

13TH ANNUAL

Mentoring Conference



THE UNIVERSITY OF
NEW MEXICO

HIGH-QUALITY CONNECTIONS

*Developmental Networks
Science & Practice*

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



MENTORING INSTITUTE

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

On behalf of The University of New Mexico, we are pleased to welcome you to the 13th Annual Mentoring Conference, *High-Quality Connections: Developmental Networks Science and Practice*, which features new and exciting proposals from researchers and practitioners examining different types of developmental relationships. This year the forum will look a little different, as it is pertinent to handle COVID-19 measures with the utmost responsibility. On a virtual platform, perseverance through this shared occurrence will ensure that we are still on a path to long-term success and prosperity. By the end of the conference, we hope that every participant will find invigoration from this distinctive body of work.

The goal of this conference is to highlight mentoring as a major component of success, by introducing developmental networks as a means to cultivate relationships among a broad constituency, including higher education, academic researchers, educators, community leaders, administrators, non-profit partners, government agencies, and other professionals. To achieve this goal, we look to the words of Robert Ingersoll: "We rise by lifting others." With this conference, we hope to enforce a sense of community among those who are passionate about sharing knowledge and support; and, it seems as though at times like this, we need it most.

The unforeseen events of this year have not hindered our incredible contributors, some returning presenters, and some new. You will find thoughtful, innovative, and relevant work on developmental relationships and networks. We recognize the strength it takes to uphold excellent relationships, and we would like to thank you for maintaining this excellence. While every mentoring journey will be different for every person, the undeniable, tremendous impact our actions have on others is a valuable tool. We are proud to host the transfer of this wealth of knowledge, as this work will be talked about for years to come.

Since 2008, The Mentoring Institute, a division of Student Affairs at the University of New Mexico (UNM), has hosted the Mentoring Conference at the Student Union Building on UNM's main campus. For the 2020 conference, we still anticipate wonderful engagement with professionals in this unique setting. Spanning five days, the 13th annual conference will feature over 100 concurrent presentations, as well as five plenary sessions, four workshop sessions, two special sessions, one learning facilitation, and one keynote speaker. We are so pleased to have the opportunity to provide a platform for this to happen in a virtual environment.

We are proud of the rich culture, landscapes, and history that New Mexico offers, and we look forward to the next time we can share that with you. For now, we hope that you can find the enchantment of your very own space.

Sincerely,

Garnett S. Stokes
President

James Holloway
Provost of Academic Affairs

Eliseo Torres
Vice-President for
Student Affairs

Nora Dominguez
Conference Chair & Director,
The Mentoring Institute

UNM Mentoring Executives



Garnett S. Stokes, Ph.D.

President

Garnett S. Stokes was installed as the 23rd president of The University of New Mexico on May 12, 2018. Soon after taking office on March 1, 2018, she initiated a multipronged approach to listening to students, faculty, alumni, staff, and community members, including participating in nearly 100 events during her first 100 days in office. During her first five months in office, she travelled nearly 4,300 miles through all 33 counties in New

Mexico as part of her Statewide Listening Tour. To date, she holds traveling office hours across North, Central and Main campus in order to meet with students, staff, and faculty in a casual manner and hear their thoughts on successes and challenges at UNM. On February 5, 2019, Stokes announced the UNM Grand Challenges, calling on researchers from across disciplines to address problems of global, national and regional significance. After receiving proposals from research teams from across UNM's campuses, Stokes chose three focuses for the UNM Grand Challenges: Sustainable Water Resources, Successful Aging, and Substance Use Disorders. She charged researchers with developing goals that enable multiple paths towards solutions and that are relevant across varied disciplines and communities. In collaboration with the Board of Regents, she plans to continue solidifying relationships with key stakeholders to move the University's strategic plan forward. She also continues her success in hiring diverse and talented leaders from across the country, capitalizing on the unique opportunity to hire a Provost and EVP for Academic Affairs, Senior Vice President for Finance and Administration, and Vice President for Equity and Inclusion, all within her first 15 months at UNM. 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.



