor. Key challenges of mentoring traditionally marginalized professionals will be addressed. This presentation will conclude with a list of successful elements of mentoring relationships and programs within STEMM, including communication, accessibility, and access to a composition of networks. Within the STEMM community, mentoring can result in better patient outcomes, developmental networks for mentees, advancements in the fields, and professional skills development.

Davis, S.

San Francisco Human Rights Commission

Alumni

164. Potential, Promise, and Practice: Recognizing the Power of Youth Leadership

Far too often, our students' intelligence and ability are defined by culturally biased teachers and standardized tests. Instead of using student data as a tool to identify areas to best support youth, for many – and especially for boys of color – school systems serve as their onramp to the school-to-prison pipeline. Test scores and teacher observations have ultimately become the primary deciding factors for the path a young person will travel. Education and economic mobility are critical to improving public safety and creating pathways to success for our youth. We must move beyond recognizing the potential of our youth and begin to honor their talents by encouraging them to exercise the power of their voice. The present symposium will examine the impact of a summer program that strongly aligns with the Developmental Relationships Framework and allowed youth to build networks and effect real change in how they view the world and, potentially, how the world sees them. Panelists will discuss challenges and successes in developing strategies and creating opportunities for students that included mentoring, and integration of youth's interests, culture and voices.

Merritt, M.

William Carey University

Fiesta

165. Using Theory Based Advising to Meet Medical Student Needs

Medical students experience an exorbitant amount of stress while in medical school. One potential solution for lowering stress in medical students could be for students to identify a faculty member with whom they could cultivate a long-term professional relationship. The Appreciative Advising model first gained popularity in 2008 as an advising tool using the Appreciative Inquiry framework. Appreciative Advising has been a highly successful advising model that utilizes positivity during advising sessions through the use of open-ended questions and a step-by-step framework. Appreciative Advising has been found to be a powerful tool for building rapport with students, enhance self-esteem, modify locus of control, and motivate students to do well. Appreciative Advising is defined as “an intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.” This model comprises of step-by-step instructions for advising. Six stages are included in the Appreciative Advising Model, which are Disarm, Discover, Dream, Design, Deliver, and Don't Settle. Advisors in medical schools can utilize this framework to guide their advising interactions with medical students. This approach can lead to consistency and success with student advising. In addition, Appreciative Advising has been successful when used with students who were considered to be “at-risk,” as well as to support mental health and student wellness initiatives. Medical school personnel can benefit from training in the use of the Appreciative Advising Model, as well as strategies to increase faculty adoption and resistance to advising theory.

Rossi, G.

Collective Action Strategies, LLC

Isleta

166. A Leader's Roadmap for Getting Unstuck, Finding Your Joy and Loving Life

Is it possible to find joy and love life and thrive in all aspects including work, relationships, and personal fulfillment? Becoming a successful innovator or entrepreneur is a process of integrating personal development and external circumstance. Too often leaders rely on either personal development or external circumstances to improve their lives and leadership. It is precisely at the intersection of the two, where the power of the Well Woman Life Framework™ (WWLF) lies, and where leadership and whole lives can significantly improve. The Well Woman Life Framework™ allows leaders to evaluate their internal strengths and external supports or circumstances to identify which of the four leadership or life stages they are in. Then, depending on the stage, there are universal “superpowers” within reach for leaders. (idea is that people are not born either leaders or not leaders – rather, they can

cultivate and activate leadership abilities). I will discuss each stage and how to access tools needed to move through each stage and live the highest quality life. External supports include family, relationships (including current developmental relationships and those which seem out of reach), home, community, and work/education.

Curran, A.

University of Cincinnati

Luminaria

167. Developing a Mentoring Plan to Help New Faculty

A formal comprehensive mentoring process can be an important component in the development and growth of new faculty. The criteria for reappointment, promotion, and tenure can be confusing and overwhelming, so it is important for each institution and academic unit to construct a mentoring model that covers all of the topics that new faculty need to understand, including how to identify meaningful teaching, research and service activities, as well as how to accurately document them. The details for mentoring programs should be spelled out from the planning through the assessment stages so all parties know exactly what is expected of them. This study explores best practices in setting up and implementing a successful mentoring program by surveying some existing programs and offering ideas for continued improvement.

Dominguez, N.

University of New Mexico

Sandia

168. Defining Mentoring: A Practical Solution Out of the Abyss

The lack of a universal definition of mentoring often creates confusion and disagreement within the field; however, researchers also disagree about the necessity for one. Some feel that an overarching demarcation helps to clarify and differentiate mentoring from other developmental relationships, such as coaching or advising, while supporting mentoring research growth and evolution (Haddock-Millar, 2017; Crosby, 1999; Jacobi 1991). Others, however, feel a single definition would be too constrained and would do an inadequate job of describing how mentoring relationships work (Johnson, Rose, & Schlosser, 2007; Gehrke, 1988). This presentation uses past research to introduce a method for developing a mentoring operational definition that hopes to clarify what mentoring is but is flexible enough to accommodate the dynamic nature of mentoring relationships.

Garcia, R.

University of Denver

Santa Ana A

169. The Language of Entrepreneurship: An Exploratory Gender-Coding Study

Within the United States, the average rate of entrepreneurial activity for men from 1996-2013 was 37%, while the average rate for women was substantially lower at 23%. Evidence has shown that these patterns extend to the enrollment of women in entrepreneurship programs in university settings. The persistent disparity in men and women's entrepreneurial activity in education and practice makes it important to understand why fewer women, compared with men, choose to become entrepreneurs. We question the role of the language used by a university to promote entrepreneurship may impact the mentor relationships with female student entrepreneurs. This study examines the role of language in promoting this phenomenon. Using a sample of entrepreneurs and non-entrepreneurs of both genders, we examine how success in business is linguistically expressed. University entrepreneurship programs' webpages are then assessed for gender-coding. Our findings suggest that (1) gender schemas do exist in US society; (2) gender schema in entrepreneurship exists as the entrepreneurs in our study viewed themselves more masculine compared to non-entrepreneurs; and (3) universities promote gender-coding in entrepreneurship through the language on their websites, implicitly promoting gender bias in entrepreneurship on university campuses. Universities do provide a more balanced gender approach in webpage text than in visuals.

