



12th Annual Mentoring CONFERENCE

TOWARDS THE SCIENCE OF MENTORING

Searching for Evidence-Based Effective Mentoring Practices



MENTORING
INSTITUTE



The Mentoring Institute
A Division of Student Affairs
Albuquerque, New Mexico

• OCTOBER 21-25, 2019 • ALBUQUERQUE, NEW MEXICO •

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A Welcome Message from The University of New Mexico

The University of New Mexico is pleased to welcome you to the 12th annual mentoring conference Towards the Science of Mentoring: Searching for Evidence-Based Mentoring Practices.

This year's conference aims to expand the evidence and theoretical base supporting the contributions of mentoring to the long-term career success of an individual throughout various academic fields and the workplace. We hope to understand the underlying aspects and motivations that make mentoring a valuable endeavor, providing at the same time the groundwork for the transition of well-evaluated mentoring programs into scientific projects.

This conference hosts a broad constituency, including divisions of higher education, academic researchers, educators, community leaders, administrators, non-profit partners, government agencies, and other professionals. We anticipate a vibrant mix of conversation, unique networking opportunities, dynamic hands-on workshops, and engagement with professionals from across the nation.

In the next five days, the conference features four pre-conference workshops, three post-conference workshops, eleven plenary sessions, one hundred and fifty individual/panel sessions, a world café, nine roundtable discussions, as well as, a poster session highlighting 50 exhibitions. It warms our hearts to see the conference continuing to grow and expand year after year, increasing its capacity to share and spread ideas to a larger and more engaged audience.

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 similarly. It is building these connections with one another that inevitably promote the success of everyone involved in the mentoring process. It is our sincere desire that you will take advantage of each opportunity you have to uplift or be lifted by one another; there is so much to learn when we get together to share our unique perspectives.

We are looking forward to being a part of the mentoring dialogue and promoting a mentoring network for many years to come.

Sincerely,

Garnett S. Stokes
President

James Paul Holloway
Provost & Executive
Vice-President of
Academic Affairs

Eliseo Torres
Vice-President of
Student Affairs

Nora Dominguez
Conference Chair &
Director, The
Mentoring Institute



Garnett S. Stokes, Ph.D.

President, UNM

Dr. Garnett S. Stokes was installed as the 23rd president of The University of New Mexico on May 12, 2018. Stokes is the first female president in UNM's 129-year history. 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. She is a fellow of the Association for Psychological Science, the American Psychological Association, and the Society for Industrial and Organizational Psychology. 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).



Eliseo Torres, Ph.D.

Vice-President for Student Affairs, UNM

Dr. Eliseo Torres has served as Vice President for Student Affairs at The University of New Mexico, a four-year state research university based in Albuquerque, New Mexico, since January 2, 1996. Dr. Torres received his doctorate in Education from Texas A&M University in Kingsville in 1980. 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.



James Holloway, Ph.D.

Provost & Executive Vice President for Academic Affairs, UNM

Dr. James Holloway earned Bachelors and Masters degrees in Nuclear Engineering from the University of Illinois, a CAS in Mathematics from Cambridge University, and doctorate in Engineering Physics at the University of Virginia, where he was subsequently Research Assistant Professor of Engineering Physics and Applied Mathematics. Professor Holloway joined the faculty of the University of Michigan as an assistant professor for Nuclear Engineering and Radiological Sciences in January 1990. Subsequently promoted to Associate then Full professor, in 2007 he was named an Arthur F. Thurnau Professor in recognition of outstanding contributions to undergraduate education. Later that year, he became associate dean for undergraduate education for the College of Engineering. He has served as Vice Provost since 2013, with a growing portfolio of responsibilities covering global engagement, engaged learning and scholarship, and interdisciplinary academic affairs.



Tim Gutierrez, Ed.D.

Associate Vice President for Student Services, UNM

Dr. Tim Gutierrez, Associate Vice President for Student Services has worked at The University of New Mexico for the past 33 years where he has served in many capacities. He began his career in 1978 at The University of New Mexico as an Instructor and Leisure Services Coordinator for Special Programs. His educational and professional experience primarily has been working with programs targeted for underrepresented students. His expertise in overseeing federal and state funded projects has provided the foundation for his current position as Associate Vice President for Student Services, which is responsible for the Student Services area in the Division of Student Affairs. Dr. Gutierrez received his Doctorate of Education in Educational Leadership from The University of New Mexico in 2007 and continues to expand the current Student Services programs in order to give all students an equal opportunity to get a higher education degree.

About The University of New Mexico

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

The People

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

The Programs

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



Conference Chair & MI Director & Founder



Nora Domínguez, Ph.D.

Dr. 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).

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.

Vision & Mission

Vision: The Mentoring Institute is the National Leader enhancing the quality of mentoring services by addressing specific educational/training needs in mentoring best practices for: college and post-baccalaureate access and attainment, professional and leadership development for staff, and faculty tenure and promotion achievement.

Mission: The Mentoring Institute facilitates the development of quality mentoring programs by: establishing a network of mentoring partnerships, promoting and disseminating interdisciplinary research in mentoring best practices, and applying instructional design standards to training and certification.

Annual Mentoring Conference

Each year, the Mentoring Institute hosts its annual mentoring conference. Featuring eleven plenary sessions, nine round table sessions, 4 pre-conference workshop sessions, three post-conference workshop sessions and 136 concurrent sessions. We aim to host a broad constituency, which includes divisions of higher education, academic researchers, educators, community leaders, administrators, non-profit partners, government agencies, and other professionals.

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

Who Attends the Conference?

In the past 12 years, the Mentoring Conference has welcomed 5,338 participants, 87% of attendees were faculty, staff or students from higher education. The remaining 13% encompassed areas of health care, government, non-profit, and corporate/business. Additionally, the Mentoring Institute has cultivated 35 partnerships, provided 781 mentors with short training programs, and 232 participants with completed certificate-training programs.



2019 Plenary Speakers



Shawn T. Blanchard

University of Moguls Publishing

From humble beginnings on the west side of Detroit to multiple degrees, Blanchard has adopted youth, led a math department to the top 5% in NYC, taught at prestigious colleges and was appointed to the city of Detroit's Mayoral Cabinet as the Director of Youth Services. Throughout his tenure he raised over \$7 Million to supply jobs to over 5600 youth launching the "Grow Detroit's Young Talent" youth employment initiative. He also served as the Detroit Mayor's Office Liaison to President Barack Obama's "My Brother's Keeper" (MBK) initiative. Shawn also serves on a number of boards including the Detroit Pistons and Detroit Red Wings Little Caesars Arena Community Board. Currently, Shawn is coined the Mentorship Specialist according to Forbes Magazine. He's married to making the lives of others better. He's the Founder of The University of Moguls, Co-Owner & Philanthropy Advisor for a custom suit company, "SnapSuits", a Best-Selling and National Award Winning Author and renowned Speaker. In 2017 he completed a 42-stop national book tour with his best-selling book, "How 'Bout That For a Crack Baby: Keys to Mentorship and Success," providing multiple scholarships, dozens of custom suits, and hundreds of ties. Shawn has also been featured as Essence Magazine "Man of the Month", Black Enterprise "BE Modern Man" and has been awarded as one of America's Top Millennial Influencers by the Next Big Thing Movement.



Dawn E. Chanland

Queens University of Charlotte

Dr. Dawn E. Chanland is Professor of Management at McColl School of Business. She earned a doctorate (D.B.A.) at Boston University's School of Management and a Master in Business Administration from San Jose State University. Dawn has over 25 years of business, consulting, and academic experience. Prior to her employment with Queens, Professor Chanland was an Assistant Professor with California Polytechnic State University, San Luis Obispo (popularly called "CalPoly"), where she received numerous teaching and research awards. She has numerous publications in leading academic journals (including but not limited to Academy of Management Annals, Journal of Management, Organizational Dynamics, Human Resource Management, and Journal of Organizational Behavior) and her research has been featured in the Wall Street Journal ("How to Be a Smart Protégé" & "When Mentoring Goes Bad"). In addition, she has been interviewed for and quoted in the New York Times, Los Angeles Times, Forbes, AOL, CareerBuilder, and MSN, among other popular press outlets, and appeared on television, in relation to mentoring, executive coaching, and management issues.



Kathleen M. Cowin

Washington State University

Kathleen M. Cowin, Ed.D., is a Clinical Associate Professor of Educational Leadership at Washington State University, teaching and mentoring future K-12 school leaders. Prior to her current position, she developed and taught in a graduate level pre-service teacher preparation program, after serving as a teacher and principal for over 25 years. Her research focuses on the development of effective, relational co-mentoring practices for educational leader formation and creation of co-mentoring circles among current and former educational leadership students.



Margaret Montoya

The University of New Mexico

Margaret Montoya was part of the first group of women and men of color who attended Harvard Law School. When she graduated in 1978, she won the prestigious Harvard University's Sheldon Traveling Fellowship and studied educational access and affirmative action policies in Malaysia and India. Professor Montoya was an active member of the UNM law school faculty from 1992-2012 and, before retiring, was licensed to practice law in Massachusetts, New York, and New Mexico. She worked to create programs and partnerships to increase student and faculty diversity in law and medicine. Professor Montoya served for several years as the Senior Advisor to Chancellor Paul Roth in the Health Science Center. She co-directed a 10-year program on mentoring focused on inclusion theory and practices. She continues to work part time on issues of racial and health equity while also babysitting her two grandchildren. Professor Montoya's scholarship on issues of identity, narrative, resistance to assimilation, and racial equity in education appears in law reviews, anthologies, and casebooks and is used throughout the U.S. Her article, *Máscaras, Trenzadas y Greñas: Un/Masking the Self While Un/Braiding Latina Stories and Legal Discourse* has become iconic in the Critical Race Theory genre. Professor Montoya has been recognized with many awards by her professional peers and by the Latinx community for her academic and activist work.



Brenda Pereda

The University of New Mexico

Brenda Pereda, MD, MS is a board-certified Obstetrician-Gynecologist, an Associate Professor in the Department of Obstetrics and Gynecology and the Assistant Dean for Diversity and Inclusion for the University of New Mexico (UNM) School of Medicine. Dr. Pereda completed medical school at Michigan State University, OBGYN residency training at Wayne State University and a fellowship in Family Planning at UNM in 2013. Dr. Pereda uses cognitive diversity and cultural humility as the basis of her work. Her clinical and academic interests include implicit bias recognition and behavior change, community-driven empowerment strategies that transform pedagogy and praxis and the relationship between storytelling and social change.

2019 Plenary Speakers

**Christine Pfund***University of Wisconsin-Madison*

Christine Pfund, Ph.D. is a scientist with the Wisconsin Center for Education Research and the Department of Medicine at the University of Wisconsin-Madison (UW). Dr. Pfund earned her Ph.D. in Cellular and Molecular Biology, followed by post-doctoral research in Plant Pathology, both at University of Wisconsin-Madison. For almost a decade, Dr. Pfund served as the Associate Director of the Delta Program in Research, Teaching, and Learning and the co-Director of the Wisconsin Program for Scientific Teaching helping to train future faculty to become better more effective teachers. Dr. Pfund is now conducting research with several programs across the UW campus including the Institute for Clinical and Translational Research and the Center for Women's Health Research. Her work focuses on developing, implementing, documenting, and studying interventions to optimize research mentoring relationships across science, technology, engineering, mathematics, and medicine (STEMM). Dr. Pfund co-authored the original Entering Mentoring curriculum and co-authored several papers documenting the effectiveness of this approach. Currently, Dr. Pfund is co-leading two studies focused on the impact of training on both mentors and mentees and understanding specific factors in mentoring relationships that account for positive student outcomes. Dr. Pfund is one of the principal investigators of the National Research Mentoring Network (NRMN) and directs both the NRMN Mentor Training and Administrative Cores. She is also director of the Center for the Improvement of Mentored Experience in Research at UW-Madison (CIMER). She is currently serving on a committee of the National Academies to explore the science of effective mentoring in STEMM.

**Valerie Romero-Leggott***The University of New Mexico*

Dr. Valerie Romero-Leggott received her Bachelor of Arts degree at Harvard University of Cambridge, MA in 1982. She went on to attend the University of New Mexico (UNM), School of Medicine, receiving her Medical Degree in 1992. She has been a primary care provider for many years on the forefront of treating populations burdened by socio-economic, racial and ethnic disparities. Presently, Dr. Romero-Leggott serves as Vice Chancellor for the Office for Diversity, Equity & Inclusion at the UNM Health Sciences Center, and Professor in the UNM Department of Family and Community Medicine. She also serves as the Executive Director of the UNM Combined BA/MD Degree Program, a unique program to promote the recruitment of a diverse group of New Mexico high school seniors interested in practicing medicine in areas of greatest need across New Mexico. Her office advances, diversity, equity and inclusion throughout the Health Sciences Center and communities through capacity building and sustainable programs and collaborations. Dr. Romero-Leggott serves as a leader, convener and collaborator. One of her major duties is to provide multiple fora for discussing issues concerning underrepresented and underserved populations.

**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 also serves as 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 contribute meaningfully 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.

**Gabe Veas***The Los Angeles School of Mentorship*

A native of Los Angeles, in 2017 Dr. Gabe Veas was named the first Professor of Mentorship in the United States. With over a decade of experience as an academic, Veas has taught at twelve institutions of higher learning including at the graduate level in England. Veas is a prolific speaker and author, addressing the societal ills of the day through the mentoring lens at venues such as Princeton University and Yale University. Veas not only advocates for, but also models how to effectively implement intercultural mentoring as a means of community transformation. He co-founded the consulting firm One Protégé with his wife, Dr. Karina Veas, which has been pioneering research in areas such as protégé-initiated mentoring and Mentoring Lineage. As a highly visible public scholar and sought-after consultant, Veas heavily relies on social media platforms to cultivate relationships with leaders internationally, shape the trajectory of mentoring globally, and help institutions to live into their missions.

2019 Plenary Speakers



Jian Wang

US PREP National Center

Jian Wang received his Ph.D. in Curriculum, Teaching, and Educational Policy, Michigan State University. He is currently a full professor and Helen DeVitt Jones Chair in Teacher Education at Department of Curriculum and Instruction, College of Education, Texas Tech University. His research interests are in teacher mentoring, mathematics teaching and learning, and influences of curriculum on teacher learning in US, England, and China. His publications include qualitative, quantitative, and mixed method empirical studies, literature reviews including meta-analysis review, and conceptual analyses on the important issues in the above fields. They appeared in the journals, such as Educational Researcher, Review of Education Research, Teachers College Record, Teaching & Teacher Education, Journal of Teacher Education, and Elementary School journal. Wang received the prestigious Spencer Research Grant conducting a study on the relationship between teachers' mathematics knowledge, teaching practice, and student learning in China. He is currently leading the design-based research project to transform teacher education programs at six institutions through US PREP National Center sponsored by the Bill & Melinda Gate Foundation.

2019 Pre-Conference Workshop Leaders



Bruce Birren

Broad Institute Henry Ford Health System

Bruce Birren is an Institute Scientist at the Broad Institute of MIT and Harvard and Director of the Broad's Genomic Center for Infectious Diseases. He founded the Broad's Diversity Initiative and an institute-wide mentoring program. As a Master Facilitator with the National Research Mentoring Network and the Center for Improvement of Mentored Experiences in Research he facilitates workshops for faculty and trainees to increase the effectiveness of research mentoring relationships, with a focus on culturally aware mentoring. He leads workshops on bias and microaggressions, and teaches and leads workshops 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.



Philip Cheng

Broad Institute Henry Ford Health System

Philip Cheng, PhD is an Assistant Scientist at the Henry Ford Health System. Dr. Cheng is a licensed clinical psychologist with expertise in sleep and circadian medicine. His program of research examines the biopsychosocial dimensions of sleep and circadian disorders (e.g., insomnia, shift work disorder), with a focus on translation science that produces feasible and widely accessible interventions. Dr. Cheng is currently funded by the NIH to further characterize pathophysiological phenotypes of shift work disorder. Dr. Cheng has been involved with NRMN since 2014 and is experienced in facilitating research mentor training and mentee training nationally, via both the synchronous online environment as well as in-person workshops. Dr. Cheng also has specific interests in promoting culturally aware and culturally responsive mentoring through an experientially-based curriculum, and has curricular expertise in the Culturally Aware Mentoring module offered through NRMN. He is also developing curriculum that targets issues specific to the LGBT+ communities. His style and philosophy of social justice education draws from a dialogue-based approach, cultivated through his experiences with a University of Michigan program on intergroup relations.



Allison E. McWilliams

Wake Forest University

Allison McWilliams is Assistant Vice President, Mentoring and Alumni Personal & Career Development, at Wake Forest University. In these roles, she leads and provides training, support, guidance, and resources for formal and informal mentoring relationships for students, faculty and staff, and alumni, as well as leading personal and career development programs for young professionals. She has written for and spoken to national and international audiences about effective mentoring strategies, leadership, and professional development. Prior to joining Wake Forest in 2010, Allison was a public service faculty member at the University of Georgia, where she created and facilitated leadership development and organizational development programs for higher education and public sector audiences. A native of Durham, North Carolina, Allison earned her bachelor's degree from Wake Forest, and holds a master's and a doctorate from the University of Georgia. Allison's book, *Five For Your First Five: Own Your Career and Life After College*, is available from Wake Forest University's Library Partners Press on Amazon.



Sarah Schwartz

Suffolk University

Sarah Schwartz is an Assistant Professor of Psychology at Suffolk University in Boston. She holds a doctorate in Clinical Psychology from the University of Massachusetts Boston and a master's degree in Education from the Harvard Graduate School of Education. Her research aims to develop, evaluate, and refine interventions that leverage the power of relationships to advance academic and career goals among marginalized young adults, with a particular emphasis on the role of mentoring relationships. She has published numerous articles and chapters on formal and informal mentoring relationships. She is also the leading researcher on Youth Initiated Mentoring, a model of mentoring which empowers adolescents to recruit mentors from within their existing social networks. Additionally, she is the recipient of a William T. Grant Foundation research grant to study an intervention designed to increase social capital and mentoring relationships among first-generation college students.

2019 Pre-Conference Workshop Leaders

**Anne Marie Weber-Main***University of Minnesota*

Anne Marie Weber-Main is Associate Professor of Medicine at the University of Minnesota where she serves as Associate Vice Chair for Faculty Affairs and Diversity in the Department of Medicine and co-Director of Mentoring in the Clinical and Translational Science Institute. She is also a fellow in the American Medical Writers Association. Dr. Weber-Main is a prolific scientific writing and career advancement mentor for faculty and fellows across biomedical and health sciences. Her extensive teaching experience includes development of the Proposal Preparation Program (P3), a longitudinal grant writing workshop series for early-career faculty. She adapted this successful curriculum for national dissemination through the National Research Mentoring Network, an initiative funded by the National Institutes of Health to support the career advancement of research trainees from under-represented groups in biomedical disciplines. In addition to earning her PhD in chemistry, Dr. Weber-Main completed a Mass Media Science and Engineering Fellowship through the American Association for the Advancement of Science and earned two editing/writing certificates from the American Medical Writers Association.

2019 Post-Conference Workshop Leaders

**Levon T. Esters***Purdue University*

Dr. Levon T. Esters is an Associate Professor in the Department of Agricultural Sciences Education and Communication at Purdue University. Levon is a nationally and internationally recognized scholar of educational access and equity with a focus on mentoring in the Ag+STEM disciplines. Levon serves as the Director of the Mentoring@Purdue (M@P) program which is designed to increase the number of underrepresented minorities receiving graduate degrees in the STEM-based agricultural and life sciences disciplines in Purdue University's College of Agriculture. As M@P Director, Levon is responsible for the development of the short- and long-term goals as well as leading the documentation of program impacts. In 2018, the National Experiment Station Directors selected the M@P program as the inaugural recipient of their Diversity and Inclusion Award. Additionally, in 2019, the M@P program received the National Land-Grant Diversity Conference Diversity Champion Award. Levon also serves as a Senior Research Associate at The Penn Center for Minority Serving Institutions (CMSI) at the University of Pennsylvania which has afforded him opportunities to engage in research related to Historically Black Colleges and Universities. Levon's research focuses broadly on issues of educational equity and access of underrepresented minorities with a concentration on two areas: 1) STEM career development of K-20 underrepresented minority students; and 2) mentoring and professional development of underrepresented minority graduate students and faculty.

**Laura Gail Lunsford***Campbell University*

Author, scholar, consultant, and speaker Laura Gail Lunsford, PhD is professor and chair of psychology at Campbell University. She previously directed the Swain Center for executive education in the Cameron School of Business at UNC Wilmington; served as the alumni director at Duke University's Fuqua School of Business; and was the founding full-time director of the Park Scholarships at NC State. A southerner by birth, she spent eight years in the Sonoran Desert where she was a tenured associate professor in psychology at the University of Arizona. She has published over 40 peer reviewed articles, chapters, and books on mentoring and leadership development, including the definitive Handbook for Managing Mentoring Programs. She has presented on mentoring at conferences sponsored by the European Mentoring and Coaching Council, American Psychological Association, Association for Psychological Science, American Educational Research Association, among others. The Department of Education, National Science Foundation, Institute for Education Science, and the LUCE Foundation have funded her work. In 2009 she was honored with the International Mentoring Association's Dissertation Award. Her BA and PhD are from NC State University and her MS is from UNC Greensboro. As co-founder of Lead Mentor Develop she regularly consults with organizations on creating fantastic mentoring programs.

**Lillian Turner Eby***University of Georgia*

Dr. Lillian Eby, Professor of Psychology, joined the University of Georgia (UGA) in 1996. She is a Fellow of the American Psychological Association, the Society for Industrial and Organizational Psychology, and the Institute for Behavioral Research at UGA. Her research interests center on mentoring relationships, factors that predict individual career success, worker well-being, and the intersection of work and family life. She has published over 120 peer-reviewed journal articles and this work appears in scholarly outlets such as the Journal of Applied Psychology, Personnel Psychology, Journal of Vocational Behavior, Organizational Behavior and Human Decision Processes, Journal of Management, among others. Dr. Eby has also co-edited three books, one on mentoring in organizational, educational, and community settings (Allen & Eby, Blackwell Press), one on the effect of relationships on employee attitudes, behavior, and well-being (Eby & Allen, Taylor/Routledge Press), and one on work and family (Allen & Eby, Oxford University Press). She is former Associate Editor of Personnel Psychology and the current Associate Editor of the Journal of Applied Psychology.

2019 Round Table Moderator



Natasha Mickel

University of Oklahoma Health Sciences Center

Natasha Mickel is the Assistant Director for Faculty Development, Director for the Oklahoma Center for Mentoring Excellence (OCME), and Project Coordinator for the Center for Telemedicine. Within her role, Dr. Mickel supports a variety of professional development opportunities for faculty at the University of Oklahoma Health Sciences Center (OUHSC). These offerings include curriculum vitae review workshops for faculty; mentor training for clinical and translational researchers; mentor training intended to support a campus wide mentoring network initiative; and providing specific training related to broadening telemedicine on campus. Dr. Mickel earned her Bachelor's degree in Multimedia Instructional Design from Cameron University, and earned both a Master's and Doctoral degree in Instructional Psychology & Technology from the University of Oklahoma. Prior to joining OUHSC, Dr. Mickel worked with the Oklahoma Sam Noble Museum of Natural History, the OU K20 Center, and the Oklahoma State Regents for Higher Education. Her research interests include faculty development, mentor relationships, and telemedicine in the academic medicine environment.

2019 World Cafe Leaders



Carole Burton

Radiance Resources LLC

Carole is the Managing Director of Radiance Resources dedicated to supporting managers, and leaders improve their teams' (virtual, pre, early, mid-career) professional development plans creating savvy contributors and future leaders. Accessing Academic methodologies of Leadership, Fellowship, Mentorship, and Collaboration produces a nuanced approach in content creation. Dual results include challenging the individual team member and manager to design a clear career plan, implemented daily while the team achieves Key Performance Indicators. With an extensive background in Sales Management and Procurement, Carole emerged as a Business Development Manager while in Retail and Industrial Manufacturing Industries. Acquiring relationship building and mentoring skills, Professional Development became a natural progression in Carole's career, hence forming Radiance Resources.



Carolyn Conn

Stephen F. Austin State University

Carolyn Conn is associate professor of sound and lighting design at Stephen F. Austin State University in Nacogdoches, Texas. A graduate of Ball State University (BA) and Indiana University (MFA), where she won the Gary W. Geiser Memorial Award, Conn worked extensively as a lighting and sound designer in Indiana, Georgia, Tennessee and Texas. A member of USITT and TETA (Texas Educational Theatre Association), Conn has lead workshops and presentations at many national conferences. She has recently completed two years of service as as VC of Communications for the USITT Lighting Commission. She has presented for five years at the University of New Mexico Mentoring Conference on topics covering her development of a Peer Mentoring program within the school of theatre at SFA as well as the mentoring efforts she is leading regarding new faculty at SFA. CC also has developed a summer youth theatre program at SFA called Junior Jacks that has provided a service learning opportunity for the student teachers and children of the Nacogdoches community since 2009



Diana Pierce

Diana Pierce Productions

Diana Pierce is the President of Diana Pierce Productions which produces the Facebook/YouTube Channel interview series, "What's Next? With Diana Pierce. The weekly interviews present content for a 50-year-old plus audience as they consider retirement, "unretirement," or start-up businesses or non-profits. A former Minneapolis TV (NBC) anchor, Diana is also a featured speaker for Minnesota Women in Leadership events. She partners with Carole Burton, Radiance Resources, as co-creators for a mentor training program, "Next Generation Mentor." Content includes sharing stories from national and Twin Cities business leaders as to why mentoring practices are so critical in today's workplace.

Monday, October 21st, 2019

Plenary Sessions

Ballroom A • 11:00 AM- 11:45 AM

Nita Singh Kaushal

Miss CEO

Mentoring Career Transitions

According to the U.S. Bureau of Labor Statistics, the average person changes jobs 12 times during his or her career. Studies also show that millennials change jobs 4 times by the age of 32. In this session, we will explore effective strategies aimed at helping mentees confidently navigate career transitions in order to achieve long-term professional growth and satisfaction. Specifically, attendees will learn how to help mentees analyze new opportunities, leverage relevant skills and experience, build relationships with strategic individuals, and contribute meaningfully in their desired fields and positions.

Lunch Break • 12:00-12:45 PM • Ballroom B

Ballroom A • 1:00 PM- 1:45 PM

Carole Burton, Carolyn Conn & Diana Pierce

Radiance Resources LLC, Stephen F. Austin State University & Diana Pierce Productions

It Takes a Village: Why the World Café Model Advances the Collaborative Knowledge of Mentor Conversations in the Science of Mentoring

The purpose of applying the World Café Model (2015) for this presentation allows conference attendees to gather and share mentoring perspectives as a “village.” The group, as a whole and individually, will reflect upon methodologies and best practices while addressing the challenges the mentoring community faces. Relevant questions will be asked during each segment of the World Café experience to advance this year’s conference theme “Towards the Science of Mentoring.” A World Café Model allows the opportunity to move between tables, meet new people, and link the essence of table conversation discoveries to ever-widening circles of thought. This is the essence of the Café and what sets it apart from other mentor practices. Active listening is perhaps the most crucial factor determining the success of a Café. Through shared listening and paying attention to themes, patterns, and insights, participants begin to sense a connection to the larger, global whole. Through the lens of the Bolman and Deal (2008) Reframing organizations: Artistry, choice, and leadership, we will explore how to reevaluate the use of mentoring as society continues to redefine how we universally work together while suggesting how mentoring can evolve upwards to produce enhanced outcomes.

Pre-Conference Workshops

PART 1 • 8:00 AM to 10:45 AM

PART 2 • 2:00 PM to 4:45 PM

Sarah Schwartz

Suffolk University

Lobo A&B

Mentoring Skills for Mentees: Strengthening Mentoring Relationships and Circles of Support through Mentee Training • Part 1 & 2

Much research on mentoring focuses on training the mentor, with little attention on what mentees bring to the relationship. By teaching young adults the skills both to effectively engage with and make use of their current mentoring relationships, as well as to identify and recruit informal mentors, we can equip them with a skillset they can use throughout their lives. Research indicates that Youth Initiated Mentoring, in which youth learn to recruit mentors from their existing social network, may result in longer-lasting and more influential relationships than traditional assigned mentoring (e.g., Schwartz et al., 2012). Other research has shown that Connected Scholars, or skill-based workshops teaching students to recruit mentors and other forms of social capital, can lead to closer relationships with instructors and higher GPAs for first-generation college students (Schwartz et al., 2017). This interactive session will (1) present the evidence for mentee training and related approaches, (2) explore how such approaches may relate to session participants’ various contexts, (3) provide training around how to support mentee skill development. Participants will leave with specific strategies, activities, and ideas that they can integrate into existing mentoring programs as well as into classroom and extracurricular contexts.

Pre-Conference Workshops

PART 1 • 8:00 AM to 10:45 AM
PART 2 • 2:00 PM to 4:45 PM

Bruce Birren & Philip Cheng

Broad Institute & Henry Ford Health System
Fiesta A&B

Mentoring Across Differences • Part 1 & 2

Mentoring is critical to professional growth, and yet learning about mentoring is often relegated to trial and error. This approach often leaves behind students from historically underrepresented groups, leading to reduced persistence. One major barrier is our hesitancy as mentors to explicitly address social and racial differences in our mentoring relationships, particularly with mentors from majority groups. This workshop provides an evidence-based framework to accelerate the acquisition of mentoring insights and cultivate effective mentee-mentor relationships. Facilitators will lead participants through an active curriculum that strengthens key mentoring competencies, such as maintaining effective communication, aligning expectations, fostering independence, and addressing equity and inclusion. 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. In this 6-hour session, participants will gain confidence working with students from diverse backgrounds, examine how our different experiences based on group membership are salient in mentoring relationships and add to their toolbox of mentoring strategies. Emphasis will be placed on creating inclusive environments, and supportive mentoring relationships for members of the LGBTQ+ community and members of historically underrepresented groups.

Allison McWilliams

Wake Forest University
Acoma A&B

Doing the Work the Right Way: Creating Master Mentors for Effective Relationships • Part 1 & 2

Whether you are leading a formal mentoring program, trying to build a culture of mentoring within your organization, or serving as a mentor yourself in a formal or information relationship, the tools and strategies that effective mentors use, and the ways in which we support their development, are critical components of any successful program, culture, or relationship. In this interactive and intensive pre-conference workshop, we will reflect on how and from where we each enter into this work in order to identify and develop strategic, intentional, and supportive paths forward, to ensure that we are each doing the work the right way. More specifically, you will explore the research on effective mentoring practices, as well as your own experiences, and identify a set of best practices for application. You will evaluate your own abilities across four Mentoring Learning Outcomes for mentors, and practice the tools and strategies that effective mentors use. You will discuss challenges and roadblocks to effective mentoring and strategies to overcome them. And, you will identify ways to incorporate mentor skill development into formal mentoring programs and mentoring cultures (and why it matters). You will leave with a personal master mentor action plan to take what you have learned and apply it within your program, organization, and relationships.