James Paul Holloway

Provost and Executive Vice President for Academic Affairs

Dr. James Paul Holloway is a Professor of Nuclear Engineering and serves as the Provost and Executive Vice President for Academic Affairs at the University of New Mexico. After receiving the M.S. in Nuclear Engineering at the University of Illinois (1984), he completed a CAS in Mathematics at Cambridge University (1985) and a doctorate in Engineering Physics at the University of Virginia (1989). His professional pathway has balanced a commitment to research with a commitment to education, first at the University of Virginia and, for most of his career, at the University of Michigan where he was ultimately appointed Arthur F. Thurnau Professor and Professor of Nuclear Engineering and Radiological Sciences (now Emeritus) and also served in administrative roles, including as Associate Dean for Undergraduate Education in the College of Engineering and as the Vice Provost for Global Engagement & Interdisciplinary Academic Affairs. Dr. Holloway's research focuses on computational and mathematical modeling with applications that span neutron and photon radiation transport theory, uncertainty quantification, nuclear reactor physics and control, nonlinear dynamics, inverse problems, and plasma kinetic theory. He has also taught appropriate technology development both in the US and abroad in both Ghana and Thailand. He has authored over fifty articles, over eighty refereed conference papers and summaries, a textbook, a biography, and a variety of publications on education and other matters. He has supervised over twenty dissertations. His induction into the Order of the Engineer in 2003 complements his other honor society inductions and both service and leadership in myriad professional societies. As Provost and EVP for Academic Affairs at UNM, he is focused on fostering the excellence of the educational and research environment of UNM, for the goal of positive impact on individuals and communities in New Mexico and across the globe.



Eliseo Torres

Vice President for Student Affairs

Eliseo 'Cheo' Torres has served as Vice President for Student Affairs at The University of New Mexico, a four-year state research university based in Albuquerque, New Mexico, since January 2, 1996. Before coming to The University of New Mexico, Dr. Torres not only served as Vice President for External Affairs but he also taught in the Bilingual Doctoral Program at Texas A&M University in Kingsville, Texas. He has served as Interim President, Vice

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



Tim Gutierrez

Associate Vice President for Student Affairs

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

About the University

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

The 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.

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 MacArthur Fellows, 35 Fulbright scholars and several members of national academies UNM employs 20,210 people statewide, including employees of University Hospital. It has more than 120,000 alumni, with Lobos in every state and 92 foreign counties. Over half choose to remain in New Mexico.



Nora Dominguez, Ph.D.

UNM Mentoring Institute

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

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 and Mission Statement

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

The Mentoring Insitute Serving You

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

This year is an important year for the mentoring institute. The Mentoring Conference will be held completely in a virtual environment in effort to be the most COVID-19 responsible. After over a decade of hosting the conference, we all have built important relationships and grown our community beyond state, national, and international boundaries to interact with professionals from all different disciplines. It is our intention to make sure this always happens.



2020 Keynote Speaker



Dawn Chanland

McColl School of Business

Dr. Dawn E. Chanland is Professor of Management at the McColl School of Business. Dawn has over 30 years of business, consulting, coaching and academic experience and over 11 teaching and research awards since the beginning of her academic career. Dawn's areas of expertise include women's leadership, mentoring and coaching, negotiation, conflict management, organization development and change, and other areas within the management field. She is a frequent public speaker to corporate, government and non-profit groups in the foregoing areas. In addition to her many peer-reviewed leading academic publications on these and other topics, Dawn's research and ideas have been featured in a number of popular press outlets, including but not limited to the Wall Street Journal ("How to Be a Smart Protégé" & "When Mentoring Goes Bad"), New York Times, Los Angeles Times, Forbes, AOL, CareerBuilder, and MSN. Dawn actively consults to and conducts leadership development initiatives for numerous for- and non-profit organizations and government agencies on strategic and human resources initiatives. Her services are varied but mostly center on engagement, strategic planning, staffing analyses, leadership development initiatives, executive coaching, and mentoring programs. She is the director of the 2021 Charlotte CREW Women's Leadership Program. Prior to pursuing her doctoral studies, she was a financial recruiter ("headhunter") with a national firm called KForce. In addition, early in her career, she worked with Transamerica Financial Services in a management training program, where she assisted managerial oversight of a roughly \$50M portfolio of mortgage, personal and automobile loans.

2020 Plenary Speakers



Kathleen Cowin

Washington State University

Kathleen M. Cowin, Ed.D., is a Clinical Associate Professor of Educational Leadership at Washington State University. Kathleen leads the Principal Certification and Master's in Educational Leadership program, and teaches and mentors aspiring K-12 school leaders. Her research focuses on the development of effective relational co-mentoring practices for educational leader formation and the creation of co-mentoring circles among current and former educational leadership students. Kathleen served as a teacher and elementary and middle school principal for over 25 years and also completed her Superintendent Certification. Kathleen is the past Chair for the American Educational Research Association Mentorship and Mentoring Practices Special Interest Group, and in 2020 she was selected as a member of the Washington State University President's Teaching Academy.