Schipani, C.

University of Michigan

Santa Ana B

170. Mentoring in the #MeToo Era For Promoting Gender Diverse Leadership and Innovation

At present, there is a surge in attention focusing on sexual harassment. What is different about the current surge is that it is happening largely outside of the legal system, and in several cases, allegations alone have caused powerful people to lose their jobs and their reputations. The current surge was kicked off by focusing on a powerful individual, in this case a man in the entertainment industry, Harvey Weinstein, one of Hollywood's most prominent producers. Women seem to feel much more empowered to speak out through groups such as #Me Too and Time's Up. However, the Weinstein Effect has proved beneficial for women in ways other than just a forum and empowerment to speak up. In several cases it has had the secondary effect of some women being promoted to positions in the C-suite as men have been forced to resign or have been fired because of their abuse of power. Some of the new female leaders are likely to be questioned because of the way they were put in the job. Women's access to networks and mentors have proven to play a crucial role in climbing the corporate ladder. This paper examines the role of mentors and networks as critical pathways for women to succeed in positions of leadership, while navigating the revelations of hostile and harassing work environments brought out in this #MeToo era. This is essential for accessing opportunities for innovation that a gender-diverse leadership can provide.

Reeves, R.

University of New Brunswick

Scholars

171. Protégé Agency as an Empowerment Tool for Diverse Populations

How might protégé agency be employed as an empowerment tool for diverse populations? Drawing from the paper submitted for the conference, this session will focus on protégé agency. Dr. Roxanne Reeves, TEDx speaker, will facilitate a deep dive in this workshop and introduce a framework for viewing our interpersonal interactions leading to the development of critical skills for success in mentoring relationships. Roxanne's style is lively, interactive, and rooted in both research and stories of her practical experiences working with both clients and students. Four decades of research reveals that the effects of mentoring can be profound and enduring; strong mentoring relationships have the capacity to transform. Why is it that this skill is not taught in school or the workplace, for that matter? There is an art and science to mentoring that can help mentoring efforts become more effective and sustainable. This session is designed to help participants hone the art, learn the science, and gain an understanding of how to access the unlimited power of mentorship and jump-start that journey emphasizing the function of protégé agency. Lessons learned can be applied by both mentors and mentees, mentoring program developers, and program managers. Dr. Reeves will offer practical tips and raise penetrating questions for us to reflect on and discuss together as a community of mentoring researchers and practitioners moving forward.

Grove, K.

Indiana University - Purdue University Indianapolis

Spirit Trailblazer

172. Advancing Women Mentoring Program - Supporting Student Success

Since 2011, Indiana University- Purdue University, Indianapolis, IUPUI, has offered a mentoring program for students focused on advancing women in their academic and professional careers. The program is a collaboration between the Office for Women and the Division of Student Affairs and pairs students with a faculty or staff mentor for an academic year. Additional workshops and networking events are offered. Survey results indicate benefits to both the students and their mentors. The goals of providing authentic relationship, campus resources, and career advice guide the program. It is open to any student interested in the goal of "advancing women" and male students and male mentors are welcome. The program administrator will discuss lessons learned and the impact of seven years of success.

Boozang, W. & Parsons, B.

University of New England

Thunderbird

173. Understanding the Adult, Online Learner: Motivation and Engagement Among Ed.D. Candidates

In this interactive session, Drs. Parsons and Boozang will examine and discuss strategies and insight as to best practice of establishing a rigorous, successful environment for the online doctoral candidate, including practices of online presence, engagement and affect. Further, they will discuss the pedagogical aspects of motivational and engagement theories as they relate to the transition from doctoral student to candidate, and successful presentation and defense of an applied dissertation. Learning Goals: 1) To understand effective practices in remote advisement of doctoral students. 2) Identification of effective, efficient use of conferencing (synchronous) and email/document sharing (asynchronous). 3) Through the development of an interpersonal relationship remotely, explore the successful dynamic between the doctoral candidate and faculty chair. Drs. Parsons and Boozang will begin their interactive session with a brief (15 minute presentation) followed by an action-oriented group activity (approx 15 minutes) in which members will be encouraged to assess and examine a case study of engagement and work with online students profile, needs and motivation for research and engagement. The final third (approximately 15 minutes) of the session will be an open forum for discussion, questions and answers and will come to a conclusion of highlighting key points related to online presence, understanding student motivation and engagement as they work to transition from online doctoral student to candidate and their end goal of successful defense and presentation of the dissertation.

.See How You're Connected With Other Presenters.



Nita Singh Kaushal
San Francisco, CA



Ofelia Olivero
Bethesda, MD



Charles Ashley
Albuquerque, NM



Regina Dixon-Reeves
Chicago, IL



Chad Littlefield
Asheville, NC



Nora Dominguez
Albuquerque, NM



Lisa Fain
Phoenix, AZ



Antoinette Oglethorpe
Newcastle, England

**Division IX:
Pacific**

AK•CA•HI•OR•WA

AK › #130 • p. 58
CA › #134 • p. 59
CA › #55 • p. 31
CA › #114 • p. 53
CA › #124 • p. 56
CA › #3 • p. 13
CA › #164 • p. 69
CA › #91 • p. 41
CA › #53 • p. 30
CA › #21 • p. 19
CA › #69 • p. 35
CA › #31 • p. 22
HI › #41 • p. 25
WA › #46 • p. 26
WA › #78 • p. 38
WA › #79 • p. 38
WA › #73 • p. 36
WA › #49 • p. 29
WA › #159 • p. 67
WA › #147 • p. 64
WA › #151 • p. 65