Anne Marie Weber

University of Minnesota
Santa Ana A&B

Research Mentoring for Grant Proposal Development • Part 1 & 2

Grant proposal development is a fundamental skill that professionals in numerous disciplines and work settings must successfully hone. Yet surprisingly, formal training in grant writing is not routinely embedded in graduate degree programs. Trainees and early-career faculty are expected to develop this critical competency through ongoing engagement with individual research mentors in their specific discipline. Such mentorship isn't always available, however, and can be highly idiosyncratic, representing one person's experience, writing style, and strategies. As researchers, many of us have figured out "what works" in grant writing but struggle to communicate our rich implicit knowledge in explicit ways with research mentees who are new to the genre. This workshop is designed to help participants become more effective "grant writing mentors." Content will lean towards the STEM fields, but mentors from all areas are welcome. The foundational premise of the workshop is that grant writing is a nuanced, multifaceted competency that requires more than robust disciplinary knowledge and creative ideas. Researchers also need a mentor's guidance on understanding and meeting rhetorical expectations for the genre, presenting scientific ideas through the lens of persuasive writing and critical argument, applying evidence-based document design principles to improve clarity and comprehension, writing with co-investigators, and exercising efficient project management skills. Participants will be introduced to approaches and tools for mentoring in these different domains and encouraged to share successful techniques from their own mentoring practice. Part of the workshop will be dedicated to role playing a group model of grantsmanship coaching that has been applied successfully on a national scale.

Tuesday, October 22nd, 2019

Plenary Sessions

Ballroom A&B • 11:00 AM-11:45 AM

Dawn Chandler

Queens University

Group Dynamics Associated with High Quality Group Mentoring in Educational and Workplace Settings

This session seeks to bridge mentoring theory and practice to benefit those who are researching and/or creating mentoring groups or circles. We will discuss team and mentoring research studies that inform how leaders can shape positive group dynamics that will pique group and individual group member development and performance. Also, we will overview how practitioners and scholars can partner to design studies to further our knowledge in this area of the mentoring. Areas of discussion will include but are not limited to studies of one-on-one mentoring in team settings, psychological safety, congruent appraisals, trust, group learning and team efficacy. Best practices on building effective group mentoring will be discussed. As one form of participant engagement, participants will fill out an evidence-underpinned self-assessment useful to evaluating team dynamics in practice.

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

Ballroom A&B • 1:00 PM-1:45 PM

Kathleen Cowin

Washington State University

Creating Co-mentoring Circles with Aspiring Educational Leaders

Learn to create co-mentoring circles based on the art and science of mentoring. Time to provide mentoring for educators, from novice teachers to veteran school leaders, is in short supply in today's complex schools. Co-mentoring circles may offer educators a safe, supportive community in which to learn with others who are uniquely situated to understand the challenges present in today's K-12 schools. Co-mentoring circles can provide a ready group of mentors one can call on without waiting for a specific mentor to be available. "Circle" describes the group's size, usually less than 12 participants. The focus is to create trusting and supportive developmental relationships among co-mentoring circle members. The initial processes in the circle's development are establishing norms and examining communication styles (Zachary & Fischler, 2014). Once norms and effective communication are established, trust can begin to grow. The co-mentoring approach is supported by the work of Kochan and Trimble (2000) and Mullen (2005). The co-mentoring circle also draws on the concept of relational mentoring (Fletcher & Ragins, 2007) including the three tenets: "interdependent self-in-relation;" "growth-fostering interactions;" and exploring "systemic power." Fletcher and Ragins (2007) describe the tenets: "interdependent self-in relation" is a self who understands that all we do is always in relation to others; "growth-fostering interactions" are reciprocal, two-direction learning that happens together among all parties; and addressing systemic power is a must if those in the mentoring relationship are going to be able to reveal their true feelings and trust and confidentiality are to grow.



Tuesday, October 22nd, 2019

Round Tables

Ballroom A&B

8:00 AM to 8:45 AM

Sarfo-Darko, D.

Rutgers University

Supporting Low-income, First Generation Students: 5 Strategies for Increasing Their Success

This study discovered the perceptions of the effects that mentoring programs have on the graduation rates of low-income, first-generation undergraduate college students who participate in such programming. While mentoring is considered to be a critical and enriching retention tool for all students, and especially for underserved and disadvantaged minority students, there is scant research that compares the significant common denominators of the effectiveness of several mentoring programs. The research question is: How do mentoring programs influence low-income, first-generation completion rates? Utilizing a qualitative, grounded theory design to address this critical issue and question, this study explored the perception of 12 expert participants throughout the United States who are program coordinators or directors and former participants of mentoring programs. Participants will learn the five strategies developed through this study and discuss ways to adapt these strategies on their campuses.

Kolodinsky, R.

James Madison University

Coachee Readiness: A Model and Research Agenda

As indicated in several recent reviews and meta-analyses (e.g., Athanasopoulou & Dopson 2018; Bozer & Jones 2018), there are many factors influencing coaching effectiveness outcomes, including coach competencies, the strength of the relationship, degree of trust, and interventions applied. Another such issue is the readiness of the coachee to engage in a coaching relationship. Whereas readiness has been studied somewhat extensively with respect to careers, leadership development (e.g., Avolio & Hannah 2008), and organizational change (Armenakis et al 1993), it has barely been touched upon in the workplace coaching literature. Notable exceptions include MacKie (2015), who studied coachee readiness in the context of core self-evaluations, and, in a study employing an interview method with subject matter experts, Vandaveer and colleagues (2016) found coachee readiness as one of three critical coaching success factors (along with coach quality and strength of the coaching relationship. While not as prominent as these, others have noted the importance of coachee readiness (e.g., Bartlett et al 2014). Applying issues and concepts from a variety of theories and frameworks, including implicit theories of the self (Dweck & Leggett 1988), leadership development theories (e.g., Hannah & Avolio 2010), and positive psychological capital (e.g., Luthans et al. 2007), we develop a model of coachee readiness, and include rationale for why certain coaching relationship antecedents increase the likelihood of coaching effectiveness, as well as recommendations for future research.

Stekee, A. & McCann, S.

Capman University

Mentoring Dyads for Anxious Writers: Evidence-based and Experience-Based Strategies

College student writing anxiety is not a new topic for mentors: it has been addressed through discussions involving writing centers and L2 students. Faculty members acting as mentors, especially for students with writing anxiety, is less understood. This article highlights a college student's experience with writing, including both the external factors and internal processes which negatively impact her writing anxiety. In response, her professor-mentor shares the collaborative evidence-based strategies they effectively utilized as a mentoring dyad. Understanding extrinsic and intrinsic influences might affect future comfort with writing tasks, particularly for highly anxious students and reluctant writers of all learning profiles. With the increasing levels of depression and anxiety in college students overall, professors, mentors, tutors, researchers, and other stakeholders could use this information to develop mentoring strategies to assist impacted students of diverse profiles.

Westland, C & Butler, T.

University of Colorado

The Power of Picking Your Prospects: Tapping Mentees for Leadership

It's important that mentees see their mentors as effective and resonant leaders both within their professional field of expertise and within their circles of influence. But that's not all. To be an effective and inspirational mentor, leaders must have an understanding of the framework and fundamentals of coaching—along with a working knowledge of the skills and tools used by the most successful coaches. In this workshop, you will learn about different schools of thought around coaching—specifically the co-active coaching model and the relationship systems model. Both models are built upon the belief that people/systems are naturally creative and resourceful. In other words, the belief that people/systems are capable of solving their own problems and achieving their personal and organizational goals—especially with the help of an effective coach. This hands-on workshop will focus on the development of leadership skills and coaching techniques critical for effective mentoring within the organizational context. You will explore your leadership capacity within different frameworks built upon academic research and best practices from thought leaders in today's business world. You will also practice working within proven coaching models using such skills and contexts as: listening, curiosity, playfulness, respect, acknowledgement, championing, challenging and requesting—with the goal of moving your mentee forward while deepening their knowledge necessary for sustainable change.

Concurrent Sessions 9:00-9:45 AM

Lachlan, L., Mizrav, E.

American Institutes for Research

Acoma A

Addressing Equitable Access to Teachers through Comprehensive Mentoring and Induction

Over the last decade, states and districts have experienced severe teacher shortages as a result of declining teacher preparation enrollments, district efforts to reduce student-teacher ratios, increasing student enrollment, and high teacher attrition (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). High-need schools are differentially impacted, as they face multiple challenges that include a decreased pool of teachers to draw from when selecting mentors and fewer resources to implement new teacher induction programs, inadequate preparation of their teachers, and the pressures of accountability that contribute to teacher attrition and other challenges (Goldhaber, Lavery, & Theobald, 2015; Goldhaber, Quince, & Theobald, 2016; Isenberg et al., 2016). This paper, highlights how state and district leaders can use mentoring and induction to address the “need paradox,” in which the schools where mentoring and induction programs are needed the most are least likely to implement them in a rigorous way, if at all. In sum, by prioritizing these schools, rather than hoping for systemic change at a statewide level, leaders can have an unprecedented, sustained impact. They can do so by targeting programs and taking into account the challenges of high-need schools? The lack of mentor experience, fewer resources, accountability pressures, inadequate teacher preparation, and unequal working conditions for teachers of color. By addressing these challenges and leveraging mentoring to tackle teacher shortages and equitable access in high-need schools head on, these schools can create the stabilizing supports required to keep effective teachers.

Collet, V.

University of Arkansas

Acoma B

Lighten Their Load: Teacher Mentoring Through Effective, Efficient Practices

In an era where teacher shortages are exacerbated by burnout and turnover, teacher self-care is critical. Teachers face pressures from accountability measures that focus on testing and evaluation. Increasing diversity requires thoughtful teachers to differentiate – a time-consuming process. Public education takes regular blows in the media, but teachers’ heroic efforts to reach each child each day are seldom heralded. These factors, coupled with the fact that teachers receive significantly lower pay than those with similar education and experience, create high-stress environments for teachers. Mentoring a novice teacher, it is important to encourage teacher self-care outside of the classroom; however, there are also changes, teachers can make in their classrooms that will lighten their load and improve instruction. This session highlights such changes and how to coach teachers through making these instructional changes.

Wu, K.

University of Montana

Fiesta A&B

Increasing the Diversity of Mathematicians of Montana through Mentoring

Women and minority groups are underrepresented in the field of mathematics. Mentoring has been shown to have a positive effect on their retention that may offset the challenges associated with navigating traditional and historically male-dominated fields. A multi-tier, cohort mentoring program that contains a mentored research component has been implemented at the University of Montana since 2014. This article details the program results, demonstrating both the successes and challenges of the mentoring program.

Cruz, C., Rajpal, G.

St. Mary's University

Isleta

The Power of Coaching: Latina/o Undergraduate Student Success Pursuing STEM Pathways

This study is a compilation of results derived from the development of an intrusive peer-to-peer coaching program for undergraduate first-year Latina/o students majoring in Science, Technology, Engineering, and Mathematics (STEM) at a private Hispanic Serving Institution (HSI). Quantitative and qualitative findings from each of the three studies positively validate the power of coaching Latina/o students pursuing STEM disciplines in higher education. The study provides an overview of the peer-to-peer coaching model developed along with statistically significant findings on mentee student persistence, an explanation of peer coach and mentee reciprocal gains and benefits leading to personal growth/development, and evidence of first-generation Latina/o student (mentees) academic success when coached by culturally similar upperclassmen (coaches/mentors). The study challenges educational structures to provide Latina/o students they needed coaching and/or mentoring support systems beyond the first-year of college to increase persistence and retention.

Munro-Stasiuk, M., Marcinkiewicz, J.

Kent State University

Lobo A

Creating an Effective Mid-career Faculty Mentoring and Coaching Program

In 2015, Kent State University received the results of our first COACHE (Collaborative on Academic Careers in Higher Education) survey. The conclusions were clear: Our tenure-track faculty told us that mentoring was inadequate, and these concerns were especially exacerbated for associate professors and for female faculty. We found this concerning since research shows that quality mentoring is highly correlated with research productivity and career advancement. Exploring these concerns further, we found that

at the departmental level, pre-tenure faculty received significant mentoring, but associate professors were left with few support structures, and received an increased load of service assignments. Recognizing that different faculty need, and desire, different types of mentoring, we have advanced a multi-dimensional socio-ecological model for faculty mentoring that recognizes and addresses individual needs, inter-personal interactions, organizational structures, community building, and policy. This has included authoring a white paper on best practices in mentoring for departments, providing support for individuals in creating their own mentoring maps, and fostering grassroots community-building efforts. Our intentional focus on mid-career faculty desiring to advance to Full Professor involved creating a four-part workshop series and a year-long coaching program. Over three years, 235 faculty have attended the mid-career workshops and 53 faculty have completed the individual coaching program. The success of individual facets of this model have been assessed via pre- and post-programming questionnaires, surveys, focus groups and career advancement metrics. Our 2018 COACHE results shows conclusively that Associate Professors are significantly more satisfied with their mentoring experiences.

Osa, J.

Virginia State University
Lobo B

Assessment and Evaluation Model: Promoting the Science of Mentoring

ABSTRACT The science of mentoring demands that one considers evidence-based practices in our mentoring program (Pfund, 2018). Viewing mentoring as a science requires that we engage in a well-planned and carefully executed assessment and evaluation of our mentoring programs. This practice usually compels us to continually refine and expand our knowledge regarding best practices of mentoring, which leads to new questions for future investigation, effective practices, and continuous improvement of mentoring programs. To objectively demonstrate and document the effectiveness of an existing mentoring program, an effective assessment and evaluation model for the program must be designed and implemented. The overarching goal and focus of this proposed presentation session will be the sharing of an innovative assessment and evaluation model that the presenter adopted for a mentoring program at her institution. The presenter will discuss the: (1) need and value of assessment and evaluation for our mentoring program; (2) planning for assessment and evaluation; (3) broad questions to be answered with the assessment and evaluation; (4) analysis and interpretation of result and findings; and (5) use of result and findings for continuous mentoring program improvement. During the session, participants will have the opportunity to share their relevant experiences and comments. Participants will leave the session with practical knowledge about how to plan and implement an adequate assessment and evaluation model for their mentoring programs. Attendees will also leave the session with relevant and useful resources including templates and hands-outs as well as information that they can modify to suit their particular mentoring program's needs.

Bible, D., Varela, H., Bluth, S.

Sam Houston State University
Luminaria

Navigating the Ivory Tower: Employee Resource Groups and Professional Developmental Networks

Faculty and staff at the institutions of higher education may face career advancement barriers and have concerns regarding institutional culture, processes, and policies that they are not fully equipped to handle. When properly implanted, Employee Resource Groups, also commonly referred to as Business Resource Groups or Employee Networks, can assist employees with overcoming some of the challenges and concerns employees may have. Employee Resource Groups are theoretically grounded in the Communities of Practice work of Wenger, McDermott, and Snyder. Thus, Employee Resource Groups are created upon the three pillars of Communities of Practice; domain (a common interest), community (engagement within the group), and practice (active sharing of information and resources). It is through these pillars, members of Employee Resource Groups are able to cultivate and enrich their Professional Development Network of coaches, associates, sponsors, mentors and connectors. Combining the knowledge and skills obtained from Employee Resource Groups and Professional Development Networks ensures that members gain critical insight on how to effectively navigate the overt and covert cultural norms of their institutions.

Hager, M.

Menlo College
Mirage & Thunderbird

Developmental Networks in Young Adult Literature: A Closer Look at Harry Potter

In July 2018, a Google search for "Mentor* Harry Potter Dumbledore" yielded 370,000 posts. In June 2019, 530,000 hits appear. Adding "developmental networks" reduces those results to almost none. Focusing on the dyadic relationship between Harry and Dumbledore ignores potent "mentoring moments" (Packard, 2015) Harry experiences with peers and adults. Applying evidence-based theories of mentoring research and developmental networks (Higgins & Kram, 2001) with theories of identity development and possible selves (DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011; Markus & Nuriya, 1986), this analysis offers a framework to understand and teach about developmental relationships in young adult literature. Hagrid offers the first glimpse of a trusted mentor, introducing Harry to "our world, I mean. Your world. . ." (Rowling, 1997, p. 41). Others accept and challenge Harry's growing identity while modeling possible selves of the wizarding world. McGonagall sponsors Harry as Quidditch seeker, heightening his self-confidence. Lupin coaches Harry to grow as an individual burdened with great expectations. Dumbledore teaches him about the complex relationship between magic and history and love. Moody, Tonks, and Kingsley offer Harry role models of the only career he considers – Auror. Snape challenges Harry to rise above mediocrity. Ron and Hermione play pivotal developmental roles in Harry's life – accepting friends when he feels abandoned, defenders when others mock him. This networked model of developmental relationships is more illuminating than traditional dyadic analyses. It helps readers understand and articulate the powerful contributions multiple mentors brought to Harry's growth, identity, and ultimate survival. It encourages us to seek the same.

Black, V., Taylor, Z.

Texas State University, The University of Texas - Austin
Sandia

Being Mentorable: First-generation Students of Color Define “Mentorability”

Prior research suggests that many U.S. postsecondary institutions facilitate mentoring programs for their students, but the majority of these programs do not define a student's “mentorability” or how students can be mentorable. One's mentorability relates to the personal characteristics a student can bring to a reciprocal relationship to maximize the benefits of the partnership. Limited research has explored how students themselves define their own “mentorability” and what personal characteristics they believe to be important in a reciprocal mentoring relationship. Moreover, prior research suggests first-generation students and students of color may have the most to benefit from a postsecondary mentoring program meant to help these students navigate a predominantly-White and continued-generation system. As a result, this qualitative study conducted in-depth interviews with 13 first-generation students of color attending a predominantly white institution in the U.S. South to learn how these students view their own mentorability or what it takes to be mentored. Findings suggest that first-generation students of color view open-mindedness, flexibility, listening skills, and persistence to be important mentorability qualities for mentees to bring into a mentoring relationship. However, these students also suggested many students who do not possess these qualities upon entering a mentoring relationship, speaking to how students may not be prepared to participate in a mentoring program and maximize its many benefits..

Veas, G., Veas, K.

Ashland Theological Seminary, The Los Angeles School of Mentorship
Santa Ana A

Public Discourses on Mentorship: Assessing the Roles of Pop Culture and Social Media Today

Across social media, pop culture figures are currently seeking to mentor those in their circle of influence through the use of technological developments which have made it more efficient to quickly distribute content. More specifically, with the availability of podcasts, Facebook, Instagram, and YouTube, entrepreneurs are now able to generate income and cultivate followers from an array of demographics. Within these new forms of communications, there is a reliance upon monitoring ratings and comments, as well as the number of likes a status update receives or downloads a particular episode obtains. For many of these mentor figures, one cannot distinguish the difference between who they are and the products or causes they are attempting to promote in the market. Thus, many content creators daily provide a running commentary of their lives and provide ongoing advice through the messaging and lifestyle they portray. Within this context, it is expected that one invents one's own reality, one in which fits one's brand. This level of access to a celebrity's authentic life is viewed as a form of mentoring, done with the motivation of seeking to inspire and empower their followers. In this paper, an analysis of how mentor figures are currently utilizing technology will be discussed, and an exploration of how this intersects with the cult of personality concept where gaining new followers in order to sell them products is an end in itself.

Marcos, T., Padover, W.

National University
Santa Ana B

Generational Blessing: Mentoring to Develop Organizational Purpose, Belonging and Community

While families are generally credited with helping children discover their purpose (Child Development Institute, 2019), youth reported that “significant adults in their lives (e.g., parents, teachers, staff, mentors) provided valuable guidance or inspiration in their initial search for purpose in life, and critical support as they pursued activities consistent with their identified purpose” (Liang et al., 2017, p. 1). And for adults, although researchers report wide-ranging benefits for those engaged in mentoring, such as improved job security, increased work satisfaction, improved confidence, and compensation or promotion benefits (Educause, 2019), the socio-emotional benefits of the mentoring relationship may improve the psychological health for both mentees and mentors alike (Preston, 2017). Mentor development within organizations may net improvements in employee commitment, motivation, retention, and morale along with increased leadership capacity (Educause, 2019). Mentoring, has been described as a long-term process based on mutual trust and respect while being more focused on creating informal associations between the mentor and mentee. By contrast, coaching is for a short period of time and follows a more structured and formal approach (Bose, 2016).

Igo, L., May, K.

Widener University
Spirit Trailblazer

Addressing Learning Needs for Nursing Students in the Care of Patients Who Identify as LGBTQ

Patients who are LGBTQ often report discrimination and insensitive treatment in the form of negative attitudes from health care professionals. Health care professionals respond to these reports by stating that they lack education and training about the unique medical needs of the LGBTQ community. Using a Nightingale Nurturing Mentoring model, the goal of the study was to assess the knowledge, attitudes, and practice behaviors of nursing students who care for clients who are LGBTQ. To meet the needs of both the LGBTQ community and nursing students, the study was designed utilizing case studies, panel discussions and a simulation using a standardized patient. A sample of 118 students agreed to participate in the study. The results demonstrated that participants' self-reported knowledge score of (M 3.4, SD .39), attitudes scale of (M 4.0, SD 0.51), and practice scores (M 3.6, SD 0.59). While these results demonstrate moderate levels of knowledge, positive attitudes, practice behaviors', and more educational experiences are needed. The results suggest that students need to develop better communication skills to engage patients in discussions about gender identity, sexuality, and health maintenance. Clinical simulation and practice sites need to address the specific needs of the LGBTQ. Through consultation with stakeholders and community groups, the healthcare environment can transform to be more welcoming to LGBTQ clients.

Concurrent Sessions • 10:00-10:45 AM

Entes, J.

The City University of New York

Acoma A

Informal Mentoring to Colleagues Going through the Tenure Process

Tenure is an important milestone. The United Federation of Teachers (2019) reports, “Having tenure means you can’t be terminated without due process.” (para. 1). For college teachers, it means that some enter the school on a tenure track position. There is a timeline, and the clock begins ticking, immediately. Depending on the particular institution, there are specific rules and criteria which must be met. This paper will focus on a case study, at one college, on one faculty member, from the beginning to the end, where he is successful from obtaining tenure and received a promotion from assistant to associate professor. There are many factors involved in his success; however, I am going to argue, that informal mentoring was a significant element. Unfortunately, in the literature, there appears to be this myth that informal mentoring is difficult to implement and cannot be easily monitored. Insala.com (2019) reported that “informal mentoring is not measurable or reportable by definition” (para. 7). In examining the science of mentoring, there are absolutely factors that can be studied, evaluated, validated and replicated. A case study is a tool that is scientific. What would have happened to Freud’s theories (psychoanalytic theory of personality development) and the contributions of Oliver Sacks (collections of case histories from the borderland of neurological experiences)? One can measure and report what takes place during informal mentoring. This is done, in many professions. The way to achieve success for others would be in creating caring communities, where an individual informally mentors a colleague.

Rodgers, J., Haudek, S.

Baylor College of Medicine

Acoma B

Rubrics for Guided Reflection and Peer Coaching for Mentoring Research and Clinical Mentees

Faculty promotion in a clinical and research-intensive institution can require evidence of effort and efficacy as an educator. In the faculty development program at Baylor College of Medicine (BCM), portfolios including evidence of ‘peer coaching’ of educational efforts involving structured dialogic reflection are used to support the promotion and promote skill development. For many faculty, mentoring clinical and/or research mentees is a large part of their educational role, but metrics for evaluating the quality of mentoring are problematic. Published metrics for evaluating mentoring are designed to test the efficacy of relatively new mentor training and mentoring programs, not guide the reflective practice of educators working in a centuries-old apprenticeship model. To address these problematics, the authors developed a dialogic practice for administering them to mentors and mentees of research and clinical dyads. One set of rubrics focused on mentoring in the limited context of research laboratory meetings. The second set covered a wide variety of instrumental, psycho-social, and mixed mentoring functions. Initial rubrics were based on theory and prior experience and further developed through pilot interviews with mentors and mentees of research and/or clinical mentoring dyads. This report documents and critiques the development of the rubrics and interview techniques, the results of interviews and follow-up focus groups. Mentors and mentees report satisfaction with the utility of the exercise. With training, the peer coach can mediate dialogic reflections in under an hour. In conclusion, rubric-structured interviews can be useful for their purpose, but their use requires facilitator training and is time-intensive.

Ruiz Villalobos, J.

University of Wisconsin - Madison

Fiesta A&B

Mentoring Future Scientists: Departmental Mentoring Climate Guidelines

Institutions are the cradle for innovation, scientific discovery, and problem-solving. Yet the current lack of prioritization and incentivization of ethical and effective mentoring practices at academic departments in research institutions is partly responsible for preventing early career researchers (ECRs), particularly those from underrepresented minority (URM) backgrounds, from reaching their fullest potential as the next generation of leaders in STEM. Strong mentorship has been shown to improve the diversity of the biomedical workforce by increasing retention in training and enhancing training experiences. Because stakeholders at all levels recognize the need for improved standards, Future of Research (FoR) organized a meeting to develop departmental mentoring climate guidelines to increase transparency regarding mentoring efforts and departmental prioritization of training standards. With support from experts and leaders in the field of mentoring, the available evidence-based research on mentor/mentee competency training, the practical expertise of departmental leaders, and the experience of early career researchers were used to develop a set of guidelines to be used as an assessment tool by departmental leaders wishing to commit to actionable improvement. Additionally, local satellite meetings were organized to livestream workshops from the central meeting and allow participation and feedback from ECRs in departments around the nation. Meeting results have been publicly reported and departments have the opportunity to commit to the guidelines on the Future of Research website. By using these guidelines, departments will increase recruitment, retention, and success of trainees, while decreasing URM attrition from STEM careers.

Parker, M.

University of Houston - Downtown

Isleta

Year-long Mentored Research Program Targets Leadership and Career Soft Skills for STEM Entry into the Workplace

The University of Houston-Downtown (UHD) in partnership with large Houston area independent school districts with high minority populations and the Gulf Coast Workforce Board (GCWB) proposed a multi-age approach to mentoring, training, and educating science, technology, engineering, mathematics and computer science (STEM) students from underrepresented populations (CUR, 2013; Insala,

2016)). The program would include students at the pre-college stage, current undergraduates, and upper-division undergraduates near graduation age ranges with all exposing a high interest in STEM and research. Training would be offered via three primary mechanisms: 1) scholarship/research training stipends and internship placements for currently underrepresented undergraduates; 2) pre-college academic Saturday and Summer daily training and mentoring (academic research labs and occupational soft skills) for underrepresented STEM-interested students; and 3) employment with Houston-based industries or application to/acceptance into graduate programs or professional schools. In conjunction with the GCWB, Scholars Academy (SA), and the UHD Career Services/Admissions Office, this program would offer expertise in leadership, team-building, and workforce soft skills in order to: (1) Increase the number of underrepresented STEM pre-college and college-going students with competencies needed in the workforce through the academic 8-Saturday program and the 15-day summer workshop program supporting mentored laboratory research training; (2) Institute undergraduate and pre-college tuition support to help students afford to enter college STEM programs; (3) Train participants in occupational soft skills, as well as leadership, communication, and team-building skills for the workplace and assist with job placement strategies through internship and job acquisitions.

Daniel, J.

University of Georgia
Lobo A

Engaging Alumni: The Science of Using the Theory of Mentoring

There have been many studies and theories that have identified the benefits of mentoring (Allen, Eby, Poteet, & Lima, 2004; Bozionelos, 2004; Kram, 1985; Ragins & Scandura, 1994; Eby & Lockwood, 2006; Young & Perrewe, 2000). Mentoring is one of the most effective people development tools; it provides access to skills, knowledge, experience, and insight. The classic outcomes mentoring provides in organizations are retention, promoting an organization's commitment to professional development, and promoting a learning and diverse culture. Universities are always looking for ways to engage their students and alumni. Mentoring can help students feel a greater connection with their institution, promote student engagement and contribute to positive student outcomes (Institution for Higher Education Policy, 2011). There are many benefits to establishing a mentoring ecosystem (Lunsford, 2016) in their respective organizations. This session will discuss how universities can intentionally foster a culture of mentoring in their respective organizations and design a university-wide e-mentoring program. The UGA Mentor Program, a comprehensive e-mentoring initiative, which connects students with alumni and friends of the University will be presented. Moreover, the January - April 2019 pilot program's data and August 2019 global launch's data will be discussed.

Hayashi, T.

Fielding Graduate University
Lobo B

Mattering Across Generations: Engaging LGBTQ Elders and Young Adults Through Co-mentorship

There are approximately 3 million LGBTQ elders who are over the age of 50 in the United States and this number is expected to grow to around 7 million by 2030 (Goldberg & Conron, 2019): These special group of elders are twice as likely to be single and live alone, four times less likely to have children, far more likely than their heterosexual peers to have faced discrimination, social stigma, and the effects of prejudice; and more likely to face poverty and homelessness and to have poor physical and mental health. As LGBTQ individuals age, they are more likely to feel less connected and valued by members of the community. After mid-life, social circles for LGBTQ elders become smaller and feel generationally isolated from the community. There are both cultural and functional challenges related to the isolation that has a significant negative impact on physical and mental wellbeing. Increasing positive social interactions through mutually supportive mentoring relationships between younger and elder LGBTQ individuals affirms positive regard, reflecting on present and past life events, and engaging in learner-helper dialogue. In 2018, Open House Senior Services in San Francisco partnered with Building Inclusion Collaborative of Fielding Graduate University to launch an intergenerational LGBTQ mentorship project called Mattering Across Generations (MAG) with 12 LGBTQ younger and older adults for the 12-month pilot project. This ethnographic study was designed and deployed during the pilot program of MAG to gain insights on the developmental influence between the LGBTQ elder and younger participants of the mentoring program.

McAloney, K., Long, J.

Oregon State University
Luminaria

Critical Mentorship as Women of Color in Higher Education

This session presents duoethnographic research discussing a newly developed theoretical model of women of color mentorship within higher education examining ways of sustenance, deep productivity, and sites of resilience. Using the model, this session will provide participants with activities, reflection, and discussion about the radical transformation of relationship spaces across positional divisions that liberate from White supremacist ways of being in higher education. Teaching pedagogies have been developed that center the student, positions the educator as a co-learner, and that holds community and reflection as key components (hooks, 1994; Rendón, 2008). Sentipensante pedagogy (Rendon, 2008) and engaged pedagogy (hooks, 1994) center educators and students of color, first-generation, and other communities historically denied access to higher ed. As we re-image work with students, we as educators can use tools of liberation to rupture the status quo and create transformative experiences for students. This research discusses a form of women of color mentorship that is liberatory in nature, aids in resilience, and provides a narrative of a way to experience a rupture within the academy. The model frames a way of engaging in a radical transformation of relationship spaces across positional divisions that liberate us from Eurocentric and White supremacist ways of being in higher education.

Rackley, R., Hammer, J.