Erica Davis-Crump

Progress Now NM

Erica Davis-Crump is born and raised in Albuquerque, New Mexico and is a mother to two teens. She has created and spearheaded several successful youth wellness initiatives. She is a two time TEDx speaker, an activist, and for the last decade has worked in mental health, recovery, Suicide prevention, and reproductive justice.



Lisa Fain

Center for Mentoring Excellence

Lisa Fain is the CEO of Center for Mentoring Excellence, and an expert in the intersection of cultural competency and mentoring. Her passion for diversity and inclusion work fuels her strong conviction that leveraging differences creates a better workplace and drives better business results. Lisa brings her energy, enthusiasm and engagement to any group, facilitating lively workshops and training and delivering interactive speeches with practical steps that can be implemented right away. With Center for Mentoring Excellence founder Dr. Lois Zachary, Lisa is the co-author of the recently released Bridging Differences for Better Mentoring, a book that brings to life the stories, tips and tools for communicating effectively across differences in mentoring. As Senior Director of the Diversity and Inclusion function at Outerwall, Inc., Lisa spearheaded the development, establishment and implementation of its diversity initiative. For almost a decade, Lisa practiced law in the Chicago office of a major multinational, where she counselled employers on creating inclusive policies and practices. While in that role she served as a Master Trainer, training thousands of employees at a variety of companies, large and small, on how to create a better workplace. Lisa also founded Vista Coaching, a division of Center for Mentoring Excellence, which provides group coaching for professional women looking to design and live their best lives. She is a certified mediator. She graduated with a B.S. in Social Policy from Northwestern University and holds a JD from Northwestern University School of Law. She lives in Seattle, WA with her husband and 2 teenage daughters.



Jane Lewes

The Learning Consultancy

A powerful communicator and natural innovator, Jane Lewes is an experienced development professional with a track record in motivating individuals and groups to identify and achieve their learning goals. An expert in work-based learning, Jane uses participative methods to engage, encourage and empower people from diverse backgrounds to work through obstacles, identify solutions and take responsibility for their own personal and professional development. More recently, Jane has been largely based in Birmingham, UK, designing and delivering a number of innovative programs specifically aimed at supporting managers to use coaching and mentoring methodologies to train and retain disaffected unemployed young adults in the workforce. Stockholm City Council adapted the same methodology to support refugees and asylum seekers into obtaining sustained employment. Jane has specific expertise in supporting women in the workplace to work towards aiming for and achieving senior roles in management. One of the key tools she uses is the Political Savvy instrument which enables individuals to identify steps they can take to increase their influence within their workplace. Jane is EIA accredited as a Senior Practitioner in Coaching and Mentoring through the European Mentoring and Coaching Council.



Tayo Rockson

UYD Management

Tayo Rockson is a writer, speaker, consultant, podcaster, professor and brand strategist who runs UYD Management - a strategic consulting firm that helps organizations incorporate sustainable diversity and inclusion practices. As the son of a diplomat, Tayo grew up understanding the nuances of multicultural diversity while living on 4 continents. He has leveraged his experiences to establish himself as an authority in communicating effectively across cultures and personal branding by gracing various stages including TEDx, the prestigious Chautauqua Institution as well as the United Nations. Lastly, Tayo's most recent accomplishments include writing the bestseller Use Your Difference To Make A Difference and launching the national anti-racism campaign called #LetsTalkBias.