**Division VIII:
Mountain**

AZ•CO•ID•NM
MT•UT•NV•WY

AZ › #35 • p. 23
AZ › #158 • p. 67
AZ › #34 • p. 23
AZ › #113 • p. 53
AZ › #135 • p. 60
AZ › #58 • p. 32
AZ › #2 • p. 13
AZ › #13 • p. 16
AZ › #109 • p. 52
AZ › #75 • p. 37
AZ › #102 • p. 49
CO › #156 • p. 67
CO › #19 • p. 18
CO › #169 • p. 70
CO › #139 • p. 61
MT › #7 • p. 14
NM › #153 • p. 66
NM › #144 • p. 63
NM › #163 • p. 69
NM › #60 • p. 32
NM › #3 • p. 13
NM › #101 • p. 49
NM › #166 • p. 69
NM › #166 • p. 69
NM › #168 • p. 70
NM › #148 • p. 64
NM › #63 • p. 33
NM › #9 • p. 15
NM › #160 • p. 68
NM › #107 • p. 51
NM › #33 • p. 22
NM › #68 • p. 35
NM › #10 • p. 15
NV › #96 • p. 43

**Division IV:
West North Central**

IA•KS•MN•MO
NB•ND•SD

KS › #66 • p. 34
KS › #54 • p. 30
KS › #78 • p. 38
KS › #141 • p. 62
KS › #95 • p. 42
KS › #74 • p. 36
KS › #36 • p. 23
MN › #155 • p. 66
MN › #52 • p. 30
MN › #146 • p. 63
MN › #11 • p. 16
MO › #138 • p. 61
MO › #100 • p. 49
MO › #111 • p. 52
NB › #17 • p. 17

International

Canada › #85 • p. 40
Canada › #124 • p. 56
Canada › #171 • p. 71
Canada › #149 • p. 64
Germany › #93 • p. 42
Germany › #25 • p. 20
Japan › #121 • p. 55
Puerto Rico › #131 • p. 58
Russia › #65 • p. 34
South Africa › #133 • p. 59
Spain › #51 • p. 30
United Kingdom › #82 • p. 39

HOW IT WORKS

To find mentoring professionals in your area, please follow the directions below:

1. Locate the STATE or COUNTRY of interest.
2. Take note of the PRESENTATION NUMBER and the PAGE NUMBER listed after the state.
3. Navigate to the corresponding PAGE NUMBER and locate the PRESENTATION NUMBER.

.Find Mentoring Professionals in Your Area.

Sandra Harris
Beaumont, TX



Dana E. Bible
Huntsville, TX



Stephanie House
Madison, WI



Bruce Birren
Cambridge, MA



Laura Lunsford
Wilmington, NC

**Division VII:
West South Central**
AR•LA•OK•TX.

OK › #123 • p. 56
OK › #45 • p. 26
TX › #1 • p. 13
TX › #104 • p. 50
TX › #71 • p. 35
TX › #12 • p. 16
TX › #137 • p. 60
TX › #106 • p. 51
TX › #90 • p. 41
TX › #88 • p. 41
TX › #14 • p. 16
TX › #154 • p. 66
TX › #128 • p. 57
TX › #116 • p. 54
TX › #20 • p. 18
TX › #97 • p. 48
TX › #148 • p. 65
TX › #27 • p. 20
TX › #122 • p. 56
TX › #115 • p. 54
TX › #98 • p. 48
TX › #126 • p. 57
TX › #62 • p. 33
TX › #37 • p. 24
TX › #44 • p. 26
TX › #103 • p. 50

**Division III:
East North Central**
IN•IL•MI•OH•WI

IL › #89 • p. 41
IL › #83 • p. 39
IN › #70 • p. 35
IN › #19 • p. 18
IN › #172 • p. 71
MI › #170 • p. 70
MI › #105 • p. 50
MI › #76 • p. 37
OH › #167 • p. 70
OH › #143 • p. 63
OH › #61 • p. 33
OH › #26 • p. 20
OH › #5 • p. 14
OH › #6 • p. 14
OH › #23 • p. 19
OH › #24 • p. 19
WI › #119 • p. 55

**Division VI:
East South Central**
AL•KY•MS•TN

AL › #57 • p. 31
AL › #145 • p. 63
AL › #132 • p. 59
AL › #16 • p. 17
KY › #50 • p. 29
KY › #26 • p. 20
MS › #165 • p. 69

**Division II:
Middle Atlantic**
NJ•NY•PA

NJ › #127 • p. 57
NY › #64 • p. 33
NY › #84 • p. 39
NY › #86 • p. 40
NY › #80 • p. 38
NY › #42 • p. 25
NY › #22 • p. 19
NY › #47 • p. 27
NY › #59 • p. 32
NY › #4 • p. 14
NY › #28 • p. 21
NY › #131 • p. 60
NY › #160 • p. 68
NY › #157 • p. 67
NY › #40 • p. 24
NY › #38 • p. 24
NY › #48 • p. 27
NY › #117 • p. 54
PA › #140 • p. 62
PA › #152 • p. 65
PA › #8 • p. 15
PA › #94 • p. 42
PA › #29 • p. 21
PA › #18 • p. 18

**Division I:
New England**
CT•ME•MA
NH•RI•VT

CT › #67 • p. 34
CT › #129 • p. 58
MA › #112 • p. 53
MA › #81 • p. 39
MA › #142 • p. 62
ME › #173 • p. 71
VT › #99 • p. 48