Texas A&M University
Mirage & Thunderbird

Implementation of the Student Focused Coaching Model in a University Field Based Setting

Pre-service teachers are mentored during their clinical teaching by experienced teachers who give feedback (Ingvarson & Kleinhenz, 2003), support (Cameron-Jones & O'Hara, 1997), help, and orientation to the struggles new teachers may face (Schreiber, 1999). Through the relationship, the mentee develops and changes, as indeed does the mentor. Mentoring helps pre-service teachers take charge of their own development. Based on mentoring literature, which is heavily focused on mentoring pre-service teachers, it is evident that these roles are not clearly defined. The student focused coaching (SFC) model (Hasbrouck, 2017; Hasbrouck & Denton 2005, 2007, 2009) provides coaching support to teachers in real-world schools. The SFC model is based on the understanding that "teacher practice is best addressed by using a truly collaborative process in which both the coach and novice teacher focus on a jointly held belief, need or concern, and then work collaboratively to achieve the desired end." This model helps define the roles of the mentor (coach) and the mentee (protégé). It is imperative in this model that a trusting and mutually professional relationship is established between the coach and the protégé (2017, p. 25)

Hobson, K., Taylor, Z.

University of Alberta, The University of Texas - Austin
Sandia

Mentoring.ca: What Types of Canadian Post-secondary Mentoring Programs Are Online

Post-secondary mentoring has been found to be an effective practice for improving student retention and graduation (Crisp et al., 2017), with common post-secondary mentoring programs employing a peer, student-to-faculty, and student-to-community member orientations (Black & Taylor, 2018). However, no research has explored mentoring programs on Canadian post-secondary websites, nor has research articulated which kinds of mentoring programs have a presence on these websites. Subsequently, this study examines 96 unique Canadian post-secondary institutional websites and the online presence of 443 unique post-secondary mentoring programs. Results suggest most mentoring programs with an online presence are peer (student-to-student or faculty-to-faculty) programs, followed by student-to-community member programs. Additionally, very few programs (16) were student-to-faculty oriented, indicating that students may struggle to seek faculty mentorship if they desire it. However, of the 443 programs with an online presence, dozens of programs lacked enough information for the researchers to determine the stakeholders or purpose of the program: This may be problematic for those seeking a certain type of mentoring program on Canadian post-secondary websites. Moreover, certain Canadian post-secondary institutions facilitate an online presence for many more programs than other institutions, as the University of Waterloo shared online information about 21 unique mentoring programs on campus, whereas MacEwan shared information about 2 unique programs. Implications for mentoring-specific research, practice, and student development theories are addressed.

McWilliams, A., DeWeerd, D.

Wake Forest University, Marquette University
Santa Ana A

Preparing the Student for the Path: How Mentoring Supports 21st Century Skills

Helicopter parents. Lawn mower parents. The trophy generation. The burnout generation. There are plenty of terms to describe the multitude of ways in which we – parents, educators, society at large – have failed to prepare today's young people to be successful in work and in life. Twenty-first century careers and lives demand a high level of interpersonal skills, intellectual agility and adaptability, an entrepreneurial mindset, and the ability to manage one's career path, among others. Research with employers and hiring managers, as well as with students and recent graduates, indicate both a lack of proficiency and a lack of confidence with these skills. In this session, we will examine what we know about twenty-first century careers; identify changing expectations of students, alumni, employers, (and parents!); and explore how mentoring is uniquely suited to develop both the skills and the practices to meet these expectations and to prepare young adults for the paths ahead of them, many of which have not yet been created. Marquette and Wake Forest universities will share how they each are using mentoring to do this work in unique ways, along with challenges and lessons learned and applications for your institution or program.

Baugh, D., Willbur, D.

His Heart Foundation
Santa Ana B

Mentoring as Preventive Mental Health: Connecting the Disconnected

In 2012-13 the Gates Foundation followed 1,300 youth for 13 months and compared mentored youth to a similar group who had not been mentored. Their conclusions stated that mentoring should be broadly available, as youth with all types and levels of risk benefited especially in the areas of reducing depression later in life. Perhaps most importantly, the study indicates that with the right type of support, volunteer mentors can help higher-risk youth make meaningful gains, which may put them on a path toward healthy, successful futures. The MentorSuccess program focuses on the use of mentoring in preventing or reducing depression because other studies are emerging showing a troublesome pattern of growing depression and disconnection in youth. There appears to be a strong correlation between the advent of cell-phone usage in 2007-8 and the rise of several mental conditions including late-onset of autism and depression. In his 2016 book "Disconnected: How to reconnect our digitally distracted kids," Thomas Kersting cites an array of university and foundation research probing the impact of electronic devices on young people's brains. In her 2017 book "iGen," Jean Twenge cites even more research to question the impact of too much digital influence on the development of student's brains. To help counter these trends the MentorSuccess program uses a structured, customized non-digital approach with books and games to help mentors make meaningful and caring connections with troubled youth, inspiring success. This session will report on the results from two of our programs showing a significant impact on the lives of challenged youth.

Chu, K.

The City University of New York
Spirit Trailblazer

Mentoring and the Impact on the Career Planning Process for International Students

International graduate students often encounter difficulties in making career decisions and may turn to help-seeking resources and guidance in order to assist them in making a successful transition into the American workplace. However, little research exists that focuses on international graduate students and the career needs of this specific population. This presentation will focus on the experiences of international graduate students whose career interests and choices have been shaped through involvement in a university-based mentoring program through a conceptual framework based on Bandura and Lent's social cognitive career theory. Using an inductive analysis approach, the study engaged eight participants in a semi-structured interview. The findings indicated five major themes, including; international status was perceived as a barrier to employment; the mentoring program provided an opportunity for the international students to enhance their career planning process; students described mentor qualities as important to the success of mentor-mentee relationships; students experienced personal growth through the mentoring program; and student engagement in additional campus support services increased the students' career planning process. This study concludes that international graduate students' experience in a university-based mentoring program was positive and acknowledged the importance of mentors in helping them grow professionally and personally as they completed their studies. The findings are significant for educators and administrators as they illuminate a need for mentoring and potentially demonstrate a missing component for international graduate students as they begin their career planning process.

Concurrent Sessions • 2:00-2:45 PM**Balachowski, M., Lewis, S.**

Everett Community College
Acoma A

Cultivating and Sustaining an Inclusive Environment for New Adjuncts through Mentoring

Johnson and Ridley (2018) wrote that the mentoring process would help mentees experience increased career satisfaction (p. 109). In the *Chronicle of Higher Education* (2018), David Perlmutter says, "We must welcome non-tenure track faculty into full participation as members of the academic community." Perlmutter (2018) also wrote, "Decent treatment of adjuncts helps your bottom line." At Everett Community College (EvCC), we believe that new adjunct faculty who participate in our formal quarter-long mentoring program feel a greater sense of inclusion and are more likely to engage in campus activities. At EvCC, adjunct faculty teach two-thirds of our courses. We hire talented professionals, and it's crucial that we invest in their professional development. New faculty need a consistent person - a mentor- to check in, offer encouragement, and support them in their first quarter. Mentors also serve as a professional learning network. Using funds from a Title III grant, we were able to develop a program designed to provide support and training for new adjuncts and training for mentors. This program, called The Associate Faculty Academy, has been our opportunity to not only shape the experience of new adjunct faculty but to begin influencing their teaching and learning experiences. By "embracing the art of mentoring" (Pfund, 2018), EvCC has reduced turnover in the adjunct faculty ranks, and we have found that these faculty have a greater sense of belonging. We will share data from the past five years of the program and reflections from both mentors, mentees, and administrators.

Sulentice Dowell, M., DiCarlo, C., Wheeler, S.

Louisiana State University
Acoma B

Quality Mentor Teacher Training: Preparing the Under-prepared for Year-long Student Teacher Residency Requirements

Mentoring pre-service teachers into the teaching profession are complicated, multifaceted, and involved work. We define preservice teachers as individuals who have completed coursework for a teacher preparation program and are finishing a capstone experience, called student teaching but also internship into the teaching profession. There is no magic formula, preferred scope, and sequence, or recommended "best practice" for preparing teachers to teach. Mentoring pre-service teachers into the profession is intricate work, encompassing relationship skills between mentor and mentee that allows for: imparting and receiving content and pedagogical knowledge, demonstrating and acquiring organizational skill sets, fostering and gaining expertise with management, executing supervision, competence and proficiency of assessment and evaluation ability, and the capacity to model and gain capability working in collaboration with other teachers, students, families, and communities (Hall, Draper, Smith & Bullough, 2008; Huling & Resta, 2001). Teaching has become more complex and demanding within the last decade, especially in urban environments; thus, the process of mentoring novice teachers during the capstone experience of student teaching has become more intricate and demanding (Ambrosetti, 2013; Darling-Hammond, 2010; Hall, Draper, Smith, & Bullough, 2008; Hudson, 2013).

Gonzalez, E.

Palo Alto College
Fiesta A&B

The Effects of a STEM Peer Mentor Program on the Mentee and Mentor

STEM Near Peer Mentoring programs are a common trend in secondary education as well as higher education. These programs are designed to help students stay on track and ensure that they can make it through their high school career as well as transition into an institution of higher education. Palo Alto College currently has a STEM Peer Mentor program that has 8 Peer Mentors working with students one-on-one in the STEM Center. The Mentoring Program was created to serve in a STEM Gateway-High-Risk course, where the intervention group is expected to learn to a greater extent than their counterparts in the control group. Peer Mentors work with first time in college, Hispanic or low-income (Pell-eligible) students who declared a STEM major upon enrollment, or who choose a STEM major during the first 24 credits. Palo Alto College's Peer Mentoring program is still in the developmental phase, so currently, mentees are not assigned to the mentors. The mentees have voluntarily connected with a mentor while using the STEM Center. Feedback gathered from interviews, surveys, and user groups with the mentees have yielded positive feedback. An unexpected outcome from the initial stages of the program was the feedback received from the Peer Mentors. They have reported changes in their cognitive and social development.

Kumar, A.

Rice University
Isleta

Enriching the Advisor-student Relationship

A common requirement exists across disciplines: Prior to interacting with the audience of a given profession, one has to first undergo specialized training on appropriate and effective interpersonal practices and procedures relevant to that audience. The realm of academic research in higher education, unfortunately, is configured differently. While tenure and tenure-track faculty – who are tasked with training next generation scientists and engineers – are thoroughly vetted for technical proficiency, less information is available regarding their proficiency as effective mentors and it is therefore difficult to assess their ability to play this vital role as faculty. This work debuts initial outcomes of a mentorship training program for new faculty that is presently under development in Rice University's School of Engineering and will be piloted during Fall 2019. While results of the pilot are forthcoming, ideal benefits are as follows. The program will familiarize faculty with the value of effective mentorship in advising students and will afford foundational tools. Institutions will preview benefits of establishing such programs for their faculty. And, most importantly, graduate students will have more successful educational experiences as well as more fulfilling careers. Initial measurable outcomes are to be determined by mentorship satisfaction surveys of faculty and students, with a focus on parameters related to the advisor-student relationship. Over time, university data regarding institutional effectiveness and graduate student career placement will gauge the broader benefit. This work scientifically explores our understanding of mentorship training. And, for the betterment of science and engineering higher education, effective mentorship skills are crucial.

Nottingham, S.

The University of New Mexico
Lobo A

Evidence-based Faculty Mentoring: Outcomes of the NATA Foundation Faculty Mentor Program

Existing research emphasizes the importance of mentorship for faculty members, particularly during the early stages of their careers. Since 2012, the National Athletic Trainers' Association (NATA) Research and Education Foundation has offered a formal mentoring program for junior faculty members. This program was founded with an emphasis on early career support, particularly in the area of research development. Over time, the program has evolved to provide general mentoring support for all areas of faculty life, including teaching, research, service, and administrative roles. In order to ensure evidence-based, scientific mentoring, it is important to determine the effectiveness of formal mentoring programs such as the NATA Foundation's program. Eighty faculty members (40 mentors, 40 mentees) were formally paired and participated in this program between 2012-2017. From 2015-2017, we conducted qualitative and quantitative studies examining both mentors' and mentees' experiences with the program. From our research, we have found that mentees believe the program provides highly valued support, guidance, and resources to junior faculty members in all aspects of their tenure-track positions. Mentors found the program to be a valuable jumpstart to their research agendas, in addition to enjoying the opportunity to "give back" to developing professionals. Participants have also provided recommendations for enhancing the program, such as fostering communication, collaboration, and structure for participants. This paper presents expanded qualitative and quantitative data evaluating the faculty mentor program and provides evidence-based recommendations for implementing faculty mentor programs in a variety of professional domains.

Lunsford, L.

Campbell University
Lobo B

Science of Effective Mentorship Education: Motivational Mentoring

Effective mentorship involves specific behaviors and skills that can be learned and developed. Anyone who works with a formal mentoring program will benefit from this knowing more about these behaviors and skills. The paper has three goals: a) highlight which skills are related to more effective mentoring; b) crowdsource best practices around professional development for mentors and mentees; and c) identify how to evaluate if mentorship education is effective. The author has adapted successfully the evidence-based Entering Mentoring curriculum for mentors for use in non-STEM settings. The paper draws on the author's work in developing mentorship education and on a review of the literature on effective mentorship education. Findings from related literature on promoting behavior change, e.g. motivational interviewing and negotiation will also be discussed. The crowdsource part of the presentation will involve participants sharing core elements of their professional development efforts for mentors or mentees.

Bluth, S., Bible, D.

Sam Houston State University
Luminaria

LGBTQIA: Coaching for Career and Leadership Identity Development

Concentrating on cultural competency it is imperative that mentors are aware of and sensitive to the unique and stressful process of identity formation in Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual (LGBTQIA) clients and mentees. Utilizing the science of broadening participation this session will look at a framework to support coaching client's development, advocacy, and self-care, while also working to curtail possible systemic marginalization practices. This paper will briefly review concepts of leadership identity development and relevant research and offers suggestions for the integration of career coaching and the internal and external factors inherent in leadership identity development. Knowledge of skills, processes, techniques, and resources to be utilized when working with LGBTQIA clients, as well as recommendations, will be discussed. Providing an examination of coaching techniques, participants will learn LGBTQIA educational exercises that anyone can utilize as ice-breakers, generate discussions, activities or even create a full program.

Welsh, K., Kniss, K., Hayden, A., Eicke, A.

University of Wyoming, Albany County School District #1
Mirage & Thunderbird

WYCOLA: Using a Public Classroom to Strengthen Mentorship

The Wyoming Coaching Laboratory (WYCOLA) is an innovative experience designed for K-12 teachers who want to improve their mentorship practice. It is an interactive and engaging professional development program supporting participants in connecting theory and practice through observations of a public teaching classroom that are extended into a collaborative professional learning forum. The University of Wyoming, in collaboration with schools from across the state, has been working to research the core competencies of mentorship: (1) observing the work of teaching, (2) setting clear goals for work with the coachee and mentee, (3) establishing a clearly defined relationship, (4) engaging the coachee and mentee in reflection, (5) tracking coachee and mentee success, (6) anticipating coachee and mentee needs and planning accordingly, (7) providing feedback, (8) integrating new learning into the coaching interaction, and (9) navigating communication in mentorship relationships. The core competencies of mentorship go beyond a specific model by naming those practices that are fundamental to all skillful mentorship. Defining and learning to enact these competencies is critical to ensuring that in-service and pre-service teachers meet their full potential through effectively enacted coaching. In this session, these competencies are not only named and defined, but participants will also be guided in analyzing instructional video in order to develop an understanding of the enactment of coaching practices. Work with the competencies will empower participants to choose and enact coaching and mentorship practices that best fit their local education systems and each coachee and mentee's individual needs.

DeVore, A.

Lee College
Sandia

Peer Mentoring in Prisons: What Works and Why

There are a variety of mentoring models currently being used in correctional facilities. Many reentry programs utilize an outside-in model; they bring free-world mentors into the prisons for periodic, voluntary mentoring sessions. The success of these programs hinges on the mentees reconnecting with the mentoring programs after parole/release. Thus, those who are not approaching reentry do not immediately benefit from these programs. Other popular arenas for correctional peer mentoring are drug rehabilitation and mental health programs. The use of peer mentors in these programs reduces staff workload while allowing offenders access to 24-hour support. Although these peer mentoring models require that the mentors be continually trained and supervised, the benefits to both the mentees and mentors cannot be re-created by outside-in models. Lee College Huntsville Center has been serving incarcerated students for 53 years. It is one of the oldest college correctional education programs in the nation, and it has developed a unique peer tutoring program that works to reach beyond academic success and affect students' rehabilitation through critical thinking and positive peer relationships.

McWilliams, A., Bosworth Hoyt, M.

Wake Forest University
Santa Ana A

Connections & Conversations: Innovative Mentoring Models to Support Gen Y And Gen Z

In 2010, Wake Forest University established its Mentoring Resource Center to elevate the culture of mentoring throughout the campus community. The Mentoring Resource Center is a unique model in higher education, operating as a centralized office that employs a decentralized model of mentoring focused on educating and empowering people throughout the community to do the work of mentoring. Since then, the Mentoring Resource Center and its partner office, the Alumni Personal and Career Development Center, have established innovative and best practice models of mentoring and development to support the changing needs and expectations of students, young alumni, employers, and parents. In this session, we will examine the latest research on Generation Y and Generation Z characteristics and needs, employer expectations and the skills they have identified as necessary for success, and the changing role of higher education to support individuals over the course of a lifetime. We will share our innovative models of mentoring focused on skill development, including mentoring groups, online and in-person skills courses, and facilitated "mentoring moments"; entrepreneurial strategies for engaging with and supporting the work of individuals across the institution and in multiple cities, including the effective use of social media; and provide tips for how you can apply these models and strategies at your institution.

Collet, V.

University of Arkansas
Santa Ana B

Creating a New Apprenticeship of Observation: Coaching through Collaborative Lesson Study

The call for more effective practices in teacher professional development (PD) has led to a number of different methods; among these is coaching using a learning cycle called Lesson Study. This case study examines coaching through Lesson Study to consider what aspects promote and extend teacher knowledge and practice, including their practice for teaching grammar and usage. Three high-school English teachers from a high-needs, rural high school in the South participated in Lesson Study. Meeting transcripts, field notes, and online communication over the course of the five-week study were analyzed. Teachers' insights about grammar instruction appear to have been supported by recommending as a coaching move and through observation of practice. Further, providing structured opportunities for teachers to reflect together on what was observed encouraged learning that transcended the specific lesson. This study suggests the benefits of providing teachers with a new apprenticeship of observation using Lesson Study as a structure for coaching teacher teams.

McAloney, K., Long, J.

Oregon State University
Spirit Trailblazer

Mentorship through Supervision

As supervisors, we have the responsibility of helping our staff continue to develop professionally whether we supervise students or full-time employees. How can we utilize critical teaching pedagogy to organize educational opportunities and spaces for learning? This session offers an examination of using critical pedagogy in curating supervisory and internship learning environments and experiences for employees. Given the liberatory nature of these pedagogies, they provide a narrative way to experience a rupture within the constrained systems of whiteness and aid in the resilience of first-generation students and communities of color within the hegemonic system of education or workplaces. Teaching pedagogies that have been developed that center the student, positions the educator as a co-learner, and that hold community and reflection as key components (hooks, 1994; Rendón, 2008). Sentipensante pedagogy (Rendon, 2008) and engaged pedagogy (hooks, 1994) center educators and students of color, first-generation, and other communities historically denied access to higher ed. As we re-image work with students, we as educators can use tools of liberation to rupture the status quo and create transformative experiences for students.

Concurrent Sessions • 3:00-3:45 PM

Barents, B., Kinraide, R., Pansczyk, A., Pickette, S., Shetty, M.

Boston University
Acoma A

Collaborative Mentoring Initiative: Putting Mentoring Theory into Practice in Boston University's Writing Program

Collaborative Mentoring Initiative (CMI) is a mentoring program created within Boston University's Writing Program using clusters both to address graduate student teaching fellows' mentoring needs and to create a space where seasoned faculty members could further develop their own teaching practices. Reflecting scholarship on concepts such as co-mentoring partnerships, formal and informal mentoring, and perceived expectations of the varied members of the mentoring relationship, the intent of this initiative was to improve the instruction and assessment of teaching college writing by faculty and rising scholars. After two years of piloting CMI, this essay is a reflection on how the theory of our initiative looked in practice as well as an introduction to the theoretical work that shaped CMI.

Moran, S., Opazo, H.

Clark University
Acoma B

How Service-learning Mentors Teachers' Life Purpose Toward Long-term Community Impact

The United Nations Educational, Scientific and Cultural Organization's (UNESCO) goals for education to transform societies suggest teachers be mentored to think beyond classroom techniques toward enacting a life purpose that generates prosocial impact. Life purpose is an imagined vision of the person's expected future effect on the world that is both personally meaningful and intentionally enacted. Purpose development is increasingly called for in teacher education, especially since teaching influences the next generation directly and future generations indirectly. Yet mentoring teachers for life purpose remains little explored because of Larson's "intentionality paradox: mentors cannot directly teach purpose to mentees, but rather they must engage mentees in situations that can foster purpose. We argue that service-learning is such a mentoring situation for preservice teachers. Service-learning is an intellectually scaffolded experience of community service that uses the effects of one's actions to support/hone one's purpose. Service-learning expands the notion of mentorship beyond a more experienced practitioner and a novice within a field: rather, community members impacted by the service advise teachers how to effect socio-emotional and cognitive transformation. Using a life momentum model, this paper describes how the experiences of two preservice teachers elaborate on how service-learning as mentoring actually works. Mentoring through service-learning may most help preservice teachers still clarifying their purpose, and such clarification maintains positive emotions compared to teachers with unchanged purpose who felt worse.

Chelberg, K.

College of Menominee Nation
Fiesta A&B

The Use of Photovoice and Photo-elicitation in Mentoring URM STEM Students

There is mounting evidence that points to the need for both educational and social support for underrepresented minority (URM) students entering the science, technology, engineering, mathematics (STEM) fields. Research suggests providing psychosocial support through mentoring as an essential approach in addressing essential components necessary for student success as it relates to student motivation, academic learning, and self-confidence in degree completion. Yet, substantial challenges and obstacles continue to exist. The paper presents a new approach to mentoring historically underrepresented STEM students, which integrates photovoice (Hergenrather et al. 2009b) and photo-elicitation (Sahay et al. 2016) into the mentoring process. This non-traditional approach to mentoring requires participants to share their educational experience through photographs (e.g., photovoice) taken throughout the semester. Then, photo-elicitation is used during face-to-face mentoring sessions to further engage participants in discussing perceived impacts and consequences. After discussion, participants are also encouraged to identify strategies to leverage personal successes and overcome barriers. Participants were primarily American Indian (AI) students who were attending a small federally recognized Tribal College in the Midwest. Nineteen of the twenty-five recruited participants completed the study. The findings suggest that participants benefitted from using photovoice and photo-elicitation during the mentoring experience. Also, participants perceived the use of photovoice and photo-elicitation as an enriching learning process that gave power to their voices. As a result of critically reflecting on their educational experience, participants were empowered to make a personal change to more effectively navigate the challenges of higher education.

Mejia, L., Fayette, J.

Rensselaer Polytechnic Institute
Isleta

I-Persist: A First-Year Program for STEM Persistence

Peer mentoring is one method currently employed by universities to help retain first-year STEM undergraduates. While research on peer mentoring suggests 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, 1,600 to 1,800) 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 the 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 personal 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.

Wiener, J.

University of Colorado
Lobo A

Indigenous and Native Perspectives on Cross-cultural Relationships: Mentoring as Normal

This paper argues that in almost all of human history, mentoring was the means of cultural continuity. Then, the next position is that the costs (in non-monetary terms) were outweighed by the benefits. Finally, the discussion turns to the industrialization of students and the educational and work lives. Therefore mentoring should be much more than a reactive remedy.

Cook, C.

Military Mentors
Lobo B

Mentoring “In Extremis Leaders”: Lessons from the Special Operations Community

Leading in high stress and/or dangerous contexts is fundamentally the same, yet qualitatively different, from leading in other contexts. These contexts are known as in extremis, defined by Kolditz (2007) as leading where there is a physical danger or where followers believe that leader behavior will influence their well-being and outcomes mean more than success or failure – they can mean being hurt or healthy, dead or alive. The unique psychological, social, and organizational demands that arise during in extremis situations is what makes leading, and thusly mentoring, within these contexts different. Arguably, these contexts produce leaders that are high performing and teams that are high functioning – desirable traits in any field. In addition to the career, psychosocial, and role model mentorship functions, mentoring for in extremis leaders requires creating integrated leader development frameworks that accomplish two main goals: 1. Clarification and recognition of the demands placed upon leaders; and 2. Explanation of the capacities needed so that leaders can best adapt to challenges and changes in a variety of situations. As such, research findings indicate that mentoring for in extremis contexts requires a holistic developmental model that integrates interrelated psychological structures, capacities, traits and skills that facilitate both leaders' and followers' ability to operate in high stress contexts. This session will discuss the model, which includes five facets: 1. Self-awareness, 2. Self-regulation, 3. Agency/motivation, 4. Social awareness, and 5. Worldview. A further dialogue will discuss lessons learned and implications for developmental experiences, training, and intervention strategies in other high stakes/high stress contexts.

Thompson, F.*University of Nebraska - Omaha*

Luminaria

Helping Children Who Hurt: Multicultural Strategies for Successful Intervention

The purpose of this paper is to challenge and encourage professionals who work with children in the area of non-traditional mentoring, as it relates to troubled and underprivileged secondary and college undergraduate students. Information gleaned from the Multicultural Education, Counselor Education, and Resiliency research will serve as the main foundation of this treatise. The paper is also grounded in the teachings of Paulo Freire and Augusto Boal that not all knowledge is written in books and that the gap between text and the world can be effectively filled through the processes of Community Dialogue and Praxis. It is hoped that the reader will adopt an interdisciplinary approach when mentoring children from a multicultural setting. The identification of resiliency factors that help at-risk youth overcome obstacles in life is just as important—it not more—than the mentor/mentee relationship. In addition, the writer adds to the on-going dialogue and the literature a proposed classification scheme which delineates troubled students into three distinct categories: At-Risk, High-Risk, and Murphy's Children, and how intervention strategies must be purposely tailored to each group. This discussion will benefit educators, counselors, and community help-professionals who wish to go beyond the traditional methods of mentoring minority and other disadvantaged children who hurt.

Kohlenberg, R., McKeon, T.*University of North Carolina - Greensboro & Chapel Hill*

Mirage & Thunderbird

Mentoring Advanced Career Professionals: The Use of the Sound Bowl as a Strategy

A project started in 2009 to mentor advanced career professionals has continued through 2019. Each phase of the study has been focused upon a non-traditional, non-invasive mentoring approach to enhance productivity and efficiency and establish a sense of well-being and happiness. One challenge of these mentoring sessions has been to find a way to provide a sense of relaxation and openness to new ideas. Thus, the purpose of this project focused on the use of sound to allow the participant to begin sessions in a more peaceful and receptive frame of mind. More specifically, metal and ceramic sounding bowls generated the sound. Tibetan sound bowls are thought to have existed for thousands of years from their beginnings in the Himalayan mountains. Many believe that the vibrations or sounds emitted from these bowls have healing properties although this was not the goal of this project. Participants responded positively to the use of the sounding bowls at the beginning sessions of mentoring. Various sizes and pitches of metal and ceramic bowls were included. Sounds were generated through the use of a specialized mallet both by rhythmic tapping and rubbing the bowl's edge to generate a sustained tone (singing). The responses of advanced career professionals, either facing retirement or already retired, were observed. In general, the experiences opened a pathway toward a sense of well-being and an open, receptive mindset. The results of this project may well have a similar impact in other mentoring and coaching situations.

Oppenlander, M.*Seattle Pacific University*

Sandia

Science or Art? How Looking at the Data Led Us to a More Creative Mentor Matching Process

The Seattle Pacific University (SPU) Mentor Program is a campus-wide service, available to all undergraduate and graduate students, no matter their academic discipline. The program places between 200 and 300 students with mentors or job shadow host each year. This paper explores how the SPU Mentor Program used assessment data to redefine a mentor matching process in a long-running University mentoring program. In the mid-2000s, alumni survey data collected for the SPU Mentor Program showed that only 60-70% of participants felt they had been matched effectively with their mentors. Over several years, program administrators modified entry interviews substantially to include additional detailed questions about each student's mentorship goals and their desired criteria in a mentor. Additionally, the program took greater pains to recruit mentors who more specifically matched student criteria, even though it often took more time to make placements. This led to significant increases in student satisfaction – well above the 90% mark for several years running – and better learning outcomes. This presentation and paper provide a detailed description of the program's experience, providing it as a case study for other practitioners. Looking at feedback data led to an improved mentor-mentee placement process – albeit one that is more labor-intensive, holistic, and creative.

Veas, G., Veas, K.*Ashland Theological Seminary, The Los Angeles School of Mentorship*

Santa Ana A

History Conscious Mentorship: Fostering Self-awareness and Generational Conciliation

Within career paths, mentoring relationships between senior and emerging leaders occurs both organically and formally. Classically, previous generations utilized these relationships to strategically invest in the next ones. How emerging leaders progress within an institution can be illustrated by the image of passing a baton. When new, deserving leaders are not allowed to receive the baton of leadership roles and responsibilities within a movement or organization, generations enter what can be described as a state of war driven by stagnation that results when there is a lack of healthy successions. This affliction, which affects not only institutions, but also those in personal mentoring relationships, will inevitably cause a lack of trust in those in power, and creates a need for Generational Conciliation. Veas' concept of History Conscious Mentorship provides a backdrop against which to understand the political, social, and religious context in which conflict is taking place. The Mentoring Lineage Framework helps decipher the significance of specific mentors, who may be viewed as untouchable, whose shadows may be lingering tall on precarious situations (Veas, 2016b). Through critiquing key mentor figures, organizations can address Generational Conciliation by addressing counterfeit narratives that may have been used in order to domesticate and appropriate them, thus avoiding having to acknowledge or right their mistakes. In this paper, an analysis, rationale, and plan of action will be provided to address Generational Conciliation at the individual, organization, and societal levels.

Dickman-Burnett, V.

University of Cincinnati
Santa Ana B

Mentoring Through Inquiry: Youth Participatory Action Research

This paper discusses mentoring in the context of a Youth Participatory Action Research (YPAR) project. YPAR is a research paradigm in which adults and youth share equal responsibility for all phases of the research project. In this context, a PhD candidate researching sexual violence prevention in schools and a high school senior and alumna of the prevention program worked together on a research project relating to program outcomes. This paper discusses the mentorship process from both the perspective of the mentor and mentee to offer lessons learned and advocate for the use of YPAR in the process of mentoring youth. YPAR allows mentors and mentees to explore pressing questions, while sharing power in the co-research partnership. It also allows the mentorship process to have an impact beyond the mentoring pair. In this process, researchers found that both mentor and mentee gained confidence working together in the research process: The mentee gained experience conducting research and writing in an academic context, while the mentor learned about guiding students through the research process and writing with student co-researchers. In the spirit of this process, this paper is co-authored by the mentor and mentee.