2020 Plenary Speakers Continued

**Maggie Werner-Washburne**

University of New Mexico

Dr. Maggie Werner-Washburne is an Iowa-raised daughter of a German father and a Mexican, activist mother. She is a Regent's Professor emerita in Biology at UNM, Past-President of SACNAS, an AAAS Lifetime Mentor (2017), AAAS Fellow, 2011 Harvard Foundation Distinguished Scientist, highly cited researcher, and a recipient of two Presidential awards for research and excellence in science, engineering, and math mentoring. Dr. Werner-Washburne's BA in English was from Stanford. After graduation, she traveled throughout the Americas, becoming interested in ethnobotany (the traditional use of plants for food, clothing, and medicine). She completed an MS in botany at the University of Hawaii, and a PhD and post doc at the University of Wisconsin-Madison. While on the faculty at UNM, she worked at both NSF and NIH. In her genomics work, Maggie worked with engineers, computer scientists and others in the area of software development, data analysis, and biotechnology from Sandia National Labs and UNM as well as with faculty at Harvard, Indiana, and Cambridge. Dr. Werner-Washburne is widely recognized for her work in STEM diversity, through teaching and mentoring, supporting many hundreds of students to obtain advanced degrees and find careers. For the past 3.5 years, Dr. Werner-Washburne's project has been STEM Boomerang www.stemboomerang.org, an extension of her mentoring work. New Mexico has a history of scientific and engineering discovery. STEM Boomerang's mission is to recruit and repatriate New Mexico's high-tech, diverse workforce to drive the economic future of the state that we love, in ways that are New Mexico True.

**Jerry Willbur**

His Heart Foundation

Dr. Willbur has started up and led several successful organizations in the education, healthcare, and high-tech fields, including one that was awarded the National Chamber of Commerce's Blue-Chip Award for best fast growth company. One organization he helped establish and led, Help One Student to Succeed (HOSTS), won numerous national awards for its work with mentoring challenged learners in public schools. With a BA and MA in psychology and a doctorate in human resource development, he is the author of two leadership books published by Corby Books of Notre Dame, numerous articles on mentoring, and a 2018 fiction book involving mentoring, *The True-Blue Revolution*. He is an award-winning researcher in the field of mentoring with his dissertation on achievement motivation and mentoring being selected as the best in the field by the American Society of Training and Development (ASTD). He currently serves on the board of several foundations and is a former board member and Vice President Emeritus for the International Mentoring Association. He also served on a mentoring advisory board for several years for British Petroleum and the Imperial College of London, helping to develop young engineers and scientists. His special love is creating mentoring programs to help children succeed. He developed the MentorSuccess program for His Heart Foundation in 2017 to teach leadership success skills to young children. If asked to describe himself he would say he is an 'evangelineer' and a maximizer, i.e. being an advocate, mentor and implementer for new ideas to inspire people to succeed.

2020 Conference Workshop Leaders

**Dawn Chanland**

McColl School of Business

Dr. Dawn E. Chanland is Professor of Management at the McColl School of Business. Dawn has over 30 years of business, consulting, coaching and academic experience and over 11 teaching and research awards since the beginning of her academic career. Dawn's areas of expertise include women's leadership, mentoring and coaching, negotiation, conflict management, organization development and change, and other areas within the management field. She is a frequent public speaker to corporate, government and non-profit groups in the foregoing areas. In addition to her many peer-reviewed leading academic publications on these and other topics, Dawn's research and ideas have been featured in a number of popular press outlets, including but not limited to the Wall Street Journal ("How to Be a Smart Protégé" & "When Mentoring Goes Bad"), New York Times, Los Angeles Times, Forbes, AOL, CareerBuilder, and MSN. Dawn actively consults to and conducts leadership development initiatives for numerous for- and non-profit organizations and government agencies on strategic and human resources initiatives. Her services are varied but mostly center on engagement, strategic planning, staffing analyses, leadership development initiatives, executive coaching, and mentoring programs. She is the director of the 2021 Charlotte CREW Women's Leadership Program. Prior to pursuing her doctoral studies, she was a financial recruiter ("headhunter") with a national firm called KForce. In addition, early in her career, she worked with Transamerica Financial Services in a management training program, where she assisted managerial oversight of a roughly \$50M portfolio of mortgage, personal and automobile loans.

**Laura Lunsford**

University of North Carolina-Wilmington

Author, scholar, speaker, consultant and southerner, Laura earned her PhD from NC State University in social and community psychology. She wrote the definitive *Handbook for Managing Mentoring Programs*, co-edited the *Sage Handbook of Mentoring*, and co-authored *Faculty Development in Liberal Arts Colleges*. She has written over 40 peer-reviewed articles, case studies and chapters on leadership and mentoring. She co-authored one of National Academies of Sciences most downloaded report *The Science of Effective Mentorship in STEM*. Her work has appeared in journals such as *Mentoring & Tutoring*, *Journal of Higher Education Policy and Management*, and *To Improve the Academy*. Laura has presented on mentoring and leadership at conferences hosted by scholarly associations including the Association for Psychological Science, American Educational Research Association, European Mentoring and Coaching Council, and International Positive Psychology Association. The Department of Education, National Science Foundation, and the LUCE Foundation has funded her work. She was honored with the 2009 International Mentoring Association's Dissertation Award. She has held numerous academic leadership positions at NC State University, University of Arizona, Duke University's Fuqua School of Business, and at the Cameron School of Business at UNC Wilmington. Previously a tenured faculty member at the University of Arizona, she is now a professor and chair, psychology, at Campbell University; She consults with organizations to develop people through mentoring and coaching and is an expert on starting and supporting mentoring programs. Laura enjoys her Zen Garden, cycling, kayaking, and Shoto kan karate in addition to eating her husband's cooking.