**Division V:
South Atlantic**
DE•DC•FL•GA•MD
NC•SC•VA•WV

DC › #108 • p. 52
FL › #92 • p. 42
GA › #77 • p. 37
GA › #162 • p. 68
GA › #72 • p. 36
GA › #32 • p. 22
GA › #87 • p. 40
NC › #56 • p. 31
NC › #120 • p. 55
NC › #108 • p. 51
NC › #43 • p. 25
NC › #110 • p. 52
NC › #39 • p. 24
NC › #15 • p. 17
NC › #150 • p. 65
NC › #118 • p. 54
SC › #136 • p. 60
VA › #30 • p. 21



Tamara Thorpe
Dublin, Ireland



Marsha Carr
Wilmington, NC

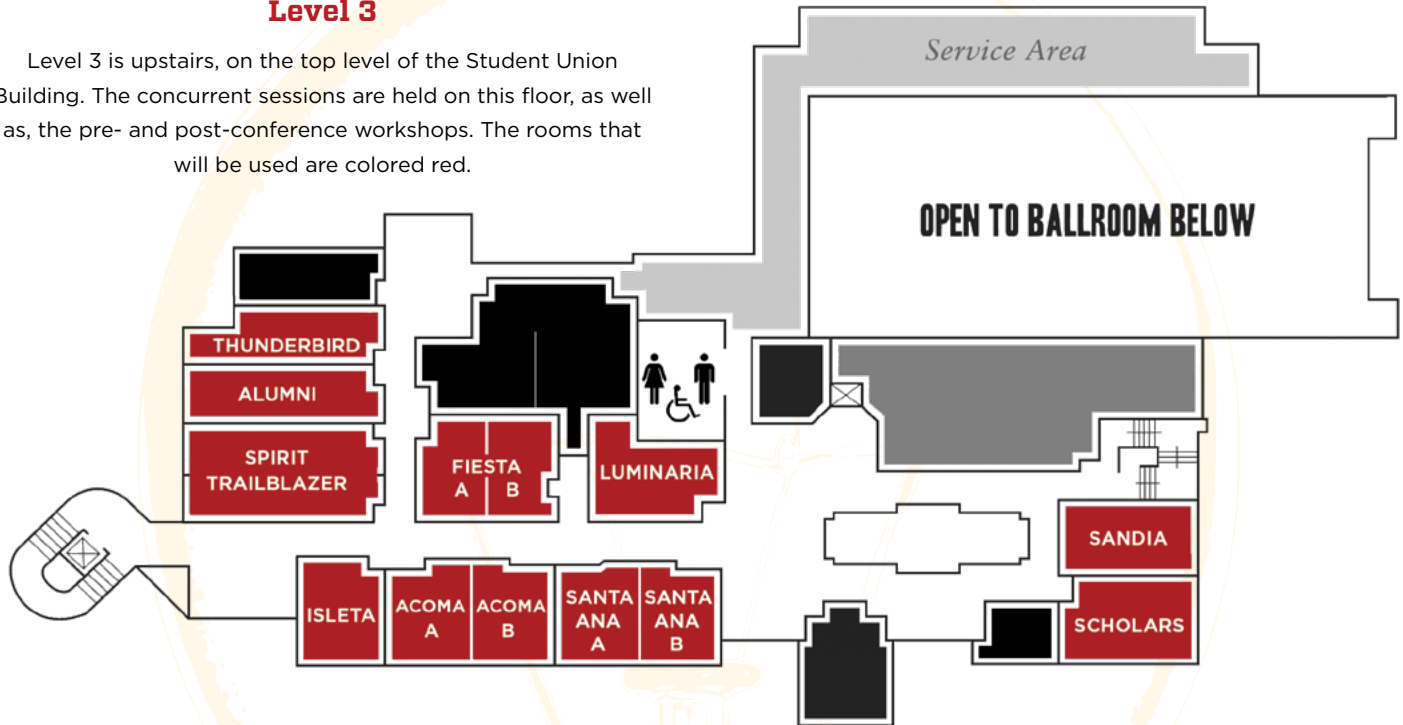


Bob Garvey
York, England

Conference Venue Maps - Student Union Building

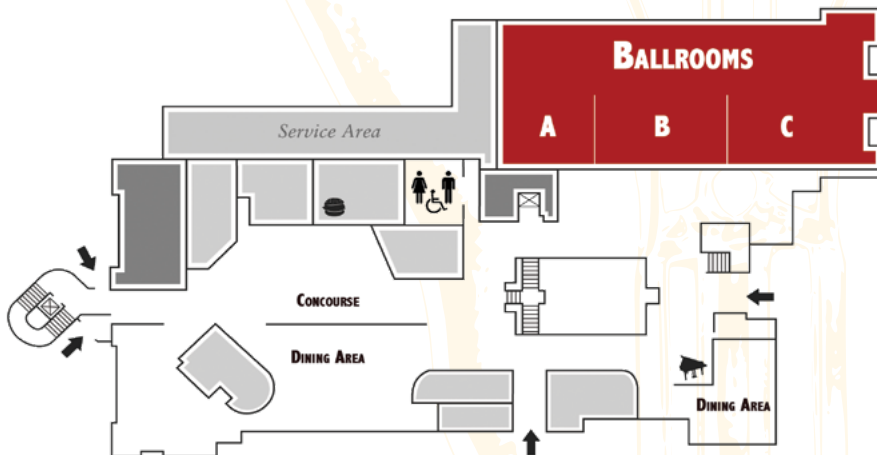
Level 3

Level 3 is upstairs, on the top level of the Student Union Building. The concurrent sessions are held on this floor, as well as, the pre- and post-conference workshops. The rooms that will be used are colored red.