Igo, L., May, K.

Widener University
Spirit Trailblazer

Multi-modal Learning Strategies in LGBTQ Care in Baccalaureate Nursing Education

Trans-gender and other non-conforming patients often report discrimination and insensitive treatment in the form of negative attitudes from health care professionals. Healthcare professionals respond to these reports by stating that they lack education and training about the unique medical needs of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community. One way to address this gap in knowledge is by creating an opportunity to expand the students' experiences with the LGBTQ community prior to providing care in a healthcare setting when the client is most vulnerable. An active learning, mentoring model intervention was introduced to meet the needs of both the LGBTQ community and nursing students. The active learning, multi-modal intervention, included "safe-space" learning opportunities utilizing mini-lecture presentations with case studies, interactive panel discussions and an individual, low fidelity simulation in performing a nursing intake health assessment. A sample of 118 students agreed to participate in the study. The results, after the intervention, demonstrated students' self-reported knowledge score of (M 3.4, SD .39), attitudes scale of (M 4.0, SD 0.51) and practice scores (M 3.6, SD 0.59). The results suggest the learning modalities proved to be effective as evidenced in the small change in knowledge and attitude scores. However, more research in the area of curriculum development is warranted. Students need LGBTQ sensitive communication skills and an understanding of health-seeking behaviors to engage patients about gender identity, sexual preferences, health risk behaviors, and preventative health care and maintenance.



Wednesday, October 23rd, 2019

Plenary Sessions

Ballroom A&B • 8:00 AM- 8:45 AM

Carole Burton, Carolyn Conn & Diana Pierce

Radiance Resources LLC, Stephen F. Austin State University & Diana Pierce Productions

It Takes a Village: Why the World Café Model Advances the Collaborative Knowledge of Mentor Conversations in the Science of Mentoring

The purpose of applying the World Café Model (2015) for this presentation allows conference attendees to gather and share mentoring perspectives as a “village.” The group, as a whole and individually, will reflect upon methodologies and best practices while addressing the challenges the mentoring community faces. Relevant questions will be asked during each segment of the World Café experience to advance this year’s conference theme “Towards the Science of Mentoring.” A World Café Model allows the opportunity to move between tables, meet new people, and link the essence of table conversation discoveries to ever-widening circles of thought. This is the essence of the Café and what sets it apart from other mentor practices. Active listening is perhaps the most crucial factor determining the success of a Café. Through shared listening and paying attention to themes, patterns, and insights, participants begin to sense a connection to the larger, global whole. Through the lens of the Bolman and Deal (2008) Reframing organizations: Artistry, choice, and leadership, we will explore how to reevaluate the use of mentoring as society continues to redefine how we universally work together while suggesting how mentoring can evolve upwards to produce enhanced outcomes.

Ballroom A&B • 11:00 AM-11:45 AM

Gabe Veas

The Los Angeles School of Mentorship

Diversity in Mentorship: Facilitating Effective Intercultural Relationships Between Mentors & Protégés

How are current mentors provided with high quality, comprehensive, ongoing support to effectively address the needs of protégés from diverse populations? In his Doctoral Commencement Address, Dr. Gabe Veas stated, “my philosophy of scholarship has been this: as a true believer from learning from history, I am committed to looking for solutions to today’s problems from the past and from around the globe.” True to this maxim, this plenary will explore evidence-based research in the field of intercultural mentoring, presenting relevant frameworks and compelling case studies which address the challenges that mentors, protégés, and project managers face. One such example took place recently, where over the course of eight months, one hundred hours of training were given to a cohort of community leaders in Northeast Ohio participating in a mentorship initiative which addressed competency in the areas of self-awareness and history consciousness in order to contextualize their approach to their protégés. These leaders were connected to formal mentoring throughout this program where practices such as crafting quality questions, listening, then reflecting on how best to guide their protégés was both modeled and experienced. Through a qualitative analysis of interviews, surveys, and participant observations, skills and tools were developed which promote intercultural mentoring on both a relational and organizational level. This session will dispense resources which will assist decision-makers interested to developing mentoring programs which address issues of diversity and equity across areas such as age, disability, education, ethnicity, gender, region, sexual orientation, or socio-economic status.

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

Ballroom A&B • 1:00 PM- 1:45 PM

Christine Pfund

University of Wisconsin-Madison

Evidence-Based Effective Mentoring Practice

Mentoring is associated with academic and career success across disciplines and career stages in higher education. At the junior faculty level, strong mentorship has been linked to enhanced mentee productivity, self-efficacy, career satisfaction, and sense of support. Similarly, mentoring graduate students are more likely to persist in their academic decisions, with positive mentoring being cited as the most important factor in degree attainment. Mentored graduate students and junior faculty are more likely to publish their research than counterparts who are not mentored. Unfortunately, few mentors have received formal training in effective mentoring practices, particularly for mentoring minority scholars. Even fewer scholars receive formal instruction on what it means to be a proactive mentee, and do not have the self-efficacy required to articulate their needs to mentors. This has led to a national focus on the “science of mentoring” and calls for research on mentoring and tested interventions to optimize mentoring relationships across diverse groups and optimize their relationships. In this session, participants will learn about national models for mentor and mentee training and evidence of their effectiveness, explore resources available for mentor and mentee education, and discuss barriers and affordance to implementation of training.

Wednesday, October 23rd, 2019

Concurrent Sessions 09:00-09:45 AM

Hanrahan, T., McCray, C.

William Woods University

Acoma A

Changing Culture: Supporting Faculty through Self-reflective Evaluation

In 2016, William Woods University, a small Midwestern University, began to explore opportunities to rethink the traditional idea of evaluation of faculty members. The initiative involved redefining how faculty evaluated their effectiveness as teachers, how the University defined sufficiency criteria for the work faculty members produced, and how to use grassroots efforts in engaging faculty in professional development opportunities through a faculty lead professional development committee and a beginning teaching and learning center. Strong-Wilson (2007) and Kirpalani (2017), discuss that the ability to self-reflect on personal strengths and weaknesses in teaching can lead to higher quality educators. While for many K-12 trained educators, the process of teaching, assess, reflect is ingrained from their undergraduate training to become a teacher. Kugel (1993) discusses that while this may be the norm for K-12 educators, many faculty members' formal training in pedagogy best practices are often limited. Deandrea et. al (2005) discuss that the recent surge across the country in centers for teaching and learning and programs for the preparation of graduate school teachers highlights the need for more systematic training of pedagogy. This session will discuss the steps used to initiate a shift in culture, the training, and development necessary to implement a cross-campus initiative of this scope, and the struggle to create valid and reliable information to measure performance. The session will endeavor to provide other institutions the opportunity to rethink what they value in terms of evaluation and how a self-reflective process can be more motivational.

Avery, L.

University of California - Los Angeles

Acoma B

ExcEL Leadership Academy: Micro-credentials, Teacher Capstone Projects and Peer Mentoring

The need for 'mainstream' and content area teachers who can effectively scaffold instruction and create environments for successful English Learners is growing exponentially. ExcEL (Excellence for English Learners) schools personalize instruction to meet the needs of students who do not speak English as their first language. In ExcEL schools, classroom, content area, and specialist teachers work together as collaborative ExcEL teams. Teachers and administrators recognize the value of the ExcEL team as an effective mechanism for peer mentoring teachers new to the profession, the school, or grade level. According to Darling-Hammond (2017), traditional professional development (including hourly requirements for re-certification) has little impact on the instructional practice or student outcomes, and coaching, mentoring and support for teachers on a daily basis is rarely available. In contrast, competency-based professional learning and the ExcEL micro-credentials focus on the application of skills in the classroom. Mastery is demonstrated through the successful implementation that results in observable and measurable improvements for students. ExcEL educators develop professional learning team-based teacher projects designed to demonstrate mastery of skill and impact with their students. The project evolves through a structured framework of needs assessment, research, action planning, and implementation. Explicit team coaching is provided by a site facilitator with the support of national experts, but much of the expertise and leadership is provided through the peer conversations. The ExcEL micro-credential has promoted the use of evidence-based instructional practices that have been proven effective with English Learners. Support and assessment are done by the national experts and experienced staff that comprise the ExcEL Leadership Academy. An educator who has earned an ExcEL micro-credential has demonstrated their knowledge as well as their skill in applying best practices in their classroom or school.

Saturn, S.

University of Portland

Fiesta A&B

Mentorship of Female Faculty and Students from Underrepresented Minorities in STEM

This presentation covers how mentorship of female faculty and students from underrepresented minorities in STEM fields can take place at multiple levels across the university. First, it is important to have administration devoted to diversity and inclusion through intentional institutional restructuring. This can take place by growing understanding and empathy with the aim to dismantle systemic racism and other forms of oppression of non-dominant groups. Another crucial step is to implement structures, policies, and procedures with inclusive decision making and power-sharing. Next, the incorporation of effective practices hiring and retention strategies to diversify the faculty will lead to less isolation and burnout from invisible labor, as well as having more professors of identities that reflect the student body. Further, in the classroom, STEM instructors can thoughtfully integrate sources, assignments, and activities that are culturally relevant and meaningful to the students with a lens of social justice. Moreover, active recruitment and engagement of students from underserved and underrepresented populations in STEM laboratories in a meaningful and thoughtful manner can cultivate a strong scientific identity and encourage students to persist in the sciences. Lastly, advising student clubs and outreach endeavors devoted to raising cultural consciousness and competence is another layer to complement initiatives in pedagogical and scientific research approaches. Altogether, these multi-tiered approaches cultivate a culture of belonging and growth which will improve the mental health of faculty, students, and staff alike and create cultural shifts throughout a campus.

Kessler, R.

Arizona State University
Isleta

Mentoring Academic Scholarship for Early-career Faculty and Postdoctoral Scholars

Early career faculty, faculty in academic transitions, and postdoctoral scholars often struggle to find their way through expectations of autonomous academic productivity and scholarship. Grant and proposal development, knowledge of the granting process, developing manuscripts for publication and generating effective conference presentations are all examples of desired or expected products. There is often insufficient support, guidance, and mentoring to assist these new activities. In some cases such assistance is unavailable and in others, it does not feel safe to ask for assistance. Over the last two years, our interdisciplinary health college offered a college-wide scholarship and mentoring group to early career and transitional faculty and postdoctoral scholars. Assistant professors at ASU, or those faculty that have recently graduated from doctoral programs, are largely considered junior faculty. We provide a group learning environment, mentored by senior faculty, to share academic works in progress. This may consist of grant proposals, Aims pages, and ideas in process manuscripts or posters. Participants have the opportunity for their scholarship constructively reviewed by peers and senior faculty to enhance their effort and increase the chances of success as well as develop confidence in sharing their work and accessing a broad breadth of ideas. This presentation will offer the background, rationale, progress, and participant evaluations of the four cohorts that have participated. Recommendations for starting such an initiative locally will also be generated. Keywords: Faculty, mentoring, academic transitions, postdoctoral, grant writing.

Hobbs, A.

Juvenile Justice Institute
Lobo A

Employing an Intentional Mentoring Model for Delinquent Youth

Delinquent youth often do not receive the opportunity to be mentored. This is especially true for youth who have committed serious law violations and are detained. In Nebraska, the Youth Rehabilitation and Treatment Centers (YRTC) are the highest level of care for delinquent youth within the state. Under Nebraska law, a youth is committed to the YRTC only after all community-based services and every level of probation supervision has been exhausted (Sec. 43-286). In 2011, the Juvenile Justice Institute (JJI) agreed to teach a course on mentoring delinquent youth and to match university undergraduates to YRTC youth returning to the community. JJI anticipated it might be a short-lived course, as undergraduate students have relatively little "real life" experience, and they were being matched with high-need delinquent youth. JJI has operated the Juvenile Reentry Mentoring Project (JRMP) from 2011 to the present. If a traditional mentoring approach had been employed, it is likely that the program would have ended due to an inability to sustain matches. Instead, the project has been successful for both students and youth. Over the life of the project, a mixed methodical approach has been utilized to analyze and shape the Juvenile Reentry Mentoring Project (JRMP) model. Quantitative data were collected to inform the theory of change and create a program designed to serve the needs of a deep end juvenile justice population. Qualitative data was gathered from student participants. Results indicate that trust is an essential component of mentoring youth deep in the juvenile justice system.

Cote, R.

University of Arizona - Tucson
Lobo B

Listen, Question, Advise, Refer (LQAR): A Four-step Approach to Successful Mentoring

Using academic writing as a foundation, tutors at The University of Arizona's Writing Skills Improvement Program (WSIP) embrace a Rapport, Respect, and Relationship motto and offer a writing mentoring program for students from all disciplines and different personal backgrounds to succeed. The 3R approach centers students as active participants in their education by developing their writing skills. Mentors acknowledge students as whole beings, demanding that interactions utilize their Funds of Knowledge (Gonzalez, Moll, & Amanti, 2005). This paper explores how this program offers effective life mentoring based on Bloom, Hutson, and He's (2008) Appreciative Advising Revolution approach through writing. It presents proven practices that guide students to success in and out of academia while supporting them as individuals and members of diverse communities (Ravitch, 2006). Via individual and group tutoring for special populations (1st Generation, Women of Color, ESL, and a writing workshops that support native- and non-native English writers, U.S.-born or international students (Shapiro, Farrelly, & Tomas, 2014), writing mentors build on the belief that anyone can become a good writer, and everyone can become a better writer. Listen, Question, Advise, Refer (LQAR), an approach based on 25 years of experience and created in-house, allows attendees to practice Listen through a writing fire drill, Question using the Distress Thermometer assessment tool (National Comprehensive Cancer Network, 2011), Advise by solving real-life case studies together, and Refer by viewing a sample community-based resources flowchart. It is hoped that equipping mentors with relevant strategies will improve every student's overall learning experience.

Bluth, S.

Sam Houston State University
Luminaria

Mentoring Under-represented Students: Purpose, Intentionality, and Individual Needs

First-generation and minority scholars who advance to graduate school face a new set of dilemmas and roadblocks. As campus communities, we must connect graduate students with resources, support services, and training mentors to build strong developmental networks and a sense of belonging. For minority graduate students, in particular, these efforts promote student success. In developing and evaluating our current Minority Scholars faculty-student mentoring program, Bridge to A.S.P.I.R.E., the students' relationship with their faculty mentors is a central component. At the heart of this effort is the recognition that the program must be intentionally tailored to address the specific needs of individual students. This requires an intentional design that accepts students' individual

needs as a starting point rather than assuming a general set of student needs that may be supplemented by support for “special needs.” Emphasizing a culture where mentoring is primarily about working with the student in their unique context to promote their self-development and scholarly growth can be particularly important for under-represented scholars whose research leads them outside their discipline’s traditional canon. Best practices will be shared in the key concepts of mentoring across the context of differences including culture, communication skills, intergenerational understanding, sexual identity, gender, and race and subsequently mentoring across power asymmetry (including potential conflicts of interest).

Long, J.

Oregon State University
Mirage & Thunderbird

From Educator to Entrepreneur: How I Started an Online Coaching Business

What happens when a higher education professional with a background in mentoring research, student career development teaching, exploratory student academic advising and counseling, and a deep passion for work-life balance takes her skills from academia to the for-profit digital education world? This session will detail the transition from educator to entrepreneur I went through as I launched my career coaching business and created my first hybrid digital course Sustain Your Passion that helps ambitious professional women in helping professions on the verge of burnout reclaim their power, and advance their careers. If you have ever considered pursuing your own coaching business, selling your services online, or making a career change, this presentation will leave you inspired and motivated to move forward. I will also provide you with tangible strategies for managing your full-time job (and its associated stress) with your personal business pursuits.

Tone, E.

Georgia State University
Sandia

Psychosocial Aspects of Graduate Mentoring: The Critical Role of Anxiety

The psychosocial elements that make for a successful mentoring relationship between academic faculty members and their graduate students have proved elusive. Although there are case studies and anecdotal reports in the literature, we know surprisingly little about the emotional and interpersonal arc of the faculty-student mentoring relationship for both dyad members, how that trajectory influences mentee persistence and success, and how relational inflection points can best be navigated. In particular, research on student mentoring has minimally examined how the anxiety inherent in ongoing mentor/mentee interactions can make or break a mentoring relationship. This omission is important to address, given ample evidence that anxiety skews social perceptions and behaviors. This presentation applies cutting-edge research about anxiety and the ways in which it biases interpersonal perceptions and interactions with the graduate mentoring relationship. We trace the impact of both mentee and mentor anxiety across the full arc of the mentoring relationship, from opening and maintenance stages (when anxiety arises around initiating difficult conversations with mentees, setting appropriate boundaries, determining when to offer support and when to offer distance) to the ending stage, when dyads terminate or renegotiate their relationships. We focus particularly on the ways in which anxiety can bias mentor and mentee perceptions of themselves and each other, how anxiety relates to distinctive interpersonal behavior patterns for both members of the dyad, and how faculty mentors can respond in ways that mitigate the negative impact of anxiety on the relationship.

Suskind, D.

Longwood University
Santa Ana A

Excavation Inquiry: How TAW Groups Grow Mentors and Change Agents

I live the writing life, which is to say I write daily, read nightly, and work diligently to strengthen my craft. Writers engage regularly in what I call Excavation Inquiry or the process of mining for meaning in ourselves and others - by digging in and inquiring out. Through writing and Excavation Inquiry, teachers develop the following five dispositions that transcend disciplines and direct how they mentor and work for positive organizational change: identify and honoring critical stories; take a learner’s stance; become the best first readers of their drafts and ask for the response they need; engage in the authentic work they invite others to do; and connect across disciplines, mediums, and communities to deepen their understandings and perspectives. Ineffective leaders, administrators, and teachers lack most or all of these dispositions, putting their schools and students at a heightened risk for failure and increasing their chances of attrition from the profession (Hughes, 2012; Stronge, 2018). In an effort to develop writing communities for Excavation Inquiry to transpire, my research partners, Professors Jeri Watts and Jane Hansen, created Teachers as Writers groups (TAWs) - where teachers meet weekly with diverse peers, write on topics of their choice, and offer each other response. Teachers then take what they learn as writers and translate it into authentic classroom practice, which serves as a catalyst for organizational growth (Masclé, 2014; Tedrow, 2016). The five dispositions nurtured in TAW groups provide teachers with the tools to mentor peers and serve as change agents in their schools.

Taylor, Z., Black, V.

The University of Texas - Austin, Texas State University
Santa Ana B

“We All Need Coins, You Know?”: How College Students View Paid Mentorship

Although not a universal practice, many U.S. post-secondary mentoring programs employ paid student mentors as part of a structured student-to-student (peer) mentoring model. However, limited research has explored how student mentees view paid mentorship and if mentees can detect whether their mentor is paid or unpaid through a mentor’s behavior. As a result, this qualitative study conducted in-depth interviews with 13 first-year, first-generation mentees of color attending a predominantly white institution in the U.S. South to

learn how these student mentees view paid mentorship in relation to unpaid, volunteer mentorship. Findings suggest student mentees feel mentors should be paid and that paid mentoring is a financial benefit in contributing to financing a peer's education. Student mentees also indicated they can detect paid mentors through language usage, the way they conduct themselves in the mentoring relationship, and the way they interact with other mentees. Moreover, student mentees also indicated a mentor's paid status may influence how they interact with the mentor, distinguishing how volunteer mentors are seen as more caring and compassionate than paid mentors and how paid mentors are viewed as performing mandatory duties, suggesting inauthentic mentor behavior. This paper will address implications for research, practice, and paid and unpaid mentoring praxis.

Cowin, K.

Washington State University
Spirit Trailblazer

Creating Co-mentoring Circles with Aspiring Educational Leaders

Co-mentoring circles offer aspiring leaders a safe, supportive community in which to learn how to lead with others who are uniquely situated to understand the challenges of leadership in today's K-12 schools. The term "circle" is used as there are usually fewer than 12 participants in each group. The focus is to create trusting and supportive developmental relationships among the aspiring educational leaders within the co-mentoring circle. The initial processes in the circle's development are establishing norms and examining communication styles (Zachary & Fischler, 2014). Once norms and effective communication have been established, trust can begin to grow. The co-mentoring approach is supported by the work of Mullen (2005) and Kochan and Trimble (2000). The co-mentoring circle also draws on the concept of relational mentoring (Fletcher & Ragins, 2007) including the three tenets: "interdependent self-in-relation;" "growth-fostering interactions;" and exploring "systemic power." Fletcher and Ragins (2007) describe interdependent self-in-relation as a self who understands that all we do is always in relation to others. They describe growth-fostering interactions from the perspective of reciprocal, two-direction learning that happens together among all parties. In addressing systemic power, Fletcher and Ragins (2007) conclude that if power dynamics are left unaddressed, revealing one's true feelings may be undermined, and trust and confidentiality may not grow among participants. This session and paper will address the question of how aspiring school leaders view the effectiveness of a co-mentoring process, detailing the circle's processes and types of topics the co-mentoring circle participants discussed.

Concurrent Sessions 10:00-10:45 AM

White, N., Vilhauer, H.

California State University - East Bay
Acoma A

Mentoring Faculty to Work With Contemporary Students

The California State University, East Bay campus received the highest diversity score in the country in the 2018 ratings by U.S. News and World Report, based on the total proportion of minority students. The average age of undergraduates is 24, 60% of the student population is first-generation, over 80% are working and 75% are on financial aid. Many students report issues with finances, transportation, food, and housing insecurity. Research shows that challenges faced by contemporary students in higher education include finding a balance between work and family obligations; financial issues; time management; along with lack of skills related to technology, studying and writing (Bell 2012; Erisman & Steele, 2012; Regier, 2014; Ross-Gordon, 2011). A qualitative study was conducted at California State University, East Bay in fall 2018 to learn more about faculty perspectives related to best practices for teaching contemporary students. Faculty members in the Department of Hospitality, Recreation and Tourism were interviewed about teaching style, assignments, class policies, student challenges, resources, and faculty preparation. Mentoring of faculty members is emerged as a key consideration in the study, to provide guidance to faculty members about how to meet the needs of contemporary students and meet learning outcomes. Sharing knowledge about unique aspects of the student population, student challenges, resources available on and off campus to assist students, class policies and effective pedagogy helps to prepare faculty to work more effectively with contemporary students. Techniques to prepare faculty to meet the needs of students through faculty-to-faculty mentoring will be discussed.

Duvivier, R., Hersman, B., Bashir, H.

Wright State University
Acoma B

Developing a Cross Disciplinary Mentoring Program in Higher Education

The absence of mentoring opportunities for faculty teaching in higher education settings frequently results in a diminished capacity to serve. This paper reviews the research regarding the science of mentoring and examines the application of mentoring programs and models in university settings. In a large, midwestern research university, the authors conducted a needs assessment with the expressed purpose of using the results to propose a data-driven model for implementation across a large college at the research university. The authors designed their investigation with social learning theory perspectives in mind. The literature review and the survey results supported the development of a purposeful mentoring program within and across communities of professional practice.

Booton, B.

University of Missouri
Fiesta A&B

Peer Mentoring as an Intervention to Increase Retention and Graduation Rates amongst UR STEM Majors

The EXPRESS (Exposure to Research for Science Students) Program aims to cultivate, nurture, and train the next generation of researchers and innovators in the biomedical and behavioral sciences. Funded via NIH, this IMSD (Initiative for Maximizing Student Diversity) grant supports underrepresented STEM majors via a holistic model that integrates undergraduate research, mentoring, academic and social support, and professional development. Yearly participation has grown from an average of 20 to approximately 100 over the last decade. Crucial to this expansion has been strategic training of upper-class Peer Mentors. Formal external evaluations, along with internal assessments, demonstrate the effectiveness of the Peer Mentors in mitigating many of the common factors that contribute to URM persistence in STEM. Outcomes include: MU's IMSD Program freshmen retention rate is 99% (the sophomore year is 93%), compared with the MU URM average across majors of (81.3% and 71% respectively). The IMSD four-year graduation rate is 79% (vs. MU URM average of 35.1%). The six-year MU IMSD Program graduation rate for students who complete the program is 98.7% (vs. MU URM 57%). The number of participants who pursue post-graduate education or training has now increased to 70%. The presentation will outline specific ways in which Peer Mentors impact their mentees' perceived self-efficacy and science identity. Additionally, focus group data will be presented that demonstrate significant outcomes and personal growth for the Peer Mentors via this transformative coaching experience.

Leyva, V.

California State University - Stanislaus
Isleta

The Role of the Mentor in Professional Shadowing

Shadowing is a pedagogical practice used in many health sciences professions. The practice of shadowing involves a learner accompanying an experienced professional for the purpose of observing the professional's activities, and engaging in a praxis cycle of reflection, action, and analysis (Iwata & Gill, 2013). Shadowing is a more complex learning activity than merely mimicking the activities observed. It requires considerable analysis of these activities to integrate them with preparatory academic learning. Reflection on one's learning and co-creation of knowledge with peers also contributes to skills acquired through shadowing. There are typically three sets of skills acquired through shadowing. First, learners begin to apply theory to practice and reflect on the knowledge they built in academic courses (Bogo, 2006). Second, they develop the "soft skills" of the profession (Itawa & Gill, 2013). These might include learning the standard practices regarding professional relationships with clients and coworkers, organizational cultural norms, and orientation to the specific role they will fill as professionals (Jones, Willis, McArdle, & O'Neill, 2006). Finally, shadowing provides the opportunity to develop a professional identity (Iwata & Gill, 2013). The mentoring skills of the experienced professional are central to the successful acquisition of mentee professional development. This presentation will focus on the arc of skills required of the mentor in a shadowing context, from role modeling to cultivating a reciprocal relationship based on mutuality. This will be viewed through the lens of cognitive learning theory and will identify which mentoring skills are best used at each stage of learning.

Robinson, Q.

Santa Clara University
Lobo A

Strategic Mentoring: A Culturally Responsive Approach for Supporting Black Males

Young Black males living in single-parent homes, in spite of never having a mentor, understand the value of a responsible same-sex mentor. Participants offered well-expressed thoughts on mentoring and why they believe mentoring adds value to their lives. They characterized unstructured mentoring as a process without a specific agenda. As we consider Black males struggling without a father in the home, we are obligated to think of strategic mentoring as a solution for change. Strategic mentoring has a clear purpose, is designed around communication, trust and long-term commitment and it includes the child's mother as part of the mentoring.

Willey, N.

Kent State University - Tuscarawas
Lobo B

Building a Mentoring Program at a Regional Campus: Growth and Growing Pains

In this presentation, Willey will outline the steps necessary for creating a formal mentoring program on a regional campus. Considering the higher education landscape today, anyone landing a full-time faculty position at a college or university has already been vetted in myriad ways, showing amazing credentials; however, certain marginalized populations and other less savvy individuals may have a hard time navigating their new setting. With knowledge, mentoring, and connection, these new hires can better understand and become an integral part of their new professional home. A formalized mentoring program helps ensure that all new faculty will be able to find and utilize mentoring toward their own success in the academe. This presentation will start with background context for the current mentoring program on one regional campus, and move through ten steps for building a program, focusing on the need for knowledge, relationships, leadership, and institutional support. These ideas are offered not as a prescription, but as an opportunity to learn from another institution's experience, borrowing and adapting as needed. The proposed Ten Steps are: 1. See What You Have, 2. See What You Need, 3. Garner Support, 4. Develop the Program, 5. Grow the Program, 6. Be Flexible, 7. Get Ready for the Culture Shift, 8. Spread the Culture, 9. Collect and Disseminate Data, and 10. Avoid Dangers.

Stephens, V.

Dickinson College
Luminaria

Valuing the Whole Student: Adapting Culturally Sustaining Pedagogy to Peer Mentoring

This presentation illuminates key ways Gloria Ladson-Billings' influential theory of culturally sustaining pedagogy, previously known as culturally relevant pedagogy, (Ladson-Billings, 1995, 2014), could inform the way peer mentors working with historically underrepresented students perform their work. I argue that an intentional cultural relevancy lens could improve and transform the way mentors help mentees acculturate to the campus culture, seek resources, and communicate with faculty, all of which improve retention and success. Culturally sustaining pedagogy initially grew out of efforts to think more critically about the way teacher education programs train teachers to address the cultural needs of their underrepresented students. The positive impact of the culturally sustaining approach is a potentially useful approach beyond the classroom that could enrich the ways practitioners and their students support the needs of historically underrepresented students. The presentation aspires to help administrators and faculty who lead peer mentoring and education work, and peer leaders themselves, integrate the culturally relevant lens into their training curriculum and programmatic practices.

Willbur, J.

His Heart Foundation
Mirage & Thunderbird

Identifying and Developing Mentor Leaders

Few people argue that there are too many good leaders today. Building relationships, collaborating with capable people, and getting the job done are more necessary than ever. This session will examine what we identify as the new mentor leader. Research on effective leaders summarized by Ashton and Lee (2012) in their book *The H Factor of Personality* provides strong indications that we need to add another factor to the long-standing, research-based Big Five Theory of Personality. They call this sixth factor the H-factor. It describes leaders who are honest, humble, helpful, hard-working, and hope-inspiring. Other prominent researchers such as Grant (2013) have profoundly changed how we look at who effective leaders are and what they do. In *Give and Take* he describes how contrary to so-called common sense it is not takers or even matchers that usually win, but givers. He describes givers as people that: "focus on acting in the interest of others, such as giving help, providing mentoring, sharing credit, and making connections." (p.5) In another new leadership book, *Back to Human: How Great Leaders Create Connection in the Age of Isolation*, Schawbel (2018) outlines research showing how technology is isolating us at work. He calls for a more human approach, building strong relationships and encouraging collaboration to be an effective leader. This paper will focus on how we can use the exciting new research and years of corporate and entrepreneurial leadership to demonstrate how organizations can begin to identify and develop mentor leaders who can deliver effective direction in our challenging environment today.

Scigliano, D.

Duquesne University
Sandia

Adventures in Telementoring: Addressing the Needs of the Telementor

Telementoring is online mentoring. This practice is based on the traditional concept of mentoring. The virtual nature allows for a mentoring partnership that transcends the boundaries of time and space. Telementoring works best with a specific project that can be based in a wide variety of subject areas. Science is a subject area that is well-suited to telementoring. The telementoring partnership involves a subject matter expert who is the telementor and the person being mentored who is the teleprotégé. Effective preparation of the telementor is essential to successful telementoring. What does the telementor need to successfully engage in a telementoring partnership? You will learn about three telementors' experiences and the preparation and support that made their telementoring partnerships meaningful, engaging, and successful.

Douglas-Pryce, J.