**Allison E. McWilliams, Ph.D.**

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. 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. She writes a blog for Psychology Today, and is active on Twitter @WFUmentoring and on Instagram @LifeAfterWake.

2020 Conference Workshop Leaders Continued

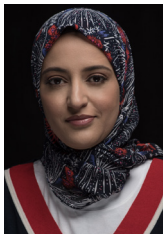


Tamara Thorpe

TNT Development

Tamara is best known as the Millennials Mentor, and is a recognized thought-leader in next generation leadership. She is the founder of Real Leadership, a dynamic approach to leadership and compassionate approach to leadership, creating culturally smart and inclusive leaders. She has mentored and coached professionals from across the globe sharing her expertise in leadership development, understanding difference, and intergenerational collaboration. Tamara has a Masters in Leadership and Training from Royal Roads University in British Columbia, Canada and is a published author and researcher. She is a serial entrepreneur, and has taken her business and brand global with offices in the US and Ireland. She has been a guest expert on the top podcasts, blogs and radio shows for Millennial leaders. You can read more about her and her work at www.tamarathorpe.com

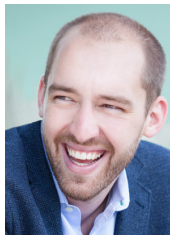
2020 Special Session Leaders



Omina Abdel-Gawad

International Coaching Federation

Omina Abdel-Gawad is an Executive and Life coach with a mission to help women in conquering their fears, healing their inner pains and tapping into their strength to overcome life obstacles. Her life purpose is to support women to find their clarity, confidence and joy. With over 20 years of international experience in coaching, mentoring and business consulting, Omina has been focusing in the last three years on supporting people to get in touch with their inner powers through mindfulness practices and activities as she believes it is the first steps towards healing and finding peace, ease and happiness. She is a passionate entrepreneur that has founded and led many successful startups in management consulting, environmental services, construction and telecommunications. She holds a B.Sc. in Computer Engineering from Texas Tech University, is an Associate Certified Coach (ACC) through the International Coaching Federation and is a certified Grief Recovery Specialist. She has also received trainings in Positive intelligence and leadership.



Chad Littlefield

Co-Founder and CEO of We!

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

2020 Learning Facilitator



Celestina Garcia

Coaching Solutions

Celestina Garcia is a mother, facilitator, educator, Ontological coach, and entrepreneur. A graduate of the University of New Mexico and Claremont Graduate University. She held a full teaching credential K-8 while teaching 6th grade for three years and later moved on to work within thirteen high schools within the Los Angeles Unified School District. Returning to New Mexico in 2007, Celestina worked in the nonprofit sector, and in 2010 she co-founded Community Leadership Foundation (CLF) a non-profit committed to the development of leadership skills and consciousness development. As a serial entrepreneur, Celestina created her private coaching company, Coaching Solutions, where she has spent over 500 hours coaching executives, small business owners, and community members to align their work to their purpose. She is also Life Insurance Licensed and works with individuals and business owners to ensure their financial goals are protected. A transformational facilitator of workshops and training, she works with clients to develop transformational experiences and accelerated learning practices that empower their teams to lead through the multiple layers and speed of today's changing environments.



Save the Date!
2021 Mentoring Conference
Monday, October 18 - Friday, October 22

Call for Proposals Release:
March 15, 2021

Submission Deadline:
May 15, 2021

Accepted Proposal Notification:
May 30, 2021

Paper Submission Due:
June 30, 2021

Peer Reviewed Papers Returned:
July 30, 2021

Final Paper Submission Due:
August 30

Last date for standard registration:
October 8



Monday, October 19, 2020

Pre-Conference Workshops

Part I: 8:30 AM - 11:50 AM

Part II: 2:00 PM - 4:50 PM

Leveraging Decades of Difference: How to Create High-Quality Connections Across Generations