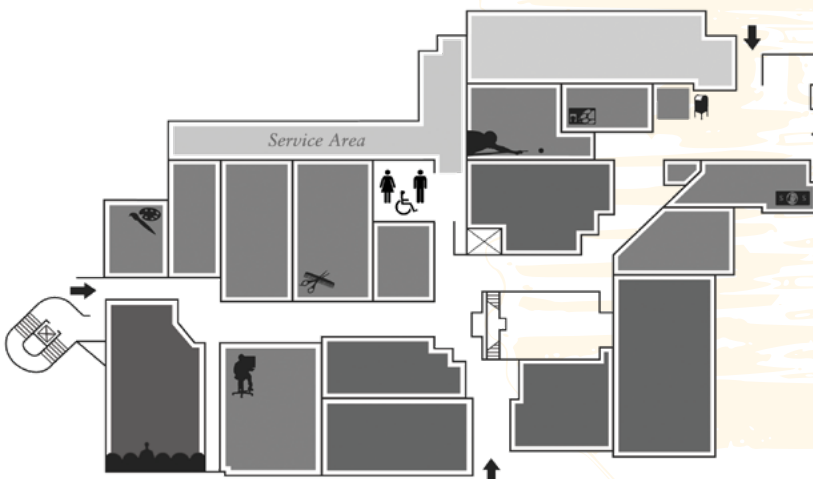
Level 2

Level 2 is the main floor of the Student Union Building. During the conference, the plenary sessions will be held in Ballroom A&B. Lunch will be served every day from 12:00 - 12:45 pm in Ballroom C. The main level also contains other on-campus dining options, and dining areas.

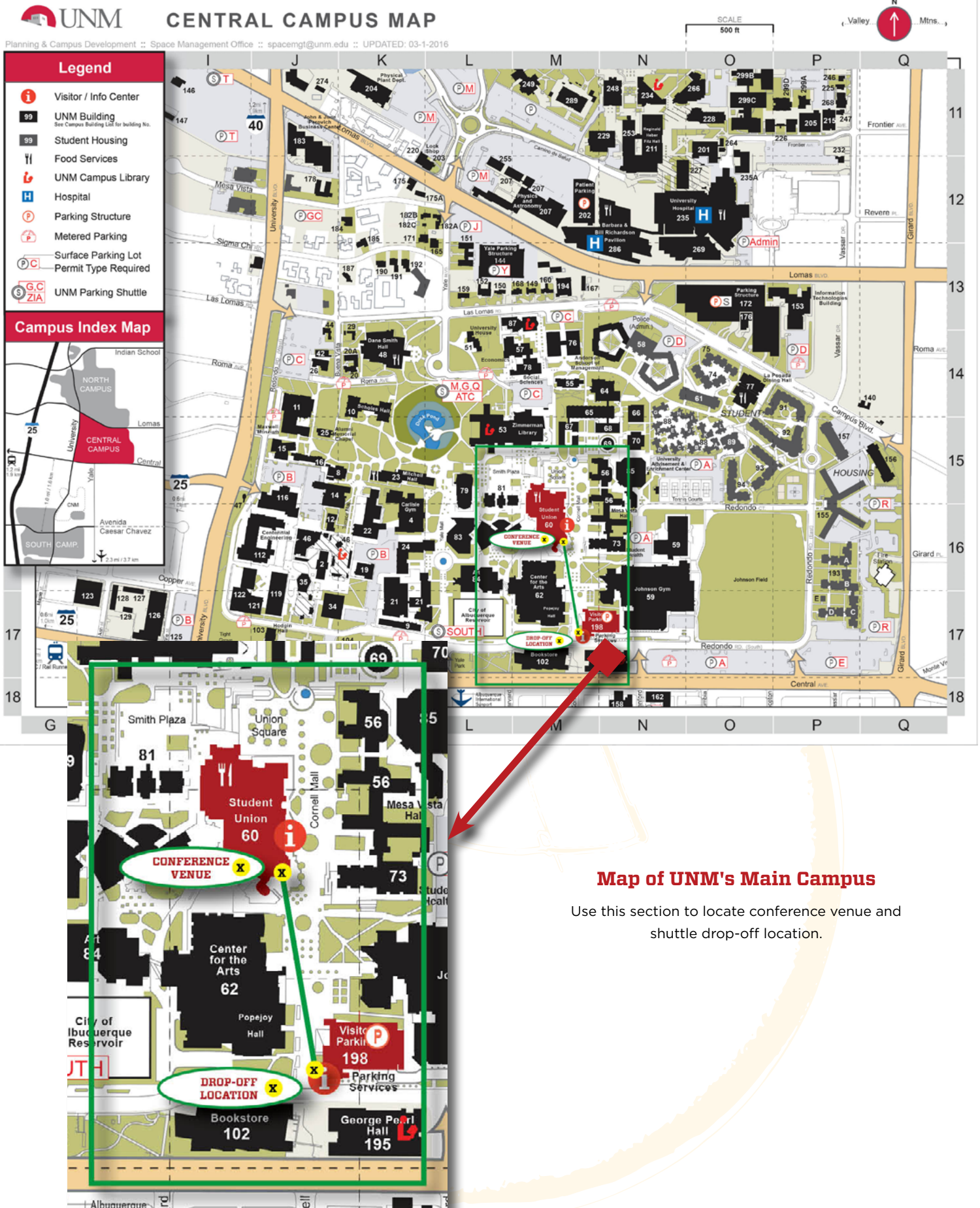


Level 1

Level 1 is downstairs, on the lower level of the Student Union Building. You can find additional on-campus food services and seating accommodations to use during downtime at the conference on Level 1.




University of New Mexico Main Campus Map



Conference Sponsors & Financial Contributors

A **success team** for every student and grad.