City University of New York
Santa Ana A

Predictive Analytics in Higher Education: A Strategic Mentoring Opportunity for Everyone

Big data in higher education is prevalent as institutions seek to satisfy stakeholders' interests and improve perceptions by raising their ranking status through student success initiatives. The bottom-line is to boost their graduation rates. Higher education is in a new era where big data and machine learning analytics are catalyzing rapid change. Such change is predicated upon the influx of adaptive technologies to support student services and predictive analytics models. Reports and testimonials of universities' successes using predictive analysis are dispersed in various works of literature. This research involved a literature review to compile a list of institutions that were using predictive analytics. The research reveals the types of analytics employed, the purposes they serve, and the different demographics that are benefitted. A total of 20 higher education institutions were selected. Results show that 80% use predictive analytics to drive student successes, utilizing intervention techniques such as faculty-to-student interaction, advisor-to-student support, and peer-to-peer connection. The participants at these institutions intervened early in the students' tenure to decrease attrition and promote retention. Collaboration transpired among decision makers, educators, advisors, and students. Predictive models provide data, which creates opportunities for institutions to develop faculty, advisors, and peers as mentors.

Leppisaari, I.

Centria University of Applied Sciences
Santa Ana B

Redefining Quality Criteria for Mentoring in New Digital Learning Environments

Changes in working-life and the digitalization of education challenge higher education together with workplaces to develop mentoring models in digital learning and operating environments. Digital mentoring (a term for e-mentoring and now preferred in Finland) has been developed in the joint eAMK project of Finnish universities of applied sciences. Development work on the education and working-life interface was analyzed to derive principles for successful eGroup mentoring. The results indicate that the development of digital mentoring in new learning ecosystems requires identifying new kinds of quality factors. In this article, we examine the various parties in the project through the jointly developed digital mentoring quality criteria and evaluation tools in 2018–2019, their creation, content and application possibilities. Areas of interest are what factors comprise quality digital mentoring for students, higher education and working life? The quality criteria from a student perspective assist education providers to plan, deliver and evaluate working-life centric student mentoring. From a higher education perspective, the quality criteria are a scaffold for the strategic development of digital mentoring in education. For working-life, the criteria provide different practitioners of mentoring, for example mentoring services and program providers and organizations utilizing mentoring in staff development, tools for modernizing mentoring in digital working-life operating environments. Central to preparing the quality criteria has been the collaboration of various parties in accordance with ecosystem thinking. Digital learning and operating environments as the mentoring context require examining and developing practice from new dimensions, for which the first experiences of these quality criteria as quality cards provide excellent stimuli.

Karge, B., Abuzaineh, S.

Concordia University - Irvine
Spirit Trailblazer

Learning about Mentoring from Professions outside of Education

This paper is designed to share what the researchers have learned from studying mentoring outside of education. Business, Human Resources, Medical, Entertainment professionals, implement both informal and formal mentoring. There is much to learn from these practices and apply to the educational arena. A strong mentor uses a transformational leadership style alongside important guidance in a non-judgmental manner and highlights the principle for individual learning (Klinge, 2015). Ensher, Thomas, & Murphy (2001) studied three different effective methods of mentorship. Traditional mentoring is when a person of influence and knowledge mentors someone. When a person is the protégé to a fellow worker, one level above them in the place of employment, it is often referred to as step-ahead mentoring and finally, peer mentoring takes place when someone is mentored by another person with a job at the same level within the place of employment. Behind all successful people, there is someone that mentored and provided positive influences. Regardless of what a person does for a living if accomplished with excellence, there was someone cheering and providing guidance down the path to success. Taking from Greek mythology "Mentor" became synonymous with instruction from an experienced person to a neophyte.

Concurrent Sessions 2:00-2:45 PM

Westland, C., Kaufman, R.

University of Colorado, Nevada State College
Acoma A

Shaping the Environment: Culturally smART Mentoring Using Evidence-based Research

Education faculty value mentoring preservice and novice teachers even when a formal mentoring process is absent. Informally, a student may inquire about a class, a grade or a project. Over time, the faculty connection may lead to the student asking about applying for jobs and interview-related questions. Upon graduation, what began as an information student-teacher relationship evolves into support as novice teachers build their careers. In some cases, this is the best scenario. Aside from student organizations that faculty advisor or the supervision of field experiences it's rare for colleges to establish mentoring programs. The sparsity of smART mentoring, mentoring which focuses on both the science and the art of teaching, can result in a revolving door. New teachers typically do not stay in the profession without support. They need to feel connected and valued. Additionally, many candidates view their term of teaching service as a three to five-year commitment. With this mindset, university students are not maximizing the college experience or the profession. The importance of networking is not lost on campuses today, but the way it looks in an online environment with the newest generation of students is quite different. Moreover, a population of culturally and linguistically diverse students often times the first in their family to attend college, requires faculty to intentionally shape the environment, use evidence-based practices that promote mentoring and reinforce the confidence of candidates as they move from student to teacher. In this session, presenters will discuss their research and practice that has resulted in formalized mentoring processes to support new teachers.

Horn, P.

Northern Arizona University
Acoma B

Transforming the Practice of New Teachers Increases Retention

This research study presents how a teacher induction program increased beginning teachers' student achievement and teacher retention. The program components supporting the transformation of a beginning teacher into a professional educator through mentoring and induction will be highlighted. The mentoring and induction program was implemented in K-12 school districts in the Southwest including inner-city, suburban, rural, and Native American schools. Over a nine-year period, there were 148 schools in 18 districts. Professional

development was provided for 203 mentors, 2,162 first/second-year teachers, impacting 163,808 students. According to a report by the Education Commission of the States (2018), departments of education are reporting an increase in the number of teachers' leaving the field causing teacher shortages; therefore, leading to a need to define solutions. Large numbers of teachers depart their jobs for reasons other than retirement, specifically dissatisfaction with testing and accountability pressures, lack of administrative support, and dissatisfaction with the teaching career (Carver-Thomas & Darling-Hammond, 2017; Ingersoll, 2012). One solution to the teacher shortage problem is to increase induction programs, mentoring, and transformation of practice. Ronfeldt and McQueen (2017) reported that induction programs reduce new teacher turnover. Podolsky, Kini, Bishop, and Darling-Hammond (2017) stated that there was a need to provide teacher support in the form of mentoring in order to improve retention. Transformational learning seeks to alter what we know - our ways of educational practice (Garavuso, 2010). Induction programs and mentoring enhances the concepts of building relationships, creating transformation, and increasing teacher retention.

Green, B.

East Stroudsburg University

Fiesta A&B

A Clearer Path through Peer Mentoring for STEM Students Transferring from Community College to a Four-Year Institution

Clear Path, an NSF funded S-STEM grant, serves 120 students transferring from community college to East Stroudsburg University (ESU). Through Clear Path ESU has seen a significant increase in underrepresented students majoring in STEM (e.g., Latino/a & non-traditional students). Students in this program have seen a retention rate of 92%, with a two-year graduation rate of 89.9%. Central to the students' success is the application strategies taken from research studies in psychology designed to maximize students' metacognition and working memory capacity through a peer-mentoring program. The program is multi-faceted. Scholars are matched with peer mentors by STEM disciplines. Descriptions, including demographic information, and photos of mentors are posted for students to view. This enables students to reach out to mentors of similar backgrounds during scheduled office hours. A casual environment that promotes informal interactions between scholars and mentors is provided. Mentors receive formalize training two times a year, where they role-play mentoring and learn about variables associated with student success. Variables like professional future sense of self, stress coping behaviors, mindfulness, effective study behavior, and a modified version of deliberate practice form the foundation of the training for the mentors and mentees. Four times a year during Success Seminars, mentors are guided through interaction with scholars that are designed to improve students' attitudes, beliefs, behaviors, and thoughts associated with student success including retention and timely associate and baccalaureate graduation. In the following paper, we will discuss the program structure, impact, development, and student success.

Hudson-McKinney, M., Boulware, L.

Azusa Pacific University & Chapman University

Isleta

Inter-professional Patient Transfer and Body Mechanic Training for Optometry Students

Transfer training using various techniques and durable medical equipment (DME) is not commonly taught to optometry students (OS). Studies have shown the importance of inter-professional communication training and the associating impacts on patient outcomes, clinician safety, and levels of professional satisfaction. Teaching communication skills should be experiential, and traditional lecture methods have not achieved the desired results. Additionally, research evaluating the redesign of the medical-surgical unit's discharge process to reduce readmissions recognized the importance of inter-professional communication when planning for an effective transition back to the home environment. Finally, nursing and physical therapy have teamed up in various studies utilizing inter-professional collaboration to improve patient and healthcare professional's safety. Currently, there is no published research evaluating inter-professional training to enhance patient transfer safety with OS. Optometrists must be prepared to communicate with other professionals when completing a plan of care; however, they should know how to safely and effectively transfer patients using proper DME. The training proposed in this study will allow OS at Western University of Health Sciences to interact and communicate with other health care providers and be prepared to understand safety concerns; various transfer strategies; and need for possible referral to physical therapy if any concern is identified.

Yarbrough, W.

University of the District of Columbia

Lobo A

Into the Great Wide Open: Preparing and Chronicling the Mentorship Experience

She Won! I hastily put together the application; needled coaches, other professors, and support staff; pushed for documents needed from administration strangely available right at the deadline; and I might have made up a contact number or two. But, now I am mentoring a Newman Campus Compact Fellow (NCCF) in the 2019-2020 Academic Year. Shaneika Bowra is a female, Jamaican, 20-year-old Business student- a leader on the UDC Track Team and a graduate of the UDC Capital Capstone course. I am a 49-year-old, Children's Literature Professor turned Director of the Interdisciplinary General Education Program (IGED) A bald, bearded white man teaching at a Historically Black Campus or University (HBCU). Together, Shaneika and I will be working with the UDC IGED Capital Capstone courses, a year-long, team-based, experiential course capping off the undergraduate IGED experience. I will be serving as her mentor for the Newman Campus Compact Fellowship as well as for her Independent Study in Mentorship. She will be contributing to both the research and the publication of this paper. This paper will chronicle the preparation undertook to create a Mentorship class (ENGL Special Topics- Mentoring). The paper will use existing models and research into activities, reflections, and practices undergone in a Mentoring experience, but will add rubrics, a syllabus, and the final project of this paper, co-authored by Shaneika Bowra and Wynn Yarbrough. Ms. Bowra's work mentoring other students in the Capstone Course will allow her to critique both Dr. Yarbrough's work but also establish measurements for her own work, as assessed by other students. Rubrics, activities, and reflections will be done by both Ms. Bowra and Dr. Yarbrough to help establish best practices for future iterations of this Mentoring experience as it would occur in the General Education Capstone course.

Llanos de Jesús, S., Rivera Vázquez, V., Laza González, M., Torres Nales, Y., Jorge Classen, G., Ortiz López, A.

University of Puerto Rico - Río Piedras

Lobo B

Peer Counseling for the Development of Its Practitioner

The University of Puerto Rico, Río Piedras Campus (UPRRP), has a Peer Counseling Program which consists of undergraduate students who voluntarily accept the formation and function of a peer counselor. The following investigation illustrates and describes the experiences of the peer counselors and examines its aftermath in the undergraduate student's personal growth. The Peer Counseling Student Program provides one-on-one counseling, workshops, weekly psychoeducational groups, and team building activities that impact peer counselors' mental health and emotional wellness. Furthermore, mental health and emotional wellness are evaluated through intrapersonal and interpersonal development; specifically motivation, teamwork abilities, a sense of belonging, self-awareness, social awareness and international student exchange. The theoretical framework used applies a multidisciplinary, integral and holistic approach. Along with these terms, the method has qualitative and quantitative focal points consisting of testimonies, interviews and statistical data that function as instruments to sustain the investigation.

Reeves-Blurton, Z.

Arizona State University

Luminaria

Our Many Hues: Supporting LGBTQ+ College through Mentorship Identity Development and Community Engagement

The college years are crucial to formation and integration of lifelong psychosocial, personal and cognitive identities, and the identity development needs of lesbian, gay, bisexual, transgender and queer (LGBTQ+ or gender and/or sexual minority) students are unique, particularly in the context of student development and support. How universities meet these needs can critically impact the success and retention of these students. However, studies indicate when the academic and co-curricular environment does not foster the development of healthy LGBTQ+ identities, these students experience myriad challenges compounded by identity discord and minority stress. Cumulatively, these factors contribute to non-persistence of over 30% of LGBTQ+ university students. The HUES LGBTQ+ mentoring program and research study examined the ways positive LGBTQ+ identity development, cultural capital accrual and community engagement through a structured mentoring program fosters resilience and buffers the experience of minority stress and associated negative outcomes for these students. In doing so, the study addresses the following research questions: what does the process of LGBTQ+ identity construction look like for gender- and sexual-minority students, including students from non-dominant cultural backgrounds for whom LGBTQ+ identity is one of multiple competing identities, and how does mentorship affect the perceived identities of these students? How does participation in an LGBTQ+ mentoring program affect participants' perceptions of the development of resilience-building capacity?

Roach, K., Boncana, M.

University of the Virgin Islands

Mirage & Thunderbird

Exploring the Mentoring Phenomenon in the Government of the Virgin Islands: A PAR Study

The purpose of this qualitative participatory action research study was to explore the mentoring phenomenon in the government of the Virgin Islands (GVI) to determine whether this strategy model of succession planning would best assist them in their readiness of knowledge and skill loss as baby boomers exit the workforce. To this end, the research questions were as follows: (a) how can the government of the Virgin Islands develop high human capital capacity in the next generation of leaders to strategically prepare for the exit of the baby boom population? And (b) how can GVI leaders or decision-makers propose a training and professional development bill that introduces succession planning activities and programs to the Virgin Islands Legislature and help it become law? Through purposeful sampling, we conducted 21 semi-structured interviews and audio-taped them to gain a deeper understanding of how the employees perceived, reflected and negotiated an action agenda. Among the participants who volunteered to take part in the study, all were African Caribbean or American. The sample also included 14(66%) females and 7(33%) males. The median age of the participants was 38 years old and the average tenure of employment was 17 years. The analysis included transcribing, coding, categorizing, and constructing the interview data into themes. The researchers examined the overall meaning of the new results by comparing them with past studies in the literature on mentoring. The findings revealed three distinct themes to determine how the GVI can develop high human capital capacity in the next generation of leaders to strategically prepare for the exit of the baby boom population: (a) a critical need for more leadership development, (b) lack of structured systems, and (c) need to end ineffective business practices. The findings may benefit retiring baby boomers and aspiring leaders by incorporating strategies geared towards the mentoring relationship. Keywords: mentoring; succession planning; qualitative research; participatory action research; social constructivism.

Stevenson, C.

East-West University

Sandia

Faculty as Mentors: Creating Educational Equity through OERs

Today's learners need alternatives to the high cost of supplemental materials. Many adult learners have been away from the academic setting for several years and often need a refresher on writing, reading, math, and other subjects. Additionally, traditional college learners often need materials beyond the required textbooks to ensure academic success. Faculty can serve as academic mentors providing additional academic support through the use of Open Educational Resources (OERs). This presentation will discuss how OERs can help the level playing field by offering access to low-cost or no-cost options for learners to ensure academic success. Participants will be engaged in the presentation through a discussion on the role of faculty as mentors and the use of OERs in their classroom. A demonstration will also be provided that highlights OERs and ways to integrate these resources into the classroom.

Gonzalez, I.

California State University - Fullerton
Santa Ana A

Building Social Capital with First-generation College Students

Education is the path toward upward mobility. Yet it is education plus social class that may determine the type of job a person is able to get after graduating from college. Obtaining a college degree is simply not enough to ensure that first-generation college students (FGCS) are able to find professional success and achieve upward mobility. FGCS face additional barriers to career success, including limited social capital. Social capital is represented by a social network of helpful connections. These connections lead to important resources and helpful information. Student mentoring can be enhanced by understanding the role that social capital plays in students' success and upward mobility. There is an information gap, that researchers have called a lack of social and cultural capital, that may explain why some underrepresented students historically struggle to adapt to college life and beyond. Students can compensate for this informational gap by actively seeking advisors and mentors, also known as institutional agents. Institutional agents can provide the missing information that parents of FGCS are not able to provide to their children. Peer mentors who acquire social capital can model to their peers how to build their social capital. This paper will present and discuss a case study. Cal State Fullerton's Latino Communication Institute (LCI) has had success in mentoring FGCS to be competitive in the workforce by building their social capital.

Karge, B., Abuzaineh, S.

Concordia University - Irvine
Santa Ana B

Reflecting on School Function Areas (SFAs) to Enhance Leadership

A fully effective operating school requires high-level leadership performance across multiple areas of infrastructure, organizational and operations functioning, a priority of teaching and learning, and an expanded and enhanced capacity of teachers and leaders to realize success for all students. Awareness, examination, and decisions related to those multiple areas of school effectiveness are facilitated through indicators presented in eight research and standards-based School Function Areas (SFAs). Education leaders who have used these SFAs discovered a practical and comprehensive means to explore and determine where and how to focus their time and energy on achieving desired student results and educator performance impact. In this paper, leaders will be introduced to the eight SFAs and given ideas for how to use these to guide leadership conversations that may include mentoring, coaching or school leadership team decisions. Examples will be shared of how the SFAs have been used to reflect and enhance leadership both in the United States and in schools globally.

Long, J., McAloney, K., Ramirez, T., Whisler, G.

Oregon State University
Spirit Trailblazer

Full Circle: Mentoring Graduate Students through Writing a Literature Review on Mentorship

Are you considering your graduate student's needs for mentorship through your research and scholarship collaborations? Could you imagine developing mentoring relationships through a fully web-based collaboration? For this research team, mentorship is both the theme of our research and scholarship and the foundational approach of our organizational development. Specifically, we are looking at the mentorship of students of color in higher education settings. We, as a team meets only remotely, live in different parts of Oregon, and have effectively developed a community of support that mirrors the model of mentorship. We represent a diverse range of identities and cross-cultural relationships as individuals including woman, lesbian, Mexican-Irish, Iranian-American, Black, multiracial, heterosexual, first-generation college students, man, gay, white, cisgender. Participants who attend this session will gain insight into the experience of virtual internship supervisors and graduate students engaging in research on mentorship while developing mentorship relationships within a virtual team environment. Furthermore, participants will learn methods of how to incorporate intentional mentor relationship building into your research team leadership.

Concurrent Sessions 3:00-3:45 PM

Keiler, L., Diotti, R., Hudon, K.

York College, Bronx Community College, New York City Department of Education
Acoma A

Students Mentoring Teachers: How Students Support Teachers' Program Induction

The Peer Enabled Restructured Classroom (PERC) Program empowers teachers' transformation into student-centered STEM educators, empowering students to contribute to that transformation. In the research-based PERC instructional model, teachers manage student peer-instructors, called Teaching Assistant Scholars (TAS), who lead small group learning experiences, assess their students' learning, and provide feedback about progress. PERC teachers also teach a specially designed class that supports the TASs' development of pedagogical and academic skills, as well as provides a mutual mentoring forum. Teachers who are new to PERC learn to implement the instructional model during the PERC Summer Institute, which includes multiple mentoring experiences. PERC teacher mentoring extends through their entire trajectory, especially the role the TAS plays in shaping teacher practice. The PERC research team has explored the challenges that new PERC teachers face and the effective mentoring program that supports this transition. The current study

expanded this research by focusing on the role that the TAS has played in mentoring new PERC teachers during their summer induction and experienced teachers during the academic year. The researchers used qualitative methods to explore these issues, prioritizing practitioner testimonies. The findings demonstrated positive impacts that TAS had as mentors. This study lays the foundation for future mentoring research that explores mentoring from a 360 perspective, supporting teachers using the entire educational community, not just experienced peers or supervisors. This dynamic is particularly important because the work has been done in highly diverse urban schools, demonstrating cross-cultural impacts of mentoring experiences.

Thomas, B.

Quality Information Partners

Acoma B

Facilitating Social-emotional Development: Pre-school Teachers Need Targeted Mentoring

Early childhood education has a crisis: though dedicated, dynamic teachers are critical to its success, the field lacks the needed structures to effectively support them. Many of these individuals experience high levels of stress, depression, and burnout (Whitebook, Phillips, & Howes, 2014), but common means of professional development do little to address these issues. At the same time, recognition of the importance of social-emotional skills to the overall development of young children (Denham, Bassett, Zinsler, & Wyatt, 2014) means that there is a growing expectation for pre-school teachers to play an important role in supporting and scaffolding the social-emotional development of the children in their classrooms. A clear question arises, therefore, as to how they can be expected to provide this guidance when many are facing challenges in their own emotional and mental health. Mentoring programs and relationships that are specifically targeted to the issues of pre-school teacher mental health and facilitating social-emotional development in young children could offer considerable promise in addressing these concerns and providing needed support for early childhood educators. This paper, which highlights key issues from a larger study that investigates the existing research on preschool teachers' mental health and its relationship to classroom practice, teacher-child relationships, and preschool quality, offers policy recommendations for mentoring programs within early childhood programs. It makes the case that mentoring programs designed to address these issues will require moving beyond common best practices in teacher mentoring to consider models and contexts that are specific to early childhood.

Patel, C., Boniak, R., Adams, J.

Aurora University

Fiesta A&B

Building a Collaborative and Mentoring Network for Educators in STEM

Partnerships between education and the community have been established to meet the needs of schools (Epstein, 1995; Hands, 2005). The 2018 report by the Committee on STEM Education of the National Science and Technology Council on "Charting a Course for Success: America's Strategy for STEM Education" highlighted the need to develop and enrich strategic partnerships. Aurora University faculty, district teachers, the corporate sector, and nonprofit community partners collaboratively designed a professional development program in STEM Education for K-12 educators. The work of the curriculum design team resulted in three innovative graduate courses titled: Experience STEM (3 credits), Design and Plan STEM (2 credits), and Implement STEM (1 credit). The mixed-method study examined both qualitative and quantitative components to understand the process of developing the curriculum through a partnership model. The evaluation of the design process included observations, a focus group, individual interviews, and meetings with the team leader. The courses offered instructional support, experiential learning, and implementation guidance to participating teachers. Course assignments included teacher feedback of partner site visits, an electronic portfolio, lesson plans that integrate STEM, and a partner interaction log. Informal mentoring relationships between the teachers and the partners continued in the development of STEM Education for their classroom/school and professional growth. This informal process created a mentoring culture between the partners and the teachers in their schools. The collaborative process of course design and implementation, formal and informal mentoring, teacher feedback, and positive outcomes will be presented.

Azevedo-Mendoza, K.

Stanford University

Isleta

Working Towards a More Diverse Mentorship Network for VA Career Development Awardees

Despite the considerable racial, ethnic, religious, and cultural diversity among the U.S. patient and health provider populations, the community of researchers who study these populations lack diversity. Indeed, few health services investigators are members of traditionally underrepresented racial, ethnic, linguistic, and/or cultural backgrounds. Identifying strategies to increase the diversity of this scientific workforce may improve the quality and impact of research being conducted and is thus of interest to many research entities, including the Veterans Health Administration's (VHA) Health Services Research and Development Service (HSR&D). In 2016, VHA's HSR&D funded a demonstration pilot program— part of its Career Development Award (CDA) Enhancement Initiative project— of which one of the goals was to enhance the diversity of the VA's National Mentoring Network (MNET) by recruiting senior researchers, mentors, and leaders in academic medicine who were members of underrepresented groups. Using previously established academic relationships, the team networked with colleagues to focus on increasing the diversity of the National Mentoring Network (MNET), composed of HSR leaders, who agreed to be available as supplemental mentors to recent CDA recipients. The CDA Diversity Team accumulated a total of 246 individual names of scientists, of which 67 of these scientists responded, and 26 joined the MNET as new mentors from traditionally underrepresented groups. This demonstration project identified effective strategies for increasing the diversity of VHA HSR&D's mentors. With a modest investment of resources, the team demonstrated the feasibility of increasing diversity among scientists who compose a cadre of supplemental senior mentors to CDA recipients.

Beeston, M.

Brigham Young University
Lobo A

Beyond MAGIC: Methods for De-mystifying, Measuring and Magnifying Mentoring

Individuals across many disciplines face challenges often lacking critical resources necessary to make a difference. The potential to acquire these resources may be found in mentoring relationships. While it is generally agreed that mentoring matters, a lack of understanding exists regarding variations in the nature of mentoring ties—specifically in terms of relational embeddedness—the type and degree to which partners form ties embedded within the social relationship. Variations in relational embeddedness may impact mentoring quality and affect the potential to acquire the necessary resources needed for high-quality outcomes. Theoretical frameworks in mentoring and social network theory were used to examine the nature of relational embeddedness and its association with a variety of internal and external factors that may influence the type and degree of relational embeddedness developed in mentoring ties. Internal factors such as sex and behavior characteristics, as well as external factors like previous relationship history are among the variables associated with more fully developed relational embeddedness. This study establishes the rich theoretical groundwork and suggests directions for future research regarding relational embeddedness as a means for developing deeper ties leading to high-quality mentoring outcomes.

Liebau, S.

Michigan Technological University
Lobo B

Beyond Handbooks: Using Online Learning to Enhance Student Staff Training

No one wants to solely use online platforms to train their mentors and coaches, but trying to strategically fit a long list of learning goals into an in-person training can feel impossible. Sometimes online training may be the best option for your program. Multiple areas at Michigan Technological University use combined online and in-person training to provide student staff such as peer mentors, peer teaching assistants, orientation team leaders and learning center coaches with critical and meaningful training experiences. Learn about the evolution of combining online and in-person training and identify ways to adapt these concepts to fit your training needs.

Mickel, N.

University of Oklahoma
Luminaria

Tips and Tools for Mentoring Diverse Talent at Academic Medical Institutions

Bias is something that every human has in common and external differences can influence what type of relationships we sustain. This is especially apparent in mentoring where mentees and mentors often seek individuals who mirror similar external characteristics as their own. Unfortunately, in the academic medical institutional environment, there aren't enough underrepresented faculty members to mentor the next generation of junior faculty, post-doc fellows, residents, and students. The University of Oklahoma Health Sciences Center has implemented the National Research Mentoring Network workshops to expand the cadre of faculty mentors available to mentees. Our campus expanded the mentoring curriculum to address various issues of diversity and inclusion that would provide mentors with best practices to connect with individuals from different backgrounds. The session will include discussions about improving and understanding the difference between equality and equity, microaggressions and their hidden meanings as well as providing tips and tools on being an ally/advocate for mentoring diverse talent.

Cisewski, S., Oyebola, A.

Saint Mary's University of Minnesota, Emmright LLC
Mirage & Thunderbird

To Mentor or Not: The Cost-benefit Analysis of Mentoring to Mentors

This paper investigates mentoring from the mentor's perspective and identifies some of the potential costs and benefits. According to a study conducted by Ragins & Scandura (1999), "individuals may lack an accurate view of the costs and benefits associated with the relationship." The primary research question is: What are the costs and benefits of mentoring to mentors and what are the factors that could influence the outcome of the cost-benefit analysis? Benefits of mentoring to mentors include job satisfaction, career rejuvenation, networking, recognition by others, role modeling, forming new professional relationships and leaving a legacy behind. Potential costs of mentoring to mentors discussed include energy drain, career risks, stress, confidentiality issues, personality conflicts, and dysfunctional relationships. The factors that could influence the outcome of the cost-benefit analysis include mentoring experience, mentoring styles, mentoring intentions, mentor-mentee personality and relationships.

Uchida, H.

Hokkaido University
Sandia

Using Speed-mentoring as an Effective Matching and Learning Tool

The development of strategies for preventing mentees' early withdrawal is critical for school-based mentoring (SBM) programs, in particular, because of their relatively inflexible settings. Research suggests that speed-mentoring (SPM), a program in which different mentors and mentees are briefly paired for discussions, provides mentees with more opportunities to meet several potential mentors and find those with whom they would like to pursue longer relationships. However, studies have not yet found consistent evidence that SPM indeed contributes to improvement in mentees' likelihood of staying longer in the SBM program. Incorporating SPM into an SBM program, this study investigated whether mentees' continuation rates would rise. The result that the continuation rate improved by 10% highlights the importance of having mentees meet with multiple mentors to find mentors they want to meet with again. Furthermore, utilizing items on the questionnaire by Cook et al. (2010), the author developed a questionnaire and found that a majority of the mentees could find mentors they want to continue meeting with and obtain information from. This is consistent with empirical studies that show, if applied properly, speed-mentoring could be used as an effective matching and learning tool. Moreover, the studies found that mentees who withdrew after the first session gave ratings significantly lower on the questionnaire when asked if they would recommend this experience to others implied that mentees' level of satisfaction could impact their willingness for continuation. Methods consistent with the effective incorporation of speed-mentoring and a need for further research are discussed.

Means, A.

Missouri Baptist University
Santa Ana A

Utilizing Technology to Meet Diverse Students Where They Live ... and When They Live

In the year 2019, it is time for college instructors to more intentionally recognize when and where today's diverse students do most of their work -- at all hours of the day and night -- and join them in a virtual setting that utilizes social media apps and online technologies to collaboratively teach post-modern learners through current real-time synchronous methods. The "Perpetual Classroom," a proven teaching system developed and trademarked by Dr. C. Allin Means, journalism and communications professor at Missouri Baptist University in St. Louis, recognizes the best incremental learning happens continually, not just during the standard hours of traditional college classes. So Google, smartphones, and social media technologies must be utilized in order to meet and work with students on their schedules, not ours. Does this mean professors must be willing to work with and mentor students online at hours that do not fit into the convenient 9 a.m. to 4 p.m. academic schedule? Absolutely, that is exactly what it means, because it is that important. If true teaching, mentoring, and learning are the goal, we must be willing to work in our students' complex world, not exclusively in our own limited traditional academic world. This interactive presentation articulates and demonstrates a shift in pedagogical mindset that drives a new tech-forward model of ongoing teaching and learning in a "Perpetual Classroom," where the learning never stops, and where positive results are valid and measurable. A word of caution from Dr. Means, developer of this teaching/mentoring concept: Don't Forget To Sleep.

Hobson, K., Taylor, Z.

University of Alberta, The University of Texas - Austin
Santa Ana B

eCanada: Measuring the Presence of Mentoring Programs on Canadian Postsecondary Websites

Longitudinal research suggests that mentoring is an effective practice to help post-secondary students persist and earn degrees (Crisp et al., 2017). Research also suggests the Internet is the most popular source of pre-enrollment information for postsecondary students (Burdett, 2013; Daun-Barnett & Das, 2013). However, no studies have synthesized these findings and focused on the presence of mentoring programs on Canadian post-secondary websites. Filling this crucial gap in the literature, this study examined the official websites of 96 Canadian postsecondary institutions to assess the presence of mentoring programs on these websites. Results suggest that public institutions (n=88) are three times as likely to publish mentoring program information on their website (4.7 programs per institution) than private peers (1.5 programs, n=8 institutions). By province, institutions in British Columbia (7.9 programs per institution, n=12 institutions) and Ontario (6.2 programs per institution, n=30 institutions) published the most mentoring program information on their websites. Regression analyses reveal that better-ranked institutions per Maclean's 2018 rankings (p=0.04) and larger institutions by total enrollment (p=0.00) best predicted the total number of unique mentoring programs on institutional websites, controlling for the sector, province, graduate enrollment, and the age of the institution.