Meet Mia
Economics Major

Econ Advisor

Peer Mentor

Financial Contributors


MENTORING SOFTWARE



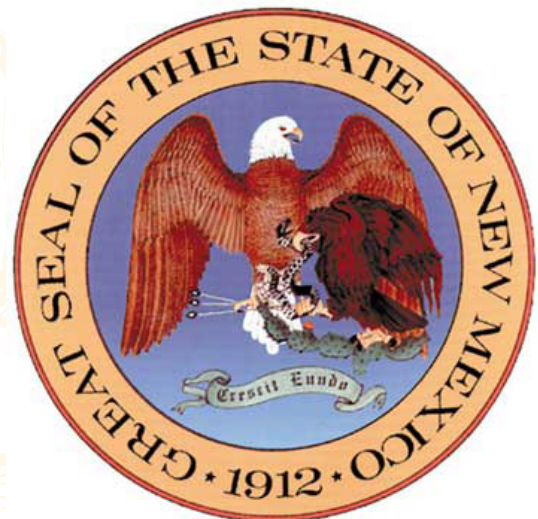
Scale up your mentoring program with our flexible web-based solution.

Our experienced client team helps you:

- Streamline your workflow and follow-up emails
- Customize matching and mentoring models
- Support thousands of mentoring connections
- Track and report on relationships and interactions

Contact us for a free consultation:
xinspire.com/contact

Clients:
Northwestern University
Columbia University
University of Pittsburgh CBA
Amherst College
Boston College
Carnegie Mellon University
...and many more!



NM
**STUDENT
AFFAIRS**

11TH ANNUAL UNM MENTORING INSTITUTE'S CONFERENCE
**MENTORING, COACHING & LEADERSHIP FOR
INNOVATION & ENTREPRENEURSHIP**

OCTOBER 22ND-OCTOBER 26TH • 2018
UNIVERSITY OF NEW MEXICO • ALBUQUERQUE, NM

Welcome to
Albuquerque!



Southwest

ALBUQUERQUE
HISPANO
CHAMBER OF COMMERCE
CONVENTION & TOURISM
DEPARTMENT
505.842.6003 • WWW.ABQ.ORG

WWW.MENTOR.UNM.EDU/CONFERENCE

The University of New Mexico

Garnett S. Stokes, President
Richard L. Wood, Interim Senior Vice Provost for Academic Affairs
Eliseo 'Cheo' Torres, Vice President, Student Affairs
Tim Gutierrez, Associate Vice President, Student Services
Mathew David Munoz, Government Relations Officer

Partnerships & Networking

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

The State Legislature

Senator Linda Lopez
State Representative Antonio "Moe" Maestas

Conference Marketing & Media

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

The Mentoring Institute

Nora Domínguez, Mentoring Institute Director & Conference Chair

Research

Francis Kochan, Emeritus Professor, Auburn University

Education, Training & Certification

Debbie Howard, Manager, Employee & Organizational Development, UNM

Operations & Evaluations

Tim Gutierrez, Associate Vice President, Student Services, UNM

2018 Steering Committee

Emily Ballo, University of New Mexico
Dana Bible Ed.D., Sam Houston State University
Marsha Carr Ph.D., University of North Carolina Washington
Kevin Carreathers, LoneStar College - University Park

Regina Dixon-Reeves Ph.D., University of Chicago
Jo Gray, Youth Business International
Valerie Romero-Leggott M.D., University of New Mexico
Doris Yates Ph.D., California State University

Conference Logistics Team

Pablo Viramontes, Marketing Assistant

Yvonne Gandert, Marketing Assistant

Wei Li, Web Developer

August Camille Edwards, Editorial Assistant

Jade Sheridan Moore, Editorial Assistant

Peer Reviewers

Tracey Armstrong
William Ashcraft
Donna Augustine-Shaw
Denise Barton
Janet Bavonese
Scott Beck
William Boozang
Margaret Brommelsiek
Brendan Burke
Patricia Bush
Soukhy Clark
Sandra Cleveland
Carolyn Conn
Kathleen Cowin
Carmen Cruz
Amy Dellapenna

Annelize Du Plessis
August Edwards
Aida Egues
Nneka M. Greene
Kathleen Grove
Danielle Hairston-Green
Patty Horn
Glenys Hubbard
Brenna Kelley
Dennis Kinsey
Randy Kohlenberg
Sharon Lee
Jia Liang
Nicholas Lim
Rubina Malik
Jade Sheridan Moore
Precious Mudiwa
Kristin O'Donnell

Brianna Parsons
Mary Pearson
Aubrie Pfirmen
Anne Poliquin
Mounika Ragula
Roxanne Reeves
John Rodgers
Louise Santiago
Deborah Scigliano
Amy Serafini
Lina Soares
Carmen Stokes
Zachary Taylor
Pablo Viramontes
Jillian Yarbrough
William Young

Program design by Yvonne Gandert

Are you a member yet?

JOIN US TODAY TO ACCESS ALL THE GREAT BENEFITS, ANYTIME

DON'T DELAY
REGISTER TODAY

Member Benefits

EXCLUSIVE ACCESS TO OVER A DECADE
OF MENTORING CONFERENCE PAPERS

10% DISCOUNT ON THE MENTORING
CONFERENCE REGISTRATION

MENTORING ARTICLES

JOURNAL PUBLICATIONS

WEBINARS

CONFERENCE VIDEOS

PUBLISHING OPPORTUNITIES

...

WHY BECOME A MEMBER?

Professionals from all disciplines can benefit from membership, but our primary research focus is mentoring in academia. Staff members in higher education, faculty members, and students at the undergraduate, graduate and post-doctorate level will benefit the most from membership, as the majority of our literature represents these areas. The literature also contains a smaller selection of research for practitioners, business executives, youth mentors, and non-profit organizations.

...

Only members can gain access to the Mentoring Conference Proceedings, a wealth of academic research from all the presentations at our annual conferences.