Allen, A.

Relay Graduate School of Education
Spirit Trailblazer

Teaching the Whole Teacher

Faculty at Relay Graduate School of Education has historically approached advisement of new teachers through (1) providing classroom-based coaching; and (2) supporting students in meeting academic and program requirements. This approach has produced strong teaching practice, and GPA and graduate student attrition data suggest there may also be an opportunity to offer supports that ensure all graduate students thrive in the program. In an effort to offer added graduate student supports, three shifts to advising approaches were initiated: providing targeted time management support; creating teacher community spaces, and intentionally building strong advisor-graduate student relationships. Quantitative and qualitative data suggests the three initiatives positively impacted students' academic achievement and offered socio-emotional supports that were critical to the academic success of new teachers. Given the potential promise of these advising approaches, the author will share learnings and how they may be applied in new student advisement structures.

Posters and Networking Session

Sheraton Hotel • 5:00-7:00 PM

Solosky, E.

Buckley Country Day School

Starting a Mentoring Program in Your School

Research has shown that a well designed mentoring program proves to be a useful tool for transferring knowledge and experience from tenured professionals to novices in various occupations. However, it has also been documented that mentoring may have negative results when mentoring partnerships have conflicts or if mentors are not adequately trained. Through my preliminary research, I discovered Dr. Marsha Carr's self-mentoring model. Dr. Carr included all the traditional mentoring techniques with the additions of a tailored self-guided, self-aware and self-initiated mentoring model. In addition, the researcher studied Dr. Fusco's work on crafting effective questions and the questioning cycle. This research will attempt to combine Carr's and Fusco's work in order to present a practical mentoring model that is adaptable to all levels of professional development.

Phillips, C.

University of New Mexico

Enhancement Of A Behavioral Health Rotation For Family Medicine Residents To Promote Skillfulness In Motivational Interviewing

Modifiable behavioral risk factors, such as tobacco consumption (435,000 deaths), poor diet and physical inactivity (400,000 deaths), and alcohol consumption (85,000 deaths) are the leading actual causes of death in the United States (Mokdad, Marks, Stroup, & Gerberding, 2004). Primary care providers can play a critical role in the prevention of disease and death by intervening to reduce behavioral risk factors and promote protective factors (Croft & Parish, 2013). All of the recommended behavioral interventions rely on the use of motivational interviewing (MI) (Hettema & Hendricks, 2010; Armstrong, Mottershead, Ronksley, Sigal, Campbell, & Hemmelgarn, 2011; Jonas et al. 2012), a collaborative, goal-oriented method of communication with particular attention to the language of change (Miller & Rollnick, 2013). Despite its demonstrated effectiveness and recognition of importance, integration of MI into medical care is suboptimal. Barely half (60%) of current smokers report being asked about tobacco or advised to quit by their doctors (Jamal, 2012) and similarly low rates are asked about physical activity (54%) (Coups, Gaba, & Orleans, 2004). The gap between research and practice is largest for risky alcohol use, for which only 16% of patients report ever being asked about alcohol use by a health professional (McKnight-Eily, 2014). When providers do attempt to intervene with patients, fidelity to MI is often low, even following training (Soderlund, Madson, Rubak, & Nilsen, 2011). The current investigation aimed to 1) systematically evaluate the impact of an Enhanced Family Medicine Residency Behavioral Health rotation; and 2) compare objectively measured skillfulness in motivational interviewing at the end of year one to a historical control condition that was not exposed to enhanced training.

Fincher, M., Dobbins, B.

Samford University

Enhancing Transfer Student Success Through Career Development

The transition from a two-year community college to a private four-year university can be especially challenging in STEM disciplines and requires intensive mentoring. Faculty at Samford University have developed a low-cost, student-centered support system to facilitate first year transfer student success. Samford offers a 1-credit Foundations class to freshmen and transfer students, with the aim of acclimating students to the campus and city, providing access to campus support and resources (e.g., writing center, career services), and building cohorts within incoming students. This freshman-oriented program lacked appeal and utility for transfer students. A team of faculty at Samford created a custom Foundations course for first semester STEM transfer students, designed to enhance retention and student academic success by mentoring students through career skill-building. Within this goal-oriented approach, each student was encouraged to develop and articulate individual career and academic objectives, both immediate and long-term. The course scaffolds skill development and meetings with campus mentors in parallel with targeted off-campus interactions with career mentors that prepared students to apply for internships or research experiences the following summer. During this career-development process, students built strong relationships with mentors and peers, established mentoring constellations across campus, cultivated local career networks, interacted with student support organizations on campus, created strong resumes, practiced application and interview skills, and received guided, active mentoring from program faculty. This program increased student retention and helped students secure paid summer placements that contribute to their career development. This one-credit course is applicable to all four-year institutions that receive transfer students.

Lindley, L., Konieczko, E.

Gannon University

Faculty Mentoring Expanded: Evaluation of the Implementation of Evidence-based Practices

Although mentoring has been viewed as crucial in the early years of a faculty career, particularly in a tenure-track setting, recent attention has turned to the importance of mentoring in the middle and later stages of a faculty career as well. Other aspects that have been emphasized recently include the importance of a mentoring network linked to a faculty development program, rather than one-on-one mentoring only, and the value of interdisciplinary connections. The current project reviews the effects of a dramatic expansion of a mentoring program at a predominantly undergraduate institution from individual meetings by one faculty mentor with first-year faculty only, to a mentoring team with faculty mentors addressing various stages and facets of professional development. Goals and direction set for the new program were based on the results of a climate survey sent to all full-time faculty. New programs assessed include writing retreats, peer teaching analysis, teaching squares and workshops on various professional development topics. One series of workshops highlighted faculty panelists who have been successful in each dimension of the Boyer Model of Scholarship.

Another set of workshops was adapted from the UNC-Charlotte NSF ADVANCE initiative for tenured faculty and non-tenure track faculty. Recent developments in the university include the introduction of a new teaching-track faculty line and expansion into a second campus location. Programming to address needs specific to these two initiatives will be an additional focus of the mentoring program moving forward. Feedback from participants on implementation of evidence-based practices will be analyzed and reviewed.

Kaur, G., Nanez, J., Hernandez, A.

Arizona State University, California State University - Los Angeles

The Summer Experience at West (SEW) Programs: Strengthening the Pipeline to the University

Research shows that university graduation rates have been significantly higher among students from higher-income families compared to their peers from low-income families (Strayhorn, 2008). The outcome of persistent university completion disparity is a divide between students from low-income and minority families, relative to those from financially well-to-do families, especially White and Asian Americans (Calahan et al. 2016). The Summer Experience at West (SEW) 1 and 2 mentoring programs at the Arizona State University (ASU) were developed with a goal to increase university retention to graduation of underrepresented students by addressing the academic achievement gap. The SEW 1 is a residential three- day camp in which high school students spend two nights on campus in the dormitories, eat in a campus dining facility, and attend the program during the day. The SEW 2 program is a three day non-residential summer camp with students coming on campus during the day and returning home at the end of each day. These programs consist of two academic components; group research projects created in the academic learning communities and university acculturation experience provided by Student Affairs staff designed to introduce high school students to the university life to demystify university student life, (financial aid, student clubs, fraternities, sororities, community involvement), and other processes of the university-going experience through mentoring provided by faculty, university undergraduate and graduate students, and other staff. In these programs, students are assigned to one of four learning communities based on their preferred rankings of the communities. A learning community is defined as a group that works collaboratively to create a group poster on a given research topic, e.g., sustainability, healthy lifestyles, cognitive neuroscience, STEM, among other topics of interest.

Barrette-Ng, I.

University of Calgary

Fostering Collaborative and Meaningful Relationships for Teaching and Learning Mentoring

Mentorship for teaching and learning development crosses disciplinary and hierarchical borders to promote conversations that benefit both mentors and mentees (Mathias, 2005). By providing a welcoming space where people are valued for their contributions, mentorship facilitates authentic relationships and open dialogue to create a deeper understanding of teaching and learning. Roxå and Martensson's (2009) description of significant conversations shows how mentoring relationships can encourage colleagues to communicate in ways that foster growth in understanding teaching and learning practices. Roxå, Martensson, and Alveteg's (2011) network approach to teaching and learning cultures and Wenger's (1998) understanding of communities of practice demonstrate how mentorship can help change teaching and learning cultures. Although there are many resources for mentorship in academia (Straus, & Sackett, 2014; Johnson, 2015), few are aimed at specifically supporting mentorship for teaching and learning development. The aims, approaches, and measures of success for mentorship in teaching and learning differ from research mentorship. To support intentional approaches to initiating and fostering mentorship, a group of institutional-level teaching award winners at different ranks and career stages came together to create and publish a mentorship guide focused on teaching and learning. In this guide, we explore evidence-based practices to initiate, sustain and assess mentoring relationships that span the range of ranks and disciplines in higher education. Participants attending the poster session will receive a link to our Mentorship Guide for Teaching and Learning, which includes worksheets to help them conceptualize the use of the guide to support mentorship in teaching and learning at their own institutions.

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

Arizona State University

The Gear up Young Scholars Program: Expanding the Pipeline to the University

While some middle school students may already know which major they will pursue at the university to achieve a degree in their desired profession, many may have given little thought to this issue, may be uninformed, or lack knowledge concerning majors, degrees, and the professions they lead to. Research has shown that students who participate in a summer educational program are more knowledgeable about college expectations and have a successful transition to college (Suzuki, Amrein-Beardsley & Perry, 2012). This paper describes a part of the Arizona State University (ASU) Gear Up Program, which is a one day, on campus event, designed to introduce middle school students to faculty research and majors available at the university level that lead to careers that require higher education degrees. It includes academic enrichment and university life experiences components. Program participants interact with undergraduate and graduate students who inform them regarding majors, serve as academic success exemplars, role models, mentors, and coaches. Moreover, students participate in interactive sessions with current university students, faculty, and community-based organizations, concerning the university-going and academic experiences that will lead to future career preparedness. Throughout this program, students also engage in a variety of student services activities, for example, recreation, and receive information regarding dorm living, financial aid, and other student support services. These activities familiarize students with some of the mechanics/processes involved in successfully navigating university life when the time comes for their university matriculation.

Wrensford, L.

Albany State University

Cohort Community for Perseverance and Persistence in STEM Scholars Program

A cohort community of STEM Scholars majoring in chemistry, biology, mathematics, and computer science was implemented with a focus on mentoring and integration within the university community as key strategies to promote student retention and progression. The overall program goal is to increase the number of STEM bachelor's degree, especially among African Americans. Mentoring opportunities occurred during meetings with faculty mentors, bi-weekly meetings and success coaching sessions. Students attended

a minimum of two success coaching sessions each semester. A requirement of scholars at the beginning of coaching sessions was the development of a success plan to assist students in four key areas; academic performance, social development, career development, and personal health/wellness. In addition to workshops on various topics the bi-weekly meetings provided opportunities for group discussions, where the more experienced cohort group could share information with others on success strategies, navigating institutional barriers and opportunities for integration into the university community. The program has completed its third year with positive results. Over 80% of scholars have been retained. Scholars have emerged as leaders in co-curricular activities and organizations on campus. In addition, GPA and success rates in STEM courses are significantly above those of their peers. Though not mandated, over seventy percent of scholars participated in summer STEM internships. These results show that the STEM scholars are motivated toward successful preparation for STEM careers.

Parks, A.

California Baptist University

Best Practices for Preparing Students for the Workforce Through Mentorship

New faculty members transitioning from working as experienced professionals in business or practical settings to part-time or full-time careers in academia have a unique opportunity to serve as mentors, relating theory to practice and bridging the gap between the classroom and professional world. Specifically, faculty members transitioning from practice to academia as well as new faculty members with some practical experience, should be leveraging new teaching and assessment methods that provide mentorship and guidance by approximating professional experiences and preparing students for the workplace. Multiple tools and approaches including active learning, constructivism, and adult learning approaches are available for creating mentoring opportunities by building assignments, activities, and assessments that prompt students to practice and master competencies they will use in the workplace. A variety of tools will be shared that instructors can use to better prepare students for the workplace specifically in management, information technology, and healthcare occupations. This poster presentation offers a set of recommendations around the use of various teaching and assessment techniques that prepare students for the workforce and bring to life the theoretical concepts being shared in the classroom. The use of practice-based assignments and assessments can apply to instructors across multiple fields and settings including online and campus based settings. Participants will have the opportunity to learn about effective practices in bridging the gap between theory and practice in management, information technology, and healthcare.

Parks, A.

California Baptist University

Mentorship in the Health Professions

As the various professions, career paths, and licensed roles become more defined within health services, there exists an opportunity for healthcare administration professionals and faculty to improve upon the training and mentorship opportunities extended to incoming administrative professionals. The field of healthcare administration encompasses a variety of sub-fields including finance, ancillary, quality, decision support, and general administration across a variety of areas including the hospital, health plan, ambulatory, and long-term care settings. Students are graduating with generalist degrees and may need guidance direction, and emotional/social support from instructors and other mentors in order to be empowered to seek out their future paths. Without formal licensure requirements for healthcare administrators, universities graduate hundreds of thousands of entry level professionals each year in need of clear direction, mentorship, and guidance in one of these sub-fields. The development of best practices around the mentorship and coaching of healthcare management professionals is crucial as the new generation of professionals will replace a large number of retirees in the next 15 years. This paper and presentation explore effective practices in assessing, mentoring, and coaching entry level healthcare professionals to achieve their potential. Through the surveying of more than 500 undergraduate and graduate students from a variety of backgrounds, a combined list of mentoring needs and preferences has been developed. Understanding the needs of both the workforce and the industry will inform effort to develop the workforce going forward.

Pine, D.

Bentley University

Using an Intersectional Approach to Mentoring to Increase Diversity and Inclusion

The business case for diversity and inclusion (D&I) has been made for decades, and companies have been investing millions of dollars toward creating equity (Luckerson, 2015; Wingfield, 2015). However, companies still struggle to fix the leaky pipeline, and diversity programs are not producing the anticipated results. Nonetheless, research suggests that mentoring has served as an effective tactic in improving D&I in organizations. We argue that mentoring through an intersectional approach can have a positive impact on individuals, both the mentor and the mentee, and on organizations. Intersectionality that recognizes the range of individuals' identities, the ways those identities interact, and the power structures within which they exist, helps address diversity and inclusion through a multifaceted approach. We offer a mentoring model that partners individuals within organizations so that they are equipped to engage in courageous, intersectional conversations. The model outlines the skill development needed for a successful mentorship. These include occupying a learning stance, cultivating humility, understanding unconscious bias, and engaging in inclusive behaviors. We present case discussions to illustrate the benefits of an intersectional model to both the individual and to organizations committed to diversity, inclusion, and equity.

Finley, S., Camp, G., Barnum, J.

University of Arkansas

The Efficacy and Evolving Structure of a University LGBTQ+ Mentorship Program in the South

This project focuses on the creation, implementation, and efficacy of an LGBTQ+ Mentorship program in a Tier 1, Division 1, flagship university in the South. This is a volunteer-based multi-tiered mentoring program wherein "out" LGBTQ+ faculty and staff members are matched with student members of the LGBTQ+ community taking into consideration diversity, identity, and intersectionality in order to build relationships, provide support and resources, and meet the individual needs of students. The matched pairs meet one on one

based on their previously agreed upon schedule and frequency, and the program also hosts events at least once a month for the entire mentorship group to further widen the community network, facilitate group discussions, provide support and resources, and simply have fun! The program also pairs up with other LGBTQ+ university affiliates (University Housing, PRIDE, etc.) to further its impact, student reach, and programming provided. As the program is in its second year, the structure of the program has and continues to evolve to meet the needs of individual members and its holistic efficacy. Preliminary findings ($n = 43$) indicate a rating of satisfactory (3.9/5) for the overall efficacy of the program, as well as emerging themes of an increased sense of inclusivity and welcomeness on campus compared to prior to members' involvement in the program. As this year's cohort has almost doubled in size, evaluations continue regarding the program's progress as well as areas for growth and change in the upcoming years.

Neish, M.

Northern Arizona University

Facilitating the Transition from Academia to Practice: The Mock Interview

For new graduates, the transition from academia to practice is very stressful. This transition shock can negatively affect successful performance and lead to burnout (Strout, Nevers, Bachard, & Varney, 2016). Despite this, educators often deem their job complete as the student fulfills the requirements for graduation. This lack of support and preparation for the transition was identified in a Bachelor of Science Nursing (BSN) program. Specifically, graduates were not prepared for the highly competitive interview process, nor were they able to identify and articulate the value they bring to the clinical setting. Coaching was deemed to be an effective way of preparing the new graduate for the interview process. A mock interview process was developed and coaching involved the topics of professional appearance; identification of personal strengths, thoughtful responses to interview questions; resume writing; and cover letter review. Coaching is done one-on-one to facilitate confidence and to give each new graduate the personal assessment skills needed for success in the interview.

Carter, D.

University of Nebraska - Omaha

How Childhood Messages Influence Mentor's Microresistance

As a professor, mentor, and microresistance trainer, I have been challenged with finding ways to provide the most qualified faculty and third year graduate student mentors for our first year graduate student mentees. I have come to the realization that all faculty and students bring with them messages (injunctions) from their childhood that influence how they mentor other students, especially diverse mentees. Microresistance is small-scale individual and collaborative efforts that empower targeted people and allies to cope with, respond to, and challenge microaggressions to ultimately dismantle systems of oppression. In this phenomenological study, 50 graduate mentors in a midwestern university conducted a self-analysis of how their childhood messages influence their view of mentees and microresistance. Identifying childhood messages is accomplished through a transactional model, which includes ego state and script analysis. Many minority graduate mentees entering the program report situations with White faculty and graduate student mentors that reflect levels of microaggression.

Johnson, P.

Queens College

The Impact of Peer Mentoring on the Mentors

This presentation will highlight the various ways in which peer mentoring impacts peer mentors involved in a large-scale STEM education grant designed to enhance the involvement of underrepresented minorities in STEM majors and careers. During the past three years, mentors who have participated in the project have responded to a simple, anonymous survey that was sent to mentors when they left the program. Also, mentors were involved in an annual conference at Queens College in which their work as mentors was highlighted and in which they presented findings from their own mentoring experiences. This poster will highlight the results of the mentor exit survey. It will provide those involved with peer mentors a better understanding of the ways in which mentoring others also pay a dividend for the mentors themselves.

Kopera-Frye, K.

New Mexico State University

Intergenerational Mentoring to Improve Health among Latino Families

Mentoring as a health promotion or intervention strategy has become widespread. As there are many mentoring programs, the diversity of type has also increased. Some have a general goal of positive youth influence, while others have more specific outcomes such as increasing healthy behaviors. DuBois et al. (2011) conducted a meta-analysis which encompassed 73 mentoring programs and found positive impact. However, while many of these programs focused on affecting child health outcomes by utilizing the parent as the mentor, few have focused on several generations reciprocally influencing each other in healthy lifestyle behaviors. Project I'M HIP (Intergenerational Mentoring Health Information Pathways) was created to affect the well-being and home environment for over 70 families. Program goals included: Providing an innovative, multigenerational educational program to promote greater maternal, child, and grandparent well-being, healthier lifestyle behaviors, and support continued healthy home environments by empowering the families with knowledge. Three cohorts of 30 families (1 parent, 1 child, 1 grandparent/other relative) were recruited for Program I'M HIP. This Program utilized Evidence-Based Programs (EBPs) adapted and modified for use with ethnically-diverse families in Southern NM. Specifically, the Healthy Kids New Mexico 5-2-1-O program, and supplemental training information including free workbooks from Blue Cross Blue Shield of New Mexico. Program outcomes included: 100% of the parents shared at least 1 fact on nutrition or exercise with other relatives, thus affecting another household; children corrected their parents on proper diet; thus, demonstrating the reciprocal mentoring effects of parent, child, and other relative on health behaviors.

McMahan, E.

Eastern Kentucky University

Job Satisfaction, Persistence, and Callings in Work: How Leaders Can Retain Committed Faculty

It is critical that administrators and managers understand facets of job satisfaction and levels of burnout in an effort to maintain talented employees and improve organizational commitment. Due to increasing workload and expectations for performance, greater understanding is warranted of the need for balance between work duties and personal responsibilities, in order to avoid burnout. Regardless of the growth in the field of Organizational Psychology, female faculty continue to leave academia. Findings of the study help to clarify for organizational leaders the facets of job satisfaction which lead to commitment and persistence, as well as separation from employment. The Job Satisfaction Survey (Spector, 1985) provided the basis of this study and guided the collection of the findings. The study informs higher education leaders, in particular, of best practices to create and promote healthy work environments in order to retain faculty. The findings, in addition to the implications and conclusions from this study (McMahan, 2018), convey considerations that could have a direct influence on an institution's ability to retain faculty and improve job satisfaction.

Strangas, M.

American Museum of Natural History

Preparing the Next Generation of Scientist Mentors

Mentoring is a central component of life as an academic scientist, whether the scientist works with high schoolers, undergraduates, graduate students, or postdocs. Training scientists to be more effective and compassionate mentors who take a holistic approach can positively impact students and has the potential to reshape academic culture. In the Science Research Mentoring Program (SRMP) at the American Museum of Natural History, scientists in the fields of astrophysics, zoology, genetics and genomics, and cultural anthropology mentor high school students in one-year research internships. We collect data on the impacts of SRMP and 23 programs in the NYC Science Research Mentoring Consortium on participants through an ongoing research study with mentors and students. We found that mentors feel well-equipped to support students in their scientific and other academic work, yet are uncomfortable serving as mentors more broadly in the students' lives. The scientist mentors acknowledge the importance of a holistic approach to mentoring, yet do not typically encounter training on this in their academic careers. Of 99 mentors surveyed, 70% said they desired additional training in understanding how factors such as race, gender, and income level may intersect with students' learning. In SRMP, this data guided our new mentor training modules on sensitive conversations with students and techniques for giving feedback compassionately and effectively. We found that providing scientists with training on effective mentoring, with an emphasis on mentoring with compassion, can benefit scientists' careers as well as students' trajectories.

Poster with Oral Presentation

Sheraton Hotel • 5:00-7:00 PM

Avery, L.

University of California - Los Angeles

ExcEL Leadership Academy: Micro-credentials, Teacher Capstone Projects and Peer Mentoring

See page 29 for abstract

Azevedo-Mendoza, K.

Stanford University

Working Towards a More Diverse Mentorship Network for VA Career Development Awardees

See page 39 for abstract

Booton, B.

University of Missouri

Peer Mentoring as an Intervention to Increase Retention and Graduation Rates amongst UR STEM Major

See page 33 for abstract

Campbell, H., B., Freeman, H., R.

The University of Texas - Dallas

A Sustainable Peer Mentoring Program for the Transfer Student Transition

See page 58 for abstract

Chelberg, K.

College of Menominee Nation

The Use of Photovoice and Photo-elicitation in Mentoring URM STEM Students

See page 24 for abstract

Cote, R.

University of Arizona - Tucson

Listen, Question, Advise, Refer (LQAR): A Four-step Approach to Successful Mentoring

See page 30 for abstract

Crumpton, M.*University of North Carolina - Greensboro***I am Emotionally Intelligent and Ready to Mentor!***See page 56 for abstract***Cruz, C., Rajpal, G.***St. Mary's University***The Power of Coaching: Latina/o Undergraduate Student Success Pursuing STEM Pathways***See page 15 for abstract***Dickman-Burnett, V.***University of Cincinnati***Mentoring Through Inquiry: Youth Participatory Action Research***See page 26 for abstract***Douglas-Pryce, J.***City University of New York***Predictive Analytics in Higher Education: A Strategic Mentoring Opportunity for Everyone***See page 36 for abstract***Gardiner-Shires, A., Davidson, P., Blake, M.***West Chester University***Meeting the Needs of Faculty at All Career Stages: A Case for Mentoring Program Expansion***See page 51 for abstract***Gonzalez, E.***Palo Alto College***The Effects of a STEM Peer Mentor Program on the Mentee and Mentor***See page 21 for abstract***Grimes, M., Lisanti, M., Viet, M.***Radford University***Developing A Model For Mentoring Future Teachers***See page 56 for abstract***Hager, M.***Menlo College***Developmental Networks in Young Adult Literature: A Closer Look at Harry Potter***See page 16 for abstract***Hudson-McKinney, M., Boulware, L.***Azusa Pacific University & Chapman University***Inter-professional Patient Transfer and Body Mechanic Training for Optometry Students***See page 36 for abstract***Llanos de Jesús, S., Rivera Vázquez, V., Laza González, M., Torres Nales, Y., Jorge Classen, G., Ortiz López, A.***University of Puerto Rico - Rio Piedras***Peer Counseling for the Development of Its Practitioner***See page 37 for abstract***Mandrekar, J.***Mayo Clinic***Science of Mentoring: Applications in Healthcare Setting***See page 55 for abstract***Nottingham, S.***The University of New Mexico***Evidence-based Faculty Mentoring: Outcomes of the NATA Foundation Faculty Mentor Program***See page 22 for abstract***Partlow, K., Abramson, J., Ward, E.***University of Nebraska - Lincoln, University of Utah, Indiana University - Purdue University Indianapolis***Evaluating Professional Society Mentoring Resources Designed to MESHH Matched Pairs***See page 55 for abstract*

Patel, C., Boniak, R., Adams, J.

Aurora University

Building a Collaborative and Mentoring Network for Educators in STEM

See page 39 for abstract

Pearson, M.

American Museum of Natural History, California Baptist University

Exploring Mentoring Communities in Online Graduate Programs

See page 61 for abstract

Reed, E.

Metropolitan State University of Denver

Developing the Whole Teacher: Identity in the Mentor/mentee Relationship

See page 60 for abstract

Saracut, F.

Erskine Theological Seminary

Back to the Future: Mentoring and Its Ancient Jewish Roots

See page 58 for abstract

Saturn, S.

University of Portland

Mentorship of Female Faculty and Students from Underrepresented Minorities in STEM

See page 30 for abstract

Thomas, B.

Quality Information Partners

Facilitating Social-emotional Development: Pre-school Teachers Need Targeted Mentoring

See page 39 for abstract

Wang, H., Resendez, J., Quintana, F.

Texas A&M International University

Mentoring Freshman Students at Texas A&M International University

See page 54 for abstract

White, N., Vilhauer, H.

California State University - East Bay

Mentoring Faculty to Work With Contemporary Students

See page 32 for abstract

Poster with Roundtable Session

Harvey, V.

University of Portland, California State University - Stanislaus

Intersecting Identities of First Generation College Students and the Impact of Mentoring

See page 49 for abstract

Kolodinsky, R.

James Madison University

Coachee Readiness: A Model and Research Agenda

See page 14 for abstract

Manongsong, A.

Drexel University

Support from Diversified Mentoring: Lived Experiences of Minority Women Leaders in STEM

See page 49 for abstract

Wiggins, V.

Harold Washington College

Faculty Mentoring and Self-directed Learning

See page 50 for abstract

Thursday, October 24th, 2019

Plenary Sessions

Ballroom A&B • 11:00-11:45 AM

Valerie Romero-Leggott & Margaret Montoya with Brenda Pereda

The University of New Mexico

AIME: Mentoring as a Set of Inclusion Practices Within Academic Medicine

As academic health centers, other disciplines in higher education, and public and private workplaces across the globe have become more diverse, they also strive to become more inclusive so that everyone feels respected, heard, and valued. Inclusion is defined by the Association of American Medical Colleges (AAMC) as nurturing the climate and culture of the institution through professional development, education, policy, and practice... to create a climate that fosters belonging, respect, and value for all.

The lessons from AIME promote the professional development of mentees and mentors and increase awareness of and cultivate untapped talents and competencies. These new dimensions of human capital can become indispensable to the future success of any organization.

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

Ballroom A&B • 1:00-1:45 PM

Shawn Blanchard

University of Moguls Publishing

Cracking the Code to Impact & Income Through Innovation

This is the most aggressive wealth generating time period in the history of mankind. There is an estimated 1700 new millionaires created every day in America and 1 of 6 Millennials are reported to have at least \$100k in their bank account. We have more information and a heightened ability to connect with others due to technology. Furthermore, we are leveraging technology through pursuing our passion with the ability to work remotely. Shawn teaches principles on how to crack the code and take advantage of this millennial time. Through this interactive keynote, audience members will leave feeling challenged.

Round Tables

Ballroom A&B

8:00 AM to 8:45 AM

Round Table Moderator: Natasha Mickel

Harvey, V.

University of Portland, California State University - Stanislaus

Intersecting Identities of First Generation College Students and the Impact of Mentoring

This ethnographic study is based on research conducted with a LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning) Mentoring Program and a Chicano student organization that promote cultural and resource awareness, and social networking and support on a college campus. Data was collected through participant surveys, interviews and observation which demonstrates the ways in which membership in activist organizations helps students construct individual, group, and student identities within the larger university structure and provides a community to co-create these intersecting identities for retention, success and ultimately graduation. The study argues that understanding the ways in which students with intersecting identities, some of which are invisible, narrate their academic choices and careers through mentoring programs provides insight on student retention and success. The largest growing minority group in the United States,

Manongsong, A.

Drexel University

Support from Diversified Mentoring: Lived Experiences of Minority Women Leaders in STEM

Although the concepts of leader and leadership appear gender and race-neutral (Summerfield, 2014), there is a chronic underrepresentation of minorities and women in leadership positions across all industries (Johnson, Murphy, Zewdie, & Reichard, 2008). This disparity is especially salient for minority women in the science, technology, engineering, and mathematics (STEM) fields within higher education (National Science Foundation, 2017). Extant literature has reported several barriers to the advancement of women leaders such as the glass ceiling effect, the leaky pipeline, role incongruity, and stereotype threat (Hoyt & Murphy, 2016). These effects may be amplified for minority women creating a double bind, where they face barriers of sexism and racism (Rosette, Koval, Ma, & Livingston, 2016). Mentoring can offer much-needed support to minority women in or seeking leadership roles. However, the extant literature reports inconsistent

Round Tables

Ballroom A&B
8:00 AM to 8:45 AM

Round Table Moderator: **Natasha Mickel**

Chicanos, many with intersecting identities that represent invisible diversity in our classrooms include LGBTQ, and FGCS (first generation college student) need assistance entering college and finding their way to graduation. Students value belongingness as they seek to interact with others, enjoy being part of a community, and want to be recognized as active members within the university. Students' desire and need for connection is also demonstrated by their voicing of difficulties with isolation, loneliness, unfamiliarity with college before becoming members of the structured campus mentoring organizations.

benefits of mentoring support for women and members of minority groups. Furthermore, with the exception of Tran (2014), no study to date has examined lived experiences of mentoring support received by minority women leaders. Our study adds to the insights that Tran (2014) identified by focusing on experiences of diversified mentoring relationships among women minority leaders in STEM higher education. Diversified mentoring relationships are inherently hierarchical, as they involve two people who do not have equal privileges and social identities (Ragins, 2007). Our study helps to shed light on how minority women leaders have experienced diversified mentoring relationships and benefitted from the mentoring support.

Ontai, G

Springfield College

Neuroscience of Teaching, Mentoring, and Coaching: What Does Amy Have to Do with It?

Emotions play a significant role in developing relationships in teaching, mentoring, and coaching in post-secondary education (Johnson, 2006; Jones, 2017; Mocrei, 2017). Evidence-based neuroscience research has shown a deeper understanding of how the brain's amygdala (Amy) creates barriers or rapport in human relationships (Whitman & Kelleher, 2016). In any given social setting, socio-cultural experiences and intellectual aging shape the emotional topography between the mentor and mentee, teacher and student, coach and learner, often based on both individual's emotional theater (Taylor & Marienau, 2016). Understanding how the brain works at a person-to-person level is meaningful in today's need to improve interpersonal skills (emotional intelligence) in an increasingly diverse learning environment (Smith, 2015). This paper explores five issues that examine how teaching, mentoring, and coaching are defined, converge, and configured within the brain's emotional architecture and relationship building.

Richmond, C

Assumption College

The Future of STEM Mentoring in 2030

Global connectivity, smart machines, and new media are just some of the drivers reshaping how people currently think about mentoring STEM employees, what constitutes their work, and the skills needed to be productive contributors now and in the future. This paper describes and utilizes a process of how to analyze the key drivers that will reshape the landscape of mentoring STEM workers to identify key work skills needed in the next 10 years. Appreciative Inquiry and storytelling methodologies will foster and guide a round table group discussion to project the upcoming driving influences. The outcome will create a list of future skills for STEM workers. Over the years, many studies have tried to predict specific jobs. However, it has been shown that predictions are inaccurate and many of these past predictions have been proven wrong. Rather than focusing on mentoring STEM workers, this session uses theoretical methodologies to engage the participants in forecasting powerful innovative trends in science, engineering, culture, learning and society to identify and predict proficiencies and abilities that will be required across different STEM fields and work settings. Participants will leave with concepts and ideas of key work skills that mentors and researchers will need to be aware of for future workers. The resulting topics will spark fruitful conversation during and after the conference.

Wiggins, V.

Harold Washington College

Mentoring and Self-directed Learning

The presentation provides an opportunity to learn about the success of faculty mentoring at an urban community college. The topic of the presentation is how faculty mentoring can support self-efficacy which contributes to students' academic success in an open enrollment environment. Self-directed learning was the major self-efficacy focus area used for the faculty mentoring project. Self-directed learning is an ongoing reliable approach to use for student's academic success. Researchers (Grow, 1991; Guglielmino, 1978) and theory into practice continues to support the self-directed learning method as appropriate for traditional and non-traditional learners who have not fully developed an understanding of self-assessment in learning. The use of self-directed learning encourages a genuine self-assessment that encourages the students to understand what they know and need to know to reach their goals. Grow's model was the self-directed learning approach used for the faculty mentoring program to support student's academic success. Grow's Staged Self-Directed Learning (SSDL) model outlines how teachers can help students become more self-directed in their learning (Grow, 1991). Grow identifies four stages of the self-directed learner to assist facilitators in successfully working with learners to become self-directed learners: Stage 1: Dependent learner Stage 2: Interested learner Stage 3: Involved learner Stage 4: Self-directed learner Grow's model is not limited to increasing the understanding of students to better understand how they can take more ownership in the learning environment, but it also identifies the roles for faculty mentors to assist students in becoming self-directed learners that can lead to students' academic success.

Concurrent Sessions 09:00-09:45

Gardiner-Shires, A., Davidson, P., Blake, M.

West Chester University

Acoma A

Meeting the Needs of Faculty at All Career Stages: A Case for Mentoring Program Expansion

The University-Wide Faculty Mentoring Program (FMP) celebrated its 10th Anniversary in 2016. A program evaluation was conducted by the committee and revealed the need to meet the diverse needs of faculty at every career stage and account for our changing climate. The FMP mentored only tenure-track faculty in their initial years. The evaluation yielded the formation of two new programs. Program for Faculty Seeking Promotion: In conjunction with National Mentoring Month, the FMP held a workshop for faculty that included a panel of full professors who volunteered to provide insight into the promotion process. From this, we formalized a group of mentors (full professors) and mentees (associate professors); this, in turn, became a pilot program. During 2018-2019, five pairs participated. The pilot was a success and a campus-wide expansion was recommended, resulting in a threefold growth for 2019-2020 (fifteen pairs). Program for Adjunct Faculty: In considering how to support adjunct faculty, it quickly became apparent that this group had no formal mentoring at the departmental, college, or university levels. For the pilot program, we chose a Group Mentoring format to foster connections with other adjunct faculty and to the university community. In 2017-2018, we offered three workshops, which were well received. We expanded to three workshops this year and plan to continue the expansion in 2019-2020. This presentation will detail the process and lessons learned from establishing these two programs. Additionally, we will describe our assessment, current, and future research strategies for ensuring sustainability.

Campbell, M., Bass, Y.

University of North Alabama, Memphis Teacher Residency

Acoma B

Ensuring Mentor Success through Strategic Professional Development

New teacher mentoring programs have the potential to ease novice teachers' early career stressors, increase retention rates, and promote more rapid skill development. However, many mentoring programs are haphazardly organized and do little to systematize the development of mentor teachers. Programs that fail to offer mentors individualized professional development and ongoing feedback miss countless opportunities to enhance individual efficacy and mentoring prowess, ultimately undermining student achievement. Meaningful mentoring depends on equipping veteran teachers with the skills, mindsets, and strategies to support new teachers' development. This paper outlines the Memphis Teacher Residency's (MTR) mentor professional development curriculum, including the curriculum's history, current design, and areas for further development. The Memphis Teacher Residency is a four-year, alternative licensure program that supports teachers in the Shelby County School system in Memphis, Tennessee. Notably, MTR's mentor professional development curriculum includes opportunities to share best practices between mentors and hinges on unique, need-based development for all participants. This ensures that newly minted mentors encounter different learning opportunities than more seasoned experts. Participants engaging in this session will encounter a comprehensive overview of the need-based mentoring program that offers mentors ongoing, targeted development. This mentoring program, in part, has contributed to MTR being rated in the top performance category for each domain of the Tennessee state report card since 2013 and has boosted MTR's three-year teacher retention rate to 92% (compared to the district average of 60%).

Davis, R.

Simmons University

Fiesta A&B

Collaboration And Outreach: Let's Work Together to Support Undergraduate Women in STEM

The Science, Technology, Engineering, and Mathematics (STEM) fields have been at the forefront of scholarly research and international news. Women continue to be underrepresented in the STEM fields and this has been an issue for over 30 years. While the number of women in some STEM fields has increased, they are still underrepresented compared to men. Support from faculty members and advisors is extremely important to undergraduate women in the STEM fields. An academic library is a central place on college campuses and academic librarians could collaborate with faculty members to provide support for undergraduate women in STEM. This also means more outreach with the faculty and students to work together to provide library resources, programs, and events. One reason why women continue to be underrepresented is because they do not receive enough support. This study is an extension of a previous study by the author at a Research-Intensive University in the USA on how undergraduate women in the STEM fields use academic library resources and services (Davis, 2015). For this paper, the focus will be on the undergraduate women in the STEM fields and academic librarians/library staff who are STEM liaisons and were interviewed about their experiences as STEM majors, providing outreach and collaboration. The goal is for this paper to lead to opportunities to provide more support for undergraduate women in the STEM fields.

Sood, A.

The University of New Mexico

Isleta

Assigning Mentors for New HSC Faculty Hires: A Preliminary Policy Evaluation

Effective practices for selecting mentors for new faculty at academic health centers (AHC) are currently unknown. The University of New Mexico's School of Medicine assigns a mentor to all new faculty at the time of hire. The effectiveness of this policy measure has not been previously evaluated. The research question was to determine the proportion of new faculty mentees who meet with their assigned mentors before their mandatory orientation held within their first year of hire. At the orientation, faculty are surveyed about

their response to the institutional policy of assigning mentors upon their hire. The proportion of new faculty mentees who met their assigned mentors prior to the orientation event constituted the primary study outcome. Of the 289 new faculty surveyed, 79.9% met their assigned mentors prior to the orientation - most meetings were weekly (48.8%) or monthly (27.9%). Among those who had not yet met their mentors, 65% planned to meet them within the month of the survey. 5.5% of all faculty reported a change of mentor from their initial assignment and 2.8% stated that they needed a different mentor. Physicians were less likely to meet with their assigned mentors than non-physician faculty ($p=0.02$). The preliminary policy evaluation demonstrates that most new faculty either meet or plan to meet their assigned mentors. Most participants stated that they did not need to be assigned a different mentor. Assigning mentors for new faculty hires may be considered a best practice at an AHC.

Oglensky, B.

The City University of New York
Lobo A

Vital and Risky: The Ambivalent Ties of Mentorship

In this paper, I offer a fresh perspective and authentic voice to the complicated feelings that attend mentorships. Using vivid case narratives, I examine the intense hopes and longings that get stirred up in these professional connections as well as the turmoil created by disappointments, betrayals, competition, and the mere readiness to move on. My research is based on in-depth interviews with scores of mentors and protégés in longstanding relationships representing a range of career fields including business, the arts, journalism, and academia. Unpacking a series of prototypical relational struggles that are linked to common dynamics of idealization, loyalty, and generativity in mentorship helps us to trace how tensions emerge from strong emotional bonds. In other words, I will show how the bonds in each of these emotionally-laden processes can also bind. The decision to focus on ambivalence in mentorship sets this exploration apart from most studies on the topic that tend to either minimize or exaggerate the conflicts intrinsic to these relationships. My hope is that academics and practitioners in the social sciences, management, and organizational consulting and program planning fields will appreciate the research for its attempt to offer an honest appraisal of mentorship's emotional ups and downs, its contribution to revealing the depth and messiness of emotions within these relationships, and for its practical, yet cautionary implications for mentorship programs.

Merriitt, R.

Athens State University
Lobo B

Success, Growth, And Outreach of a University Faculty Mentoring Program

Athens State University has had a successful mentoring program addressing the needs of first-year tenure track and non-tenure track faculty since 2012. During the 2018-2019 academic year, the program became more robust with the establishment of an active mentors' cohort, encouragement of peer teaching observations, exposure of the program goals and functions to all university faculty members, and the creation of a southern regional single-day conference entitled "Mentoring for Faculty and Academic Staff in Higher Education," scheduled for November 2019 to be held at Athens State University. The genesis for the idea for the small regional conference was due to a plenary Q & A session at the Mentoring Institute Conference of October 2018, which propelled the attending body into a discussion regarding the efficacy of the conference. This regional conference is a joint effort of the Office of Academic Affairs at Athens State University and the Faculty Development Office at Calhoun Community College, and its primary goals are to encourage higher education employees invested in faculty and academic staff development to learn about innovative mentoring practices from other institutions, to share their successes and failures, and to broaden the conversation about academic mentoring and coaching. The faculty mentoring program has become such an integral part of the faculty culture that there is a parallel staff mentoring program now being developed by staff members for the successful onboarding of new Athens State University staff members.

Saldanha, A.

Universidade Autónoma de Lisboa
Luminaria

Mentoring in Translation: A Future Reality?

lobalization is changing the translation world daily. The need to know more about new technologies, clients, companies and social networks is becoming more and more demanding and competitive. The recently graduated translators usually do not know where to go, what to do or even who to contact to start their careers in translation. It is well known that there are innumerable webinars, books, blogs, webpages, and even Facebook pages indicating what to do, what not to do, rates, how your CV should look like, etc. but are these pieces of advice of real translators? Translators, who work daily with clients, who understand their demands, requests, questions? As far as today's trends, the answer is NO. Most of these pieces of advice are just theoretical and far away from the real translation world. Therefore, Mentoring is becoming a very important tool to help and guide new translators starting their careers. An effective and well-oriented mentoring is a powerful way to orient these translators on how to create their CVs, where to send CVs, how to approach clients, how to answer emails and how to negotiate rates in an efficient way. Mentoring is crucial when properly delivered by professional and experienced translators, to help develop careers. The advice and orientation sessions are almost a "weapon" to destroy the barriers created by opinions, by influences or even by universities. This new trend is the future path of new translators and is the future of the translation industry and professionals, however minds and spirits need to be opened and engaged in this new way of developing skills.

Schipani, C.

University of Michigan
Mirage & Thunderbird

The Double-edged Sword for Women Seeking Advocacy Mentors

Mentors play an important role for women seeking to attain top positions in organizations. Although mentors may play a variety of roles, the most important for achieving leadership positions is what some now call advocacy. Researchers, including the authors, have illustrated this in a variety of settings. Yet, research tends to overlook the difficulties in establishing this relationship. The paper begins by examining the dearth of women in leadership positions and some of the factors involved in their severe underrepresentation. It then examines the current challenges in establishing an advocate/protégé relationship. For example, one challenge is the significant barrier caused by the #MeToo movement. The movement has become a double-edged sword for women. On one hand, it has given women a voice and the courage to speak out when they encounter sexual harassment and assault in the workplace. It has also provided a few women quicker promotion to a leadership position. On the other hand, it has made men more leery about spending time with a female subordinate in the workplace. This hampers the development of a significant mentoring relationship. This issue is not unique; the same thing occurred after the hearings for Clarence Thomas to be appointed to the U.S. Supreme Court. This research examines the similarities between then and now, and whether tactics employed then might be helpful now. In addition, it identifies the characteristics of a successful advocacy mentorship and how organizations can foster these.

Breakfield, I.

One Voice
Sandia

Mentorship Relationships: A Conduit for Graduation Success

Despite decades of outreach and support, there continues to be a disparity in the numbers of underrepresented students graduating from college compared to their typical peers (Snyder, de Brey, & Dillow, 2016). Using a unique mentorship model with the same population, Scholar Excel (pseudonym), a college access organization, has a 95% college graduation rate. This study examined the science of the mentoring relationship between Scholar Excel's mentors and mentees and how it affected their college graduation attainment. This qualitative case study used semi-structured interview questions to examine the meaningful experiences of nine mentees who had all graduated within the past five years, providing details regarding how the mentorship relationship shaped their experiences in college. Five significant themes emerged from participants' passionate voices, detailing their educational passage from early hopes to college graduation: aspirations, mentorship, self-doubt/imposter syndrome, emotional challenges, and self-efficacy. These interviews and themes were analyzed within the conceptual frameworks of social construction and social cognitive theory. The interviews documented the transformation in participants' belief in themselves and the development of self-efficacy as an effect of the mentor relationship. The mentors provided a framework of guidance and support as the mentees faced challenges and barriers as underrepresented college students. Unless we investigate mentoring strategies, practices and engage in the science of mentoring we won't know how to create programs and policy initiatives for educational leaders in both K-12 environment and higher education to better support underrepresented students.

Veas, G., Veas, K.

Ashland Theological Seminary, The Los Angeles School of Mentorship
Santa Ana A

The Autobiographical Narrative Framework: Fostering Risk-taking in Mentorship

History is a crucial key to providing context to the stories that are told every day in conversations between mentors and protégés. Unfortunately, when the past is discussed, storytellers can be negligent in sharing the truth, the whole truth, and nothing but the truth. This is especially true of mentors who may be tempted to present an abridged version of their narrative due to time constraints, skipping over relevant background information for the sake of brevity. Others may choose to shape their story in a sanitized manner, centering in on personal triumphs and avoiding the tragedies that happened to them in order to shelter their protégés to the dim realities of life. Historically, mentors and heroes have served as role models providing templates for what is possible because they serve as trailblazers, illuminating a tangible legacy for their protégés. In a sense, documentaries and feature films allow audiences to go back in time and be immersed in different time periods to learn from the example of historical figures and what they faced at various stages of life. Ideally, biographies offer an uncensored perspective of what actually occurred, providing details on the specific incidents that were turning points in the lives of individuals. In this paper, Veas' Autobiographical Narrative Framework will be explored as a means of providing mentors with an in-depth storytelling methodology that allows them to share their lives with their protégés in order to facilitate transparency and vulnerability, which fosters community and transformation.

Manasse, M.

San Diego Mesa College
Santa Ana B

Building a Culture of Leadership: The Growth of Educational Professionals

The Learning Assistance Project (LAP) is a community of practice which aims to strengthen and professionalize learning assistance (e.g., tutoring and supplemental instruction) within the California Community College system. One of the LAP founders will present observations from the past six years of this work, which has expanded and bolstered a statewide professional learning and leadership network for all learning assistance educators, including faculty, staff, tutors, and Supplemental Instruction (SI) Leaders. He will discuss the impact of the Reading Apprenticeship Framework on his work (Schoenbach, et al., 2012), and how this research led to the creation of his Educational Professional Framework (EPF). The EPF focuses on supporting tutor growth in multiple dimensions: tutoring, leadership,

andragogy, and equity. The presenter will then describe major statewide accomplishments in California connected to these frameworks, including the development of an annual tutor/SI conference known as Tutor Expo, the development of a tutoring coordinator leadership institute (LAPLI), as well as the development of other expanded opportunities for educators to share resources and successes across the state. Lastly, the presenter will zoom in to discuss how this statewide work has impacted the leadership development of tutors at his home campus, including the creation of mentor tutors, leadership team tutors, as well as tutors who lead professional learning on campus as well as across California.

Wang, H., Resendez, J., Quintana, F.

Texas A&M International University
Spirit Trailblazer

Mentoring Freshman Students at Texas A&M International University

Mentoring first-year college students have been a priority at Texas A&M International University (TAMU) for more than 10 years. The objectives of this work are to develop methodologies to help the students become independent at school and in life and to develop indexes that can be used to predict academic success and adaptation to college life. This study is based on the responses to a Beacon student survey. After the indexes are developed, the students will be grouped in clusters depending on the prediction of their academic success and adaptation to college life. With this information, different methodologies will be proposed to help students depending on the cluster they belong to. Based on Beacon Factors, researchers compared the status of the students at the beginning of the academic year and at the end of it.

Concurrent Sessions 10:00-10:45 AM

Shavit, P.

Beit Berl college
Acoma A

Professional Learning and Mentoring for Special-education Student Teachers

An important component in training teachers is the field experience pre-service teachers (PSTs) gain by teaching actual classes with an in-service teacher present. Evidence points to the important role that in-service teachers-as-mentors have in shaping the student teachers' outlook toward their profession. This study aimed to characterize the types of mentoring feedback given by in-service teachers who agreed to supervise and mentor pre-service special-education teachers but did not undergo any specific training for mentoring. The study took place in schools for special education or in self-contained classrooms in a regular school and is based on the analysis of 40 reflections written by the PSTs in their third (final) year of study during their field experience. Journal entries that expressed thoughts about the PSTs' interaction with their teacher mentors and opinions about the feedback and support received vis à vis teaching were gathered, analyzed qualitatively using content analysis, and categorized into themes and subthemes. The findings suggest that feedback from a senior-level teacher is an important aspect of learning and that mentoring contributes to the PSTs' self-efficacy. However, the findings also suggest a lack of uniformity in mentoring efficacy, suggesting that in-service teachers who volunteer to cooperate in such programs should undergo at least a minimal level of training to be able to ensure maximum benefit for the students. Keywords: Pre-service teachers, mentoring, reflection, feedback, qualitative analysis.

Moehringer, J.

Technical University of Munich
Acoma B

Improving the Advisory Expertise of Mentors - A Module-based Training Program

This paper presents a training concept for mentoring student teachers during their practicum at school and the evaluation of the participants' reactions. The developed and conducted preparation program consists of three modules, which build on each other. The modules aim to improve the interaction between mentor and student-teacher as well as the quality of teaching at the schools recognized for hosting student teachers for their practicum. Video-based reflection of various teaching situations and conversations between mentor and student-teacher are systematically used as effective teaching methods in the mentor-training program. The article ends with the presentation of the participants' reactions on the course (N=280) and conclusions based on these results.

Tayebi, K., Fox, L., Tayebi, S.

Sam Houston State University
Fiesta A&B

Critical Mentoring: Empowering Students to Evaluate the System

College mentoring has often focused on ensuring students learn to navigate the academic system and acquire the necessary academic and social skills. Mentors who work with first-generation, economically disadvantaged, and diverse students focus on teaching skills to support assimilation into the academe, adapting to the system and fitting into the existing power structure. Yet as Critical Race Theory has begun to influence thinking throughout education, mentoring has a duty to evolve as well. Critical mentoring starts with a non-deficit model. This shifts the nature of the mentoring relationship from power in a hierarchical structure to one of mutual respect and understanding, emphasizing the mentee's experience and voice. A mentor with this approach not only focuses on the student but also seeks to empower and engage the community following the adage "Nothing about us without us" (Charlton, 2000). Thus, mentees become partners, facilitators, mentors, and evaluators, helping build and improve the program, strengthening their own commitment in the process. Mentoring no longer focuses only on the skills for achievement in the academe, but instead, mentors critically evaluate the power and privilege inherent in the present structure rather than simply replicating the existing system that has historically excluded the very students we mentor. This paper will discuss the implementation of critical mentoring in high school and university setting.

Mandrekar, J.

Mayo Clinic
Isleta

Science of Mentoring: Applications in Healthcare Setting

The availability of large scale databases from businesses and the healthcare industry has contributed to high demand for skilled professionals with a background in data analytics. The statistical field continues to grow rapidly with the advent of big data and data science programs. Many institutes are offering short term certificate courses targeting the development of skills required for securing a job quickly. Huge demand and relatively short supply have opened up a plethora of opportunities for individuals from “under-represented minorities”. The term under-represented minorities is not limited only to the ethnic, racial or geographical background but also includes individuals from non-STEM disciplines (Science, Technology, Engineering, and Mathematics). It is becoming increasingly important to have a developmental relationship in the form of mentoring for career advancement. Statistical and clinical organizations have started offering webinars and short courses at national meetings. They also offer pilot programs that provide mentor-mentee matching. Although, one has to pick up the necessary skills while on the job, the mentor-mentee relationship is critical to this learning process. With the need for a diverse set of interactions and expectations, a team of multiple mentors may be needed to cover different domains in today’s complex work setting. The roadmap needs to be developed by assessing a complete portfolio of a mentee. Efforts done by the statistical, clinical organizations as well as academic medical centers and insights from personal experience will be discussed. Novel ideas and strategies for making an organizational impact and navigating through the career path will be presented. These concepts are readily translatable to non-healthcare settings as well.

Ruiz, J., Hosburg, S.

Peer Jacks Mentoring, Northern Arizona University
Lobo A

A Counter-intuitive Approach to Student Development

Not giving a f*ck is a difficult concept for some college students to grasp. With having a constant connection to the world through social media comes pressures to curate a perfect image, a need for peer validation and stress associated with “chasing the likes,” all leading to students that struggle. In the field of student affairs and particularly in the area of mentoring, professionals are dedicating energy in supporting struggling students. The New York Times Bestseller *The Subtle Art of Not Giving a F*ck* (2016), brings a contemporary spin on student development theory. The author incorporates theory from Sanford’s Challenge and Support, Baxter-Magolda’s Theory of Self-Authorship and Bridges’ Transition Theory. Utilizing the content from *Not Giving a F*ck* can have a positive effect on the mentoring setting. By exploring the concepts of not being special, problems with seeking happiness, embracing failure, and clarifying personal values, leads to a deeper understanding of self and well-adjusted students. Student affairs practitioners at Northern Arizona University demonstrate how the use of these concepts within mentoring settings support students’ personal development and inspires reflection and growth.

Partlow, K., Abramson, J., Ward, E.

University of Nebraska - Lincoln, University of Utah, Indiana University - Purdue University Indianapolis
Lobo B

Evaluating Professional Society Mentoring Resources Designed to MESHH Matched Pairs

Mentoring is a professional responsibility and a key component of professional development. The National Organization of Research Development Professionals (NORDP), comprising over 900 members whose institutional roles include enhancing research excellence and competitiveness, began matching mentee-mentor pairs with similar interests through a formal Mentoring Program in 2011. In 2017, NORDP started an iterative process of developing resources, including an OnBoarding Packet, to support the success of matched pairs by leveraging Mentorship, Expertise, Support, and Helping-Hands (MESHH). Developed with a combination of new and existing resources, the OnBoarding Packet includes materials to guide the initial conversation, conduct a skills self-assessment, map a mentorship network, and create an individual professional development plan. NORDP surveyed participants to determine the usefulness of the resources for mentoring pairs and gather feedback for how the resources could be improved, which led to the development of webinars that provide a step-by-step orientation to each tool. While the OnBoarding Packet is optional for matched pairs, 75% of participants in 2017 who employed the tools found them very or somewhat useful for their mentoring relationship, which increased to 90% for participants who watched the webinars in 2018. This panel session will provide an overview of the resources available for mentoring, present the results from the survey, and describe how evaluation helped strengthen the materials themselves and the overall program in general. These strategies could serve as a guide for implementing and enhancing effective mentoring programs while providing a framework for studying professional mentoring programs.

Shenkman, M.

Desert Sky Aspiration Mentoring
Luminaria

From Goals to Aspirations: The High Art of Mentoring

As we consider the topic, “Towards a Science of Mentoring,” we must not lose sight of what we do in this practice: Help people feel more alive, feel that they can become stronger and enact what they value most in life. I propose that by centering our attention on mentees’ aspirations, we can develop mentoring as a practice that is acknowledged as being at least a “high art” that merits its own singular status among the helping professions. I further propose that the guiding concept for mentoring aspirations is that of “transduction,” the process by which energies modulate, shape matter and relations in order to sustain their characters as powers capable of doing work. This notion concentrates the mentoring conversation on the movements of energies in the mentee’s lives rather than on habits, goals

or ambitions. By directing our discerning and listening of the mentees' accounts to these flows, the mentoring conversation valorizes the specific feelings that aspiring effects generate and guide the conversation into creative explorations of the mentees' creative lives. Because mentoring aspirations has as it's standard cultivating the ability of people to change their lives, rather than replicate available models of success, it precludes having the "hard data" that sciences require. However, the method of "Transductive Analysis" does distinguish mentoring as a distinctive practice that at least merits the status of being a "high art," by which what inspires us, moves us and makes us human are valorized and then translated into aspiring practices.

Salisbury, M.

University of St. Thomas
Mirage & Thunderbird

The Sixth Language: How Digital Mentors Are Changing Everything!

This sixth language changes everything. Human mentors can now share their expertise with a digital advisor or digital mentor. That digital mentor can then communicate that expertise to guide human beings in speeding the creation of innovative products and services. And we can field digital mentors with these innovative products and services to speed their adaptation and usage. This new language defines who we are in relation to our intelligent machines and how we will make a living in the age of automation. Simply put, our job will be to learn; we will use this intelligent technology to help us learn and disseminate the resulting knowledge to guide others. Consequently, our intelligent machines will accelerate innovation and speed its adaption. This will help not only increase productivity but speed our response in tackling the most difficult problems.

Crumpton, M.

University of North Carolina - Greensboro
Sandia

I am Emotionally Intelligent and Ready to Mentor!

This paper is based on work performed around a previously published chapter (Crumpton, 2015) that was the foundation for a program developed for mentoring library and information science professionals. The concept involved creating emotionally-intelligent mentors that can guide mentees through career processes such as promotion and tenure, and influence new professionals through various professional organizations such, as state or local chapters or regional institutes that include mentoring as a component. The paper and poster will cover the basics of emotional intelligence (EI) as it relates to skills needed by mentors in a mentoring relationship, formal or informally. Utilizing principles from current literature related to mentoring, EI skills needed for a mentoring relationship are presented and demonstrated. Mentoring is making an investment into a relationship, which is why having an emotionally-intelligent mentor can be critical to the success of any mentoring program or relationship. Emphasis will be placed on teaching and ensuring that mentors have good emotional intelligence skills by exhibiting strong self-awareness in their ability to motivate and influence others. This self-awareness should be developed into social awareness skills that allow mentors to provide an impact to mentees beyond their own needs but focuses on what is best for the mentee. A case study included in this presentation will focus on librarians from North Carolina who have been trained as mentors, both for their institutions and in guiding others through career advancement and as graduates working with new participants in the North Carolina Library Association Leadership Institute.

Remington, K.

Stanford University
Santa Ana A

Credible Messengers - Transformative Mentoring in Reentry

This project examines a case of an organization working to help formerly incarcerated young adults, to better understand how relationships with adult mentors alongside a weekly group transformative mentoring class aids in the process of reentry. Mentoring programs may offer a promising approach to support young adults in the process of reentry. However, research on mentoring typically focuses on outcomes and not processes thus limiting the ability to disseminate these programs more broadly. Despite the prevalence of mentoring, social scientists are in the early stages of understanding the specific actions associated with mentoring and examining mentoring in context. Using a qualitative case study design, this study investigates the complex mentoring process that occurs in the context of reentry. Through observations, interviews, and document analysis, this project addresses the following central question: How do the adult staff at one organization create a learning environment and develop relationships through transformative mentoring to support formerly incarcerated young adults in the process of reentry? This research contributes to the fields of education and mentoring by developing an understanding of what mentoring looks like in the context of reentry and informing theories about informal learning and youth development more broadly.

Grimes, M., Lisanti, M., Viet, M.

Radford University
Santa Ana B

Developing A Model For Mentoring Future Teachers

Beginning fall 2018, Radford University's (RU) College of Education and Human Development established the Schoolhouse Learning Community (SLC). The SLC is an immersive living and learning community intended to support and encourage students seeking teacher licensure. A major component of the SLC is to provide individual and group mentoring across topics ranging from the first-year transition to college, through developing skills of effective professional educators. As the year progressed, the plan for mentoring students quickly morphed into a series of unexpected (yet welcomed) formal and informal mentoring encounters with our students. Using data collected as part of a broad study of the SLC, we developed an adaptive mentoring program for our students that includes

both formal and informal interactions with faculty and peer mentors, progressive leadership development opportunities for our students, and ways to capture the individual and collective stories of students in the SLC. We will present evidence that suggests students' interactions with faculty intersect with the professional characteristics and dispositions of professional educators. In addition, we will share preliminary findings that suggest building a community of future educators using a framework of formal and informal mentorship, and leadership opportunities will better prepare prospective teachers for their future careers in education.

VanDerveer, B.

Ohio University
Spirit Trailblazer

Building a Mentoring Culture among Faculty in Higher Education

In an increasingly diverse and multidisciplinary workforce, building the mentoring capabilities of faculty, staff, and administrators who guide the university now and in the future is a journey. Creating and sustaining a mentoring culture is a journey of organizational learning in which mentoring competency and mastery are enhanced at all levels: participant, leadership, administrative, and institutional. Mentoring requires a culture to support its implementation and fully integrate it into the fabric of the organization. For example, a mentoring culture that ensures high-quality relationships requires leaders to actively support mentoring efforts through word, example, allocation of resources, and transparent positive reinforcement. Organizational mentoring programs designed to create cohorts of experienced and well-trained mentors will accelerate the advancement and elevate the quality of mentoring throughout institutions. Mentoring programs are essential in attracting, developing, engaging, and retaining talent. This paper examines the characteristics of mentoring training models in higher education. Program areas include purposes, structures, participant selection, and eligibility, curricular topics, evaluation instruments, participant recognition, and resources. Common themes and key elements will be presented. Having a systematic analysis and discussion about mentoring facilitates a method for tackling the knotty challenges inherent in the job. While each institution's culture, context, structure, and circumstances are unique, it is critical to learn about other model mentoring programs. For the participants, even with 20-30 years of mentoring experiences, significant improvement in competencies and increased awareness of factors that shape relationships has been evident.