ANNUAL MEMBERSHIP FEES

STANDARD \$500

UNM STUDENTS \$300



**MENTORING
INSTITUTE**

Table of Contents

A

Allen, P. • 57

Lee College

Allred, C. & Yu, G. • 32

Central New Mexico Community College

Amick, L. • 29

University of Kentucky

Andronico, K. • 21

The College of New Rochelle

Aris, G. • 30

Youth Business Spain

Arciero-Pino, A. & Knaust, H. • 13

University of Texas - El Paso

Ashcraft, W. • 67

Community College of Denver

Audet, J. • 40

Université Laval

Augustine-Shaw, D. • 34

Kansas State University

Augustine-Shaw, D. • 30

Kansas State University

Augustine-Shaw, D. & Hubbard, G. • 38

Kansas State University & Washington State University

Ayalon, A. • 34

Central Connecticut State University

B

Balachowski, M. • 64

Everett Community College

Barrera, I. & Kramer, L. • 13

University of New Mexico & National University

Barton, D. • 24

Wake Technical Community College

Baugh, D. & Willbur, J. • 67

His Heart Foundation

Bavonese, J. • 17

Jacksonville State University

Benson, G. • 17

University of Nebraska - Kearney

Black, V. & Taylor, Z. • 50

University of Texas - Austin

Bluth, S. • 35

Sam Houston State University

Bluth, S. • 16

Sam Houston State University

Booton, B. • 61

University of Missouri

Boozang, W. & Parsons, B. • 71

University of New England

Brackett, D. • 60

University of North Texas

Brommelsiek, M. • 49

University of Missouri - Kansas City

Brommelsiek, M. & Spencer-Carver, E. • 52

University of Missouri - Kansas City

Bulin, A. • 51

Dallas Baptist University

Burke, B. • 62

Suffolk University

Burton, C. • 57

Radiance Resources LLC

C

Cal, C. & Abram, M. • 40

Adelphi University - Garden City

Carr, S., West, J. & Swanson, K. • 40

Mercer University

Carson, J. • 67

Saddle Mountain Unified School District

Cisewski, S. • 66

Saint Mary's University of Minnesota

Cleveland, S. & Stokes, C. • 50

Tribe Consulting, LLC & University of Michigan - Flint

Cocchiarella, M., Mitchell, E., Harris, P. & Ludlow, C. • 49

Arizona State University

Cohan, A. • 67

Molloy College

Conn, C. • 33

Stephen F. Austin State University

Corriveau, E. & LeMaster, J. • 62

University of Kansas

Cowin, K. • 38

Washington State University

Crouch, L. & Jagodzinski, P. • 23

Northern Arizona University

Cruz, C. • 24

St. Mary's University

Curran, A. • 70

University of Cincinnati

D

Daniel, T. • 21

International SOS

Davis, S. • 69

San Francisco Human Rights Commission

DeBiase, J. • 53

Arizona State University

DeMoss, K. • 24

Bank Street College

Table of Contents

Dominguez, N. • 70

University of New Mexico

Dumka, A. • 23

Southwest Institute for Research on Women

E-F

Edwards, A. • 63

University of New Mexico

Edwards, A. & Moore, J. • 69

University of New Mexico

Egues, A. & Cohen-Brown, G. • 33

City University of New York

Egues, A. & Santisteban, L. • 39

City University of New York

Even, S. & Noelliste, E. • 18

Indiana University & University of Northern Colorado

Fraser, K. & Wilson, B. • 66

University of New Mexico

G

Garcia, R. • 70

University of Denver

Garza, E. • 57

California State University - San Marcos

Gildehaus, L. • 58

University of Alaska Fairbanks

Gonzalez, V., Ortiz, A., A., Perez, A. & Clemente, J. • 58

University of Puerto Rico - Rio Piedras

Gray, J. • 39

Youth Business International

Grove, K. • 71

Indiana University - Purdue University Indianapolis

H

Halko, G. • 18

West Chester University

Hallberg, L. & Santiago, L. • 53

University of the Pacific & Touro University California

Hammer, J. & Rackley, R. • 16

Texas A&M University

Hatchett, H. • 63

Cincinnati State Technical and Community College

Hatfield, J. • 36

Kansas State University

Haudek, S. • 26

Baylor College of Medicine

Heilemann, M. & Luo, L. • 20

University of Regensburg

Henderson, T. • 66

University of Texas - Dallas

Hendricks, S. • 50

Stephen F. Austin State University

Herremans, I. • 56

University of Calgary

Hill, G. • 27

Kingsborough Community College

Holbrook, D. & Loper, L. • 41

University of Texas - San Antonio

Horn, P. • 60

Northern Arizona University

Hudson-McKinney, M. • 19

Western University of Health Sciences

Hunter, L. • 32

University of Arizona

Hurley-Hanson, A. & Giannantonio, C. • 15

Chapman University

J-K

Jensen, J. • 31

Humboldt State University

Jimenez, T. • 41

National Louis University

Kaletunc, G. • 33

Ohio State University

Kaletunc, G. & Buchheit, R. • 20

Ohio State University & University of Kentucky

Kastner, J. • 23

Kansas State University

Kearns, C. & Singel, D. • 14

Montana State University

Keathley, R. • 41

Sam Houston State University

King, K., Peterson, S., Day, C., Nair, A. & Gullerud, R. • 30

Mayo Clinic - Rochester

King, P. • 38

City University of New York

Kinsey, D. & Canuelas-Torres, L. • 25

Syracuse University

Klohn, A. • 58

North Central Texas College

Kohlenberg, R. • 31

University of North Carolina - Greensboro

Kuo, E. • 41

Claremont Graduate University

Kupersmidt, J. & Stelter, R. • 65

Innovation Research & Training

L

Leader, J. • 65

Everett Community College

Lee, S. • 54

Dallas Baptist University

Table of Contents

Liefeld, J. & Zac, D. • 58

Southern Connecticut State University

Lim, N. • 13

University of Arizona

Lindsey, M. • 16

Southwest Environmental Health Sciences Center

Llanos, R. • 42

Nova Southeastern University

Loop, J. & Penziul, C. • 19

Ithaca College

Lunsford, L. • 55

Campbell University

Lunsford, L. & Dahlberg, M. • 51

Campbell University & National Academy of Sciences, Engineering, and Medicine

Luo, L. • 42

University of Regensburg

Lyman, M. • 42

Shippensburg University

M

Mahar, D. • 27

SUNY Empire State College

Malik, R. • 37

Morehouse College

McCoy, K. & Ware, L. • 32

State University of New York - Geneseo

McEvoy, A. • 14

State University of New York - Oswego

Mendenhall, A. • 42

University of Kansas

Merritt, M. • 69

William Carey University

Moore, J. • 49

University of New Mexico

Moore, N. • 25

Appalachian State University

Mudiwa, P. & Angel, R. • 52

Appalachian State University

N

Nanez, J., Kaur, G. & Chavez, L. • 52

Arizona State University

Nanfito, J. • 26

Seattle Goodwill

Nittoli, K. • 30

Woodbury University

Nnadozie, V. • 59

University of KwaZulu-Natal

Nunes, D. & Taylor, S. • 25

Aspen Family Business Group

O-P

O'Donnell, K. • 18

Our Lady of the Lake University

O'Neill, S. • 48

Vermont Child Welfare Training Partnership

Osa, J. & Oliver, A. • 21

Virginia State University

Paige, K. • 68

Georgia Institute of Technology

Palacios, I. • 59

Grossmont College

Parker, M. • 48

University of Houston - Downtown

Pearson, M. • 35

California Baptist University

Pfirman, A. • 60

Clemson University

Pinzl, M. • 55

Viterbo University

Poliquin, A. & Tompkins, P. • 43

Touro University Nevada

R

Radhakrishna, R. • 62

Pennsylvania State University

Radhakrishna, R. • 65

Pennsylvania State University

Ragula, M. & Duarte, G. • 35

Indiana State University

Rand, S. • 63

University of St. Catherine

Reeves, R. • 71

University of New Brunswick

Richmond, C. • 53

Assumption College

Rodgers, S. • 54

University of North Carolina - Chapel Hill

Rossi, G. • 69

Collective Action Strategies, LLC

S

Salazar, L. • 68

New Mexico State University

Salazar, L. & Rodgers, J. • 64

New Mexico State University & Baylor College of Medicine

Sanders, P. • 31

University North Alabama

Santiago, L. & Watkins, J. • 22

Touro University California & Inquiry & Learning for Change

Schipani, C. • 70

University of Michigan

Table of Contents

Schlatterer, J. & Kuniyoshi, C. • 36

American Chemical Society

Scigliano, D. & Dellapenna, A. • 15

Duquesne University & McKeesport Area School District

Scott, R. • 20

Concordia University Texas

Sebold, B. • 37

Arizona State University

Serafini, A. • 63

Auburn University

Shenkman, M. • 33

Desert Sky Aspiration Mentoring

Shore, W. • 29

Pacific Lutheran University

Smith, M., Wilson, J. & George, D. • 56

University of Oklahoma

Snyder, C. • 54

Clarkson University - Capital Region

Soares, L., Beck, S. & Chamblee, G. • 22

Georgia Southern University

Sood, A. & Wilson, B. • 15

University of New Mexico

Stanwood, J., Sansone, K. & Mittiga, A. • 39

Lesley University

Stelter, R. & Kupersmidt, J. • 17

Innovation Research & Training

Ste-Marie, L. • 64

Saint Paul University

Stokes, C. & Cleveland, S. • 37

University of Michigan - Flint & Tribe Consulting, LLC

Swanson, K., West, J. & Carr, S. • 36

Mercer University

T-V

Tayebi, K., Fox, L., Strauss, B. & Hamrick, T. • 56

Sam Houston State University

Taylor, Z. & Black, V. • 54

The University of Texas - Austin

Tkachenko, B. • 34

Youth Business Russia

Trube, M. • 16

Walden University

Trzepacz, J. • 24

Rensselaer Polytechnic Institute

Uchida, H. • 55

Hokkaido University

Veas, G. & Veas, K. • 14

Ashland Theological Seminary, One Protégé

Veas, G. & Veas, K. • 14

Ashland Theological Seminary, One Protégé

Veas, G. & Veas, K. • 19

Ashland Theological Seminary, One Protégé

Veas, G. & Veas, K. • 19

Ashland Theological Seminary, One Protégé

W-Y

Ware, L.¹, Delgado, D.², Armentrout, R.² & Lujan, K.² • 68

State University of New York - Geneseo¹ & Cuba Independent School District²

Wilkins, L. • 39

University of Illinois - Urbana-Champaign

Williams, S. & Krebs, M. • 51

University of New Mexico

Williams, S., Secatero, S. Romans, R. & Lopez, P. • 22

University of New Mexico

Wilson, J., George, D. & Smith, M. • 26

University of Oklahoma

Woolson, L. • 35

University of New Mexico

Worley, D. • 61

Iliff School of Theology

Yarbrough, J. & Nutter, C. • 48

West Texas A&M University & Texas Tech University

Young, W. & Warfield, K. • 59

Jacksonville State University

• THANK YOU FOR JOINING US •



MENTORING INSTITUTE

• THE UNIVERSITY OF NEW MEXICO •

Phone Number

505.277.1330

Fax Number

505.277.5494

Website

MENTOR.UNM.EDU

Social Media

[FACEBOOK.COM/MENTORUNM](https://www.facebook.com/MENTORUNM)

[@UNMENTORING](https://twitter.com/UNMENTORING)

Email

MENTOR@UNM.EDU

• 1716 LAS LOMAS RD NE • ALBUQUERQUE, NEW MEXICO, 87131 •