Concurrent Sessions 2:00-2:45 PM

McCallum, D.

The University of the West Indies
Acoma A

Professionalizing Mentoring: Transforming Teacher Mentoring into an Element of Professional Practice in Education

Teacher mentoring has had a chequered existence in educational practice in Jamaica and perhaps in other parts of the world. Mentoring the concept has quite a long history, the idea and practice originating in classical literature. It is formally practiced across many non-education sectors and is heralded as useful. In education, Casey and Claunch (2005) in commenting on the status of mentoring in education almost two decades ago, noted that it was still "a fledgling initiative." While noting the existence of successful programs in some states and school districts in the United States, Casey and Claunch was of the view that "...the mentoring of beginning teachers has not been fully institutionalized in public education" (2005, p.98). The lack of formal and sustained mentoring has been blamed for the rate at which newly prepared teachers flee from the classroom (Gordon, 1991; Boreen, Johnson, Nidday & Potts, 2000; Ingersoll & Collins, 2018). It is cause for concern that teaching, which is a helping profession, provides very little support to those who will ensure the future of the occupation. It is no secret that many beginning teachers learn or are socialized into the 'unhealthier' aspects of a schools' culture from informal mentoring and unreflective practice derived from unsupervised and unsupported teaching (Deal & Peterson; 1999; Gordon, 1991). This paper will examine and draw parallels between the development of teacher professionalism through the process of becoming a professional teacher and suggests that teacher mentoring needs to be professionalized and practiced within a more scientific framework.

Lim, C., Ludwig, S.

Northwest Missouri State University
Acoma B

Factors of Effective Mentorship

The idea of "...it takes a village..." is true in raising a child and can be applied to nurturing new university faculty. Almost all universities would have some form of faculty mentoring program where new faculty are assigned a more senior faculty to provide guidance and support. The generic mentorship program is generally provided in the first year with hopes that new faculty would have gained a sufficient understanding of the university's system to survive and thrive. At a small Midwest public university, the School of Business initiated a mentoring program where new faculty are assigned mentor(s) who work with them until they apply for tenure and promotion. The lead mentor works closely with the School Director to strategically develop trajectories to help new faculty succeed. In the past decade, the mentorship program in the School of Business resulted in a 100 percent success rate with five assistant professors achieving tenure and promotion to associate professor. New and junior faculty are receptive to recommendations and work diligently to accomplish milestones every year. During the writing of this paper, there are four junior faculty who are in the program and one of the junior faculty shows the potential of being on the fast-track for promotion. This paper intends to share the school's mentoring program to help other universities interested in retaining their recruits for the long term.

Reams-Johnson, A.

Florida State College - Jacksonville
Fiesta A&B

Cross Racial Mentorship and a Path to Inclusion

Improving rates of diversity and inclusion has been a topic in higher education for decades (Elliott et al., 2013). Many higher education institutions choose to make diversity a focal point of their mission, vision, or values (Elliott et al., 2013). Higher education employees are often interested in professional growth and look to mentorship as a part of their professional development (Gardner, Bennett, and Pearson, 2014; Jackson, 2004; Wolfe and Freeman, 2013). Cross racial mentorship through mentorship circles could provide a path to inclusion for higher education at large. There is a path by which institutions or academic organizations could design mentorship experiences to encourage cross-racial mentorship. There should be a reminder to professionals that there is no one form of mentorship. The field of Higher Education should encourage administrators of color, particularly African American administrators, to expand from the traditional approach of mentorship and instead build a large network of mentors. New ideas on mentorship can highlight an opportunity for institutions to reexamine their design of internal mentorship or leadership programs. Higher education associations and institutions would do well by encouraging mentorship across racial and gender lines. Mentorship has been recognized as a pathway to assist individuals with personal or professional development. Rarely is there thought focused on the benefits of mentorship by impacting cross-racial relationships or inclusion within the field at large. Each participant in a mentoring relationship can leave it endowed with knowledge related to diversity and use this information to better institutional practices.

Borrego, M.

University of New Mexico
Isleta

Increasing Underrepresented Junior Faculty Health Researchers: Mentoring Lessons Learned

There is a continuing need to develop strategies to increase the number of junior faculty, especially those from underrepresented minority (URM) populations who are involved in and leading health research studies. The literature demonstrates the effectiveness of mentoring and the need to strategically hone existing models for implementing effective mentoring on-the-ground and in everyday practice. In trans-disciplinary, multi-level, community-engaged behavioral health disparities research, the dearth of experienced URM researchers diminishes the quality of the research itself. With funding from the National Institutes of Health (NIH), the Transdisciplinary Research Equity and Engagement (TREE) Center for Advancing Behavioral Health initiated an innovative model for building capacity among junior faculty, with a focus on URM, to increase the inclusivity of the research pipeline. This model involves mentoring, training for grantsmanship, and manuscript development and submission. Junior faculty obtain pilot funding through a grant submission process, conduct and manage a behavioral health research project, and generate scholarly products. Junior faculty awardees are required to identify and work with both community and academic mentors to develop a mentoring plan. Lessons learned to include the challenges of recruiting URM mentees and both academic and community mentors, the need for mentor/mentee pairs to meet frequently given time constraints, and over-burdening of senior URM mentors. Addressing these challenges will improve the program's ability to recruit and mentor URM into leadership positions in behavioral health research.

Campbell, H., B., Freeman, H., R.

The University of Texas - Dallas
Lobo A

A Sustainable Peer Mentoring Program for the Transfer Student Transition

Identified challenges experienced by UT Dallas transfer students include a sense of belonging, campus resource knowledge, physical campus familiarity, research engagement, and faculty connections. Additionally, the shifting diversity in incoming transfer populations challenges historical stereotypes of transfer students. This type of pertinent internal and external research of the current climate for transfer students transitioning from 2- and 4-year institutions to new 4-year institutions indicates the need for clear, innovative pathways to academic success. To support the unique academic and social belongingness challenges of its transfer students, UT Dallas implemented a one-to-one peer mentoring program focused on greater transitional persistence and retention. The Transfer Mentor Program emphasizes leadership development through role-modeling and sharing of decision-making processes, programming to encourage positive academic outcomes, and increased student belonging through shared social and service experiences. This session provides an overview of strategies employed by program staff to engage transfer students in mentoring, optimally harness existing resources for program sustainability and growth, provide personalized and timely support for new transfer students, and create refined practices of program assessment. Understanding Transfer Mentor Program's initial outcomes provide deeper insight into the evolution of transfer populations and the associated necessity for institutional shifts, advantages of refreshed interdepartmental collaboration, and benefits of cultivating student leadership skills that correlate to enhanced career readiness. Additionally, attendees will learn how to evaluate the feasibility of launching or enhancing sustainable peer mentoring

Saracut, F.

Erskine Theological Seminary
Luminaria

Back to the Future: Mentoring and Its Ancient Jewish Roots

Although mentoring came into renewed focus because of the most recent cultural shifts of postmodernity, its roots are undoubtedly ancient. The concept and practice of mentoring have been around for at least 4000 years, as intrinsic elements of the ancient Jewish nation birthed through the events of the biblical story of the Exodus. To survive, the newly formed nation was brought into a covenantal relationship with the God who delivered them from slavery. The instructions given to the Jews in the Ten Commandments were

followed by the stern imperative to “impress them on their children” as a way of life, at every waking moment and station of the day (Deuteronomy 6:9 New International Version). That mentoring encompassed (1) an existential component – mentoring/coaching in the school of everyday life, (2) a situational component – mentoring for personal and societal betterment, and (3) a normative component – mentoring for moral and spiritual maturity. As has already been proven by some innovative and successful educational programs (e.g., Loyola University – Pierce, 2018), there is indeed a considerable educational and cultural gap that can be bridged through wise and dedicated mentoring. Today, the ancient Jewish model still provides useful insights.

Bradley, D.

Liit Coaching Organization
Mirage & Thunderbird

Leadership Development Strategies to Build Leaders through Mentorship Programs

Developing employees to assume leadership positions has never been more critical for organizational leaders given the competitive climate and the shortage of executive leaders. Organizations must develop future leaders at unprecedented rates to assume the roles and responsibilities of the current executive leaders who will leave the organization due to retirement and other forms of attrition. Using mentorship theory, the purpose of this multicase study was to explore strategies that business leaders use to successfully improve their mentoring programs for employee leadership development. The target population consisted of three business leaders located in central Florida with successful experience in improving their mentoring programs for employee leadership development. The researcher collected data via semi-structured interviews and a review of organizational documents. The researcher analyzed data using methodological triangulation through inductive coding of phrases and words. Three themes emerged from the thematic analysis: Mentoring functions are critical for leadership development, multiple modes of mentoring are effective for leadership development, and a mentor's motivation is critical for a successful mentoring relationship with the mentee. Business leaders must understand the processes and functions of mentoring to make informed decisions when considering integrating mentorship programs into the organizational processes and initiatives aimed at leadership development. The implications for positive social change include the development of leaders empowered to make significant contributions to their local communities, allowing leaders to effectively respond to challenges associated with lack of proper health, homelessness, environmental sustainability, and violent acts.

Carter, A.

Nevada State College
Sandia

Teachers Return to the NEST: Nevada Educators Support and Training

The Nevada Educators Support and Training (NEST) Program began in 2016 as a sort of grassroots mentoring program in an effort to mentor the Nevada State College School of Education graduates as they entered the classroom. The program was initiated by two college faculty members who realized their graduates were entering the sixth-largest school district in the United States which was often facing funding shortages, lack of certified teachers, as well as a cut to the new teacher mentoring program. Both being familiar with the research related to teacher retention and mentorship, the two faculty members decided to invite all of the college's education graduates to monthly mentoring meetings. After three years, the NEST program has become an integral part of the School of Education and even the college itself.

Veas, G., Veas, K.

Ashland Theological Seminary, The Los Angeles School of Mentorship
Santa Ana A

The Future of a Social Science: The Preparation & Professionalization of Mentors

Mentorship, as a discipline, derives aspects of other social sciences including education, psychology, and sociology. While taking a course in any of these traditional subjects, students can easily pick up on inconsistencies when professors do not practice what they preach. If a lecturer advocates for the high value of developing deep mentoring relationships citing personal anecdotes and research studies, but at the same time is not hospitable and does not practice generosity within their class, cognitive dissonance occurs for the audience. Mentorship Centered Learning stresses that one cannot truly separate the ways in which mentoring is presented as a concept and what is taught in real-time whether it is a workshop or a training program for mentors. Mentorship Centered Learning is grounded in experience and will not allow for any mentor professional development initiative or resource to be devoid of the way in which the instructor or author is conveying that information. Mentorship is a methodology, which as a discipline is calling for new institutions to emerge which will prepare and professionalize mentors to be more effective. Drawing from other social science disciplines, this paper will propose a model for the founding of a new graduate-level School of Mentorship for leaders to learn about being a mentor and experience protégéship while also being equipped to address modern-day social justice issues through a mentoring lens.

Campbell, M., Maddox, L.

University of North Alabama
Santa Ana B

Bridging Theory and Practice: The Learning Lab as a Model for Pre-service Teacher Growth

As colleges of education grapple with increased demands for preparing pre-service teachers, programs must extract more value from traditional fieldwork and mentoring arrangements. Notably, the wide-scale adoption of the edTPA performance assessment compels programs to offer students regular practice opportunities with aligned content. Unless paired with mentoring, these opportunities will not achieve maximum benefit in accomplishing edTPA and other valued program goals. This paper advances a practical model for creating

a meaningful pre-internship experience for students within a college of education. The model follows an alternating weekly schedule that requires students to learn key content before being released for a week of field-based practice at a common site. This arrangement ensures students have ample opportunity to practice key skills and receive feedback regarding their effectiveness. Stemming from this feedback, students complete a range of assignments including philosophy of education paper, video-based reflection assignments, and a capstone presentation. The capstone presentation also provides the opportunity for students to informally mentor younger pre-service teachers through an explanation of teaching and learning principles. Throughout the learning lab, students experience multiple mentoring opportunities from a graduate assistant, education faculty, administrators, and school-based mentor teachers. These varied mentoring relationships allow for students' holistic development at a critical juncture within the program. Summative data from capstone presentations provide evidence of students' growth across the semester. Programs wishing to revise pre-service mentoring experiences will discover a successful model for adoption or adaptation.

Weekes, K.

Pennsylvania State University - Abington College
Spirit Trailblazer

The Science of Diversifying Faculty: Designing Mentoring to Improve Diverse Outcomes

Our branch college within a major R-1 university has a diverse student population found in no other campus in the system. Approximately 50% of these undergraduates self-identify as students of color; however, faculty representation lags in approximating the racial and ethnic composition of the students. To address this issue, since 2016 we have hired 55 new full-time faculty, 25 of whom are racially or ethnically diverse. Approximately 28% of faculty have joined the campus within the last three years. More important than recruiting and hiring, though, are mentoring and retaining new faculty, providing them resources so that they can continue professional success, develop personal networks, and become an integral part of the campus and the local community. Thus, we have rethought procedures around recruiting, interviewing, and onboarding faculty, as well as the supports we put in place in the first year and beyond. In 2017, we hired 26 new faculty and implemented a mentoring program based on JoAnn Moody's work (2009, 2012). This year-long program's assessment revealed a statistically significant improvement in awareness of institutional expectations and resources. Qualitative feedback, however, revealed more deep-seated issues to address. Diverse faculty entering a homogenous program have particular psychosocial needs best met through community building and diverse professional networks. This paper explains efforts to mentor across racial divides and to create professional connections among diverse faculty.

Concurrent Sessions 3:00-3:45 PM

Reed, E.

Metropolitan State University of Denver
Acoma A

Developing the Whole Teacher: Identity in the Mentor/mentee Relationship

We must provide, acknowledge, and advocate for both the inner identity development and the development of teaching skills in learning how to teach. One way to promote this both/and development is to identify and/or develop mentor teachers in holistic teaching through self-study and reflection for the mentor teacher and the mentee as a part of the relationship-building that is a key to the success of the mentorship (Hobson, 2009). Just as we know that teaching the whole child must have a relational component, we must, therefore, expect to develop and support whole teachers for that work. "Emotional and intellectual safety" and "agency" are part of the mentoring foundational standards (New Teacher Center, 2019) for work with students, and we must open the discussion around these very concepts for teachers who face them each day. It is vital that we prepare and support the wisdom of their calling, their motivation from within that brought them to the work. Keeping our new members and the experienced mentors in the field and feeling rewarded and supported in their work with students is our responsibility, and we must forge stronger partnerships in meeting this goal. This work has three aims: (1) to provide clarity from the literature around teacher identity, (2) to justify the importance of both/and development in teachers' skills and self, and (3) to offer a university and school partnership model of mentor development based on identity and relational teaching and learning.

Huggins, L.

The City University of New York
Acoma B

Spectrum of Mentoring: The Importance of Mentorship during the Undergraduate Experience

In the quest to appreciate the meaning of mentoring at undergraduate institutions, mentors must understand themselves and determine the level of commitment they are willing to provide to foster a successful mentoring relationship in an academic setting. This commitment does not have to be the same for everyone but instead can be variations of investment based on the needs of the mentee and parameters of the mentor. With this in mind, the researcher introduces a new model called the Continuum Model of Investment, which can be used for faculty members at the undergraduate institutions to participate in the mentoring process. This specific Model can be structurally defined into categories from low to intrusive involvement, which can all be beneficial to students. Janssen, Van Vuuren, De Jong (2014) posit that an understanding of the mentee's self-identity and culture can also serve to impact the efficacy of the mentorship experience. At the undergraduate level, the ratio between professors and students makes fruitful mentoring relationships challenging. However, mentoring in an undergraduate setting can be viewed on a spectrum. Anyone in an academic environment, who is open to interacting with students beyond their regular duties, can mentor on some level.

Andreou, S.

Savannah State University
Sandia

Finland's K-12 System and HundrED

The aim of this work is to inform the reader about Finland's success in her educational system. An excellent organization called HundrED provides every year one hundred different innovations for free for improving school performance headquartered in the capital of Finland. Consistently, the Organization for Economic Cooperation and Development (OECD) ranked Finland atop the rankings of the countries with the best K-12 educational system in the world. With the United States spending the most money per pupil in the world and experiencing failing schools, the aim of this paper is to aid in improving the deteriorating situation. Five among the one hundred innovations selected in 2018 are presented.

Pearson, M.

California Baptist University
Santa Ana A

Exploring Mentoring Communities in Online Graduate Programs

Online graduate programs require rigorous, challenging capstone assignments or projects. Mentoring relationships seem like a reasonable option for helping with the challenge of successful completion of the capstone project in the eight-week time period of the course. This study used qualitative phenomenological research. Specifically, the heuristic inquiry was used to collect and analyze the lived mentoring experiences of online graduate students. Heuristic inquiry considers the essential experience of a phenomenon to analyze the essence and meaning of mentoring experiences (Douglass, Moustakas, 1985). Thus, this study attempted to scientifically contribute to the social sciences and education in the area of communication studies and leadership. The research explored online graduate students' mentoring experiences with faculty and other mentors. The researchers analyzed the data to determine the communication and mentoring strategies utilized to develop mentoring communities in online graduate programs. The population consisted of adult graduate learners who enrolled in or completed an online graduate program within the last five years. An online questionnaire was used to prescreen participants. Demographical and graduate program data was collected to determine if the participants qualified for the study. The findings were interesting as they refuted literature (Nemanick, 2015) on accelerant topics. The data provides insight in the area of preferred methods of communication for mentoring relationships, the type of support that was effective according to mentees and the overall value of the mentoring relationship in reference to the capstone project for the online graduate program. Excerpts from the interviews provide insight on stress relief, preferred communication, anxiety control, and overall benefits, and liabilities of the mentoring relationship.

Welkley, D.

California State University - Sacramento
Santa Ana B

Threads of Support: Mentoring Online Doctoral Students

Doctoral students in programs throughout the United States express a need for mentoring as an important element in the completion of their degree (Associate Students of the Graduate Division, 2017; Noonan et al., 2007; University of Michigan, 2006). While several studies explored types of mentor programs and student perceptions of mentoring (Johnson, 2015; Terry & Ghosh, 2015), a review of the literature indicated an examination of doctoral student mentoring from a faculty mentor's lens has not yet been examined. This transcendental phenomenological study investigated the lived experiences of faculty who mentor online Ed.D. students. Five emergent themes surfaced in this study: Theme 1: Development of Trust; Theme 2: Experience as a Doctoral Student; Theme 3: Mentoring is Challenging; Theme 4: Relationship Building; and, Theme 5: Varying Types of Communication. Recommendations surfaced from the implications generated in this study, ranging from programs clarifying that mentoring is an expected dimension of the dissertation dynamic to providing training on communication tools for faculty. Additionally, programs may want to consider the ratio of mentees to mentors based on effective practices for cultivating relationships and ways to support mentors who support a large number of students. In addition to unearthing the essence of shared lived experiences of faculty who formally mentor online Ed.D. students, this study provides a foundation for continued research exploring mentoring relationships in online doctoral programs



Friday, October 25th, 2019

Plenary Sessions

Ballroom A • 11:00 AM- 11:45 AM

Jian Wang

US PREP National Center

STEM Teacher Mentoring: Critical Examination of Its Assumptions, Potentials, and Challenges

STEM education as an emerging field is seen crucial to the nation's scientific and technology innovation that will keep its workforce at the competitive edge, offer individuals ample opportunities to pursue social mobility, and provide the important knowledge, skills, and tools for one's active participation in an ever changing and information society (Bybee, 2013). However, the shortage and quality of STEM teachers becomes a critical concern of policy makers, school administrators, and teacher educators in the STEM education (Hutchison, 2012). Teacher mentoring is seen an effective policy initiative and professional development approach to supporting teachers' learning to teach effectively in order to shape student learning outcome (Huling & Resta, 2010; Isenberg, Glazerman, Johnson, Dolfen, & Bleeker, 2010). Therefore, teacher mentoring in service of STEM education becomes an important issue in the field of teacher mentoring worth a careful and critical examination (Wilson, 2011). This plenary talk will address three issues important to teacher mentoring in service of beginning teachers' learning to teach STEM effectively. It will first identify several lines of conceptions about STEM teacher mentoring and relevant teacher learning practices emerged from the conceptual literature. Then, it will analyze the relevant empirical literature for the potentials and challenges to STEM teacher mentoring along each line of the conceptions. Finally, it will discuss the implications of the above analysis for the policy making, program, and practice development and propose useful research questions central to the further development of mentoring in service of teachers' learning to teach STEM effectively.

Lunch Break • 12:00-12:45 PM • Ballroom B

Ballroom A • 1:00 PM- 1:45 PM

Carole Burton, Carolyn Conn & Diana Pierce

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It Takes a Village: Why the World Café Model Advances the Collaborative Knowledge of Mentor Conversations in the Science of Mentoring

The purpose of applying the World Café Model (2015) for this presentation allows conference attendees to gather and share mentoring perspectives as a "village." The group, as a whole and individually, will reflect upon methodologies and best practices while addressing the challenges the mentoring community faces. Relevant questions will be asked during each segment of the World Cafe experience to advance this year's conference theme "Towards the Science of Mentoring." A World Café Model allows the opportunity to move between tables, meet new people, and link the essence of table conversation discoveries to ever-widening circles of thought. This is the essence of the Café and what sets it apart from other mentor practices. Active listening is perhaps the most crucial factor determining the success of a Café. Through shared listening and paying attention to themes, patterns, and insights, participants begin to sense a connection to the larger, global whole. Through the lens of the Bolman and Deal (2008) Reframing organizations: Artistry, choice, and leadership, we will explore how to reevaluate the use of mentoring as society continues to redefine how we universally work together while suggesting how mentoring can evolve upwards to produce enhanced outcomes.



Friday, October 25th, 2019

Post-Conference Workshops

PART 1 • 8:00 AM to 10:45 AM
PART 2 • 2:00 PM to 4:45 PM

Levon Esters

Purdue University
Fiesta A&B

The Art and Science of Funding Mentoring Programs: Lessons Learned and Strategies that Work • Part 1 & 2

Funding is critically important for the development, growth, and sustainability of mentoring programs. Though research-based projects tend to garner the majority of funding from federal agencies and private organizations; opportunities are available for researchers and practitioners to fund their mentoring initiatives. The purpose of this workshop is to provide practitioners and researchers with strategies and techniques on how to acquire and sustain funding to support their mentoring programs. As part of this workshop, attendees will participate in several interactive activities, engage in small & large group discussion, and be able to have questions related to funding mentoring programs answered by the presenter. The goals of this workshop will be to: 1) highlight various aspects related to the development, growth, and sustainability of a national award-winning diversity-based mentoring program, 2) describe the process of developing, focusing, and framing a grant proposal idea for a mentoring program, 3) identify funding agencies and organizations that support the development of mentoring programs, 4) describe how to document mentoring program impacts and use these impacts to attract funding organizations, 5) develop collaborations and partnerships as a mechanism to bolster the success of mentoring programs, and 6) share strategies on how to integrate a research component into mentoring program activities.

Laura Lunsford

Campbell University
Santa Ana A&B

Managing and Evaluating Mentoring Programs • Part 1 & 2

Successful mentoring programs are tailored to meet individual and institutional needs. In this interactive workshop you will learn best practice in managing your mentoring program from great starts by recruiting the right participants and providing mentorship education to successful endings. You will review common elements to successful programs, while developing benchmarks and creating a plan to improve your program in the future. This interactive workshop will review case studies and ideally, examples from participants to engage in learning that 'sticks'. Be sure to bring the goals of your mentoring program. Bring any completed or planned evaluation for group sharing, critique, and improvement. The morning session will focus on recruitment, matching, and mentorship education. The afternoon session will focus on assessment and evaluation to improve your program. 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 2016 Handbook for Managing Mentoring Programs.

Lillian Turner Eby

University of Georgia
Acoma A&B

Creating a Mentoring Research Project • Part 1 & 2

This interactive, participant-centered workshop will provide guidance on how to develop a research project on mentoring from the ground-up. Participants will gain information and skills related to (1) developing a novel and feasible research project that advances the science of mentoring, (2) effectively utilizing theory to enhance scientific impact and provide evidence-based practice recommendations, (3) selecting an appropriate research design, (4) identifying psychometrically sound measures, (5) and drawing both scientifically meaningful and practically useful conclusions from the data. The workshop will also focus on strategies related to the identification, development, and management of research partnerships with universities, non-profit agencies, for-profit organizations, and professional organizations to obtain access to research participants. In order to have maximum impact, participants will be asked to provide information on current research ideas and general research interests prior to the workshop. This will allow the workshop materials to be customized to the specific needs and interests of participants in order to maximize impact and provide tailored advice. Constructive feedback on participants' research ideas will also be provided in this workshop to guide concept development.

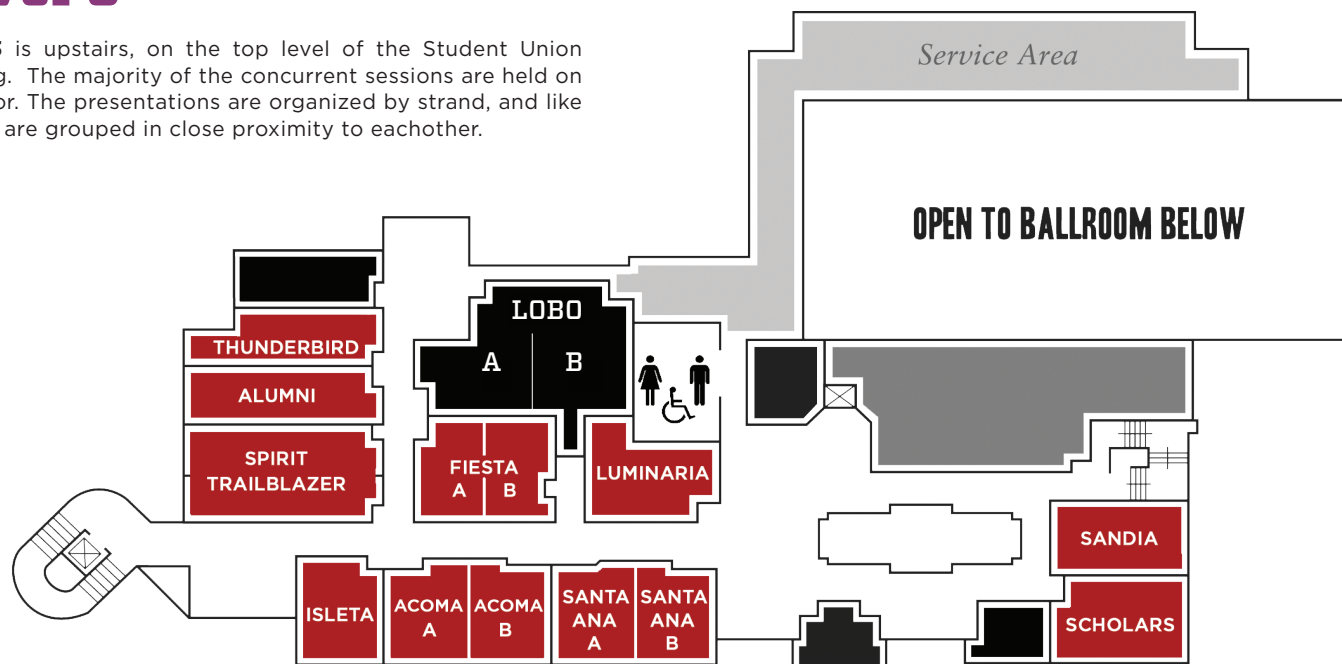
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Conference Venue Maps • Student Union Building (SUB)

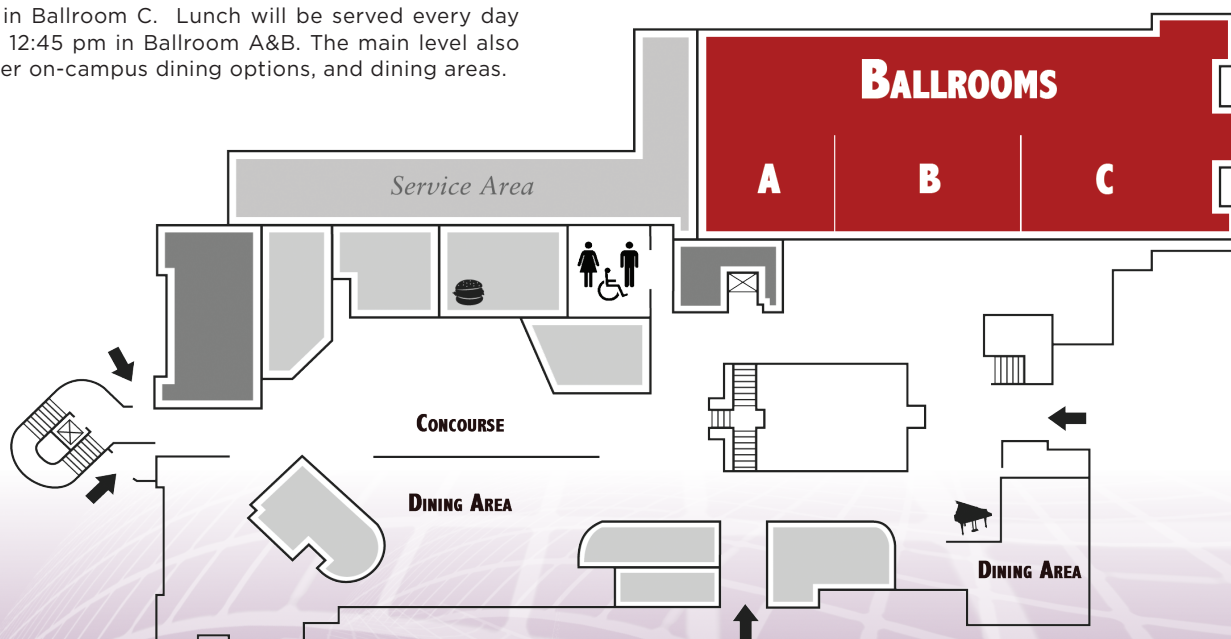
Level 3

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



Level 2

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



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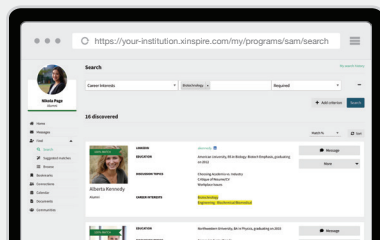
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July 30, 2020

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