Tamara Thorpe, TNT Development

In a fast changing world, the future is becoming harder to predict with so many more factors to consider. We are left feeling uncertain about how to act and respond, especially today as we face a global pandemic and uprising against racial discrimination. The world is more Volatile, Uncertain, Complex and Ambiguous (V.U.C.A.) than ever before, making High Quality Connections (HCQ's) a powerful tool for leaders and organizations searching for a path forward. Intergenerational HCQ's are an opportunity to build trust, foster mutual respect, and encourage professional development in an increasingly age diverse and ever changing workplace. With generational differences often at the root of workplace discrimination and incivility, developing HCQ's can be leveraged by organizations to increase respect, motivation, and engagement in the workplace. In her book, Herstory: Women Who Changed The World, Gloria Steinem said, "We need to remember across generations that there is as much to learn as there is to teach." This workshop will share with participants how HCQ's can be developed to empower leaders and next generation leaders with reciprocity and mutuality. Together, across generational differences, Boomers, Millennials, and Gen Z can bridge a growing generational divide in a V.U.C.A. world with HCQ's. In this 6-hour interactive virtual workshop, participants will: Explore and challenge their age bias; Identify and discuss generational value differences; Learn the role generational competence in forming HCQ; Best practices to form HCQ in intergenerational developmental relationships with reciprocity and mutuality. During this workshop, participants will have the opportunity to interact in small groups, share stories, and set goals and actions plans to implement their learning.

Part I: 8:30 AM - 11:50 AM

Part II: 2:00 PM - 4:50 PM

Leveraging Developmental Networks for Protégé Well-Being and Resilience

Dawn Chanland, McColl School of Business

This workshop bolsters attendees' ability to assist others in creating responsive developmental networks and to act as developer coaches to proteges. Particular emphasis will be placed on heightening attendees' coaching skills and ability to help proteges make decisions that heighten their well-being and resilience. Given today's complex environment, well-being and resilience are arguably as important, if not more so, than career growth and advancement. The session will begin with attendees assessing their own developmental networks and evaluating what their optimal networks should look like as a way to better understand how to help others nurture their own responsive networks. The session will also use case analysis and peer coaching as means to heighten attendees' ability to assist others. For example, attendees will use coaching skills to help each other consider strategies to actively manage their stress triggers, heighten their well-being and growth as professionals.

Opening Plenary Session

1:00 PM - 1:50 PM

Robust, Sustainable Mentoring Networks – A Basis for Mentoring as a Discipline

Maggie Werner-Washburne, University of New Mexico

Networks, built of nodes and edges, are used to describe how the smallest components of cells interact and also to represent the functioning of tissues, the immune system, and the human body itself. Networks are fundamental to life. While many of these networks are robust to change, i.e. maintain function within a range of conditions, they need to be sustainable because complete disruption of any of these networks can result in disease, damage, or even death. Networks are also used to define and study families, communities, and even nations. They describe how supply chains work and how the economy functions to support individuals and companies. Networks are used to examine our connections via social media and paper citations. Some of these networks are stable and sustainable and some of them change over time. In this talk, I will dive into networks, consider their attributes, and how they may or may not relate to networks in mentoring. Networks that support all life on earth are robust, or resilient to disruption. Robustness is essential for sustainability. Mentoring networks have rarely, if ever, been analyzed in this way. If mentoring networks are to be adaptable to change and remain compelling, the dialogue and relationship between mentor and mentee also need to be robust. The question is, what are approaches or structures that allow us to develop robustness in mentoring relationships? Sustainability is about the lifetime of a mentoring network. My definition of sustainable mentoring networks involves 1. building a relationship between mentor and mentee over time; 2. inspiring mentees to become hubs and take what we have done to the next generation; and 3. connecting with peers who see the value of mentoring approaches and incorporate what works best for them. I will discuss ideas for building sustainability into mentoring networks and how this approach can be adapted to contribute to mentoring as a discipline.

Tuesday, October 20, 2020

Connecting Session

9:30 AM - 9:50 AM

Connection Before Content

Chad Littlefield, We!

In this fun, interactive kickoff session, Chad Littlefield, TEDx speaker and author, will share practical tools on how to make engagement and connection easy—online. You'll walk away with numerous concrete tips, tools, and techniques that you will be able to implement in your programs immediately. They're simple to lead, universally appealing and most require no props. We'll also get a chance to have a virtual experience with Chad's We! Engage and We! Connect Cards™ which are being used by mentoring programs in 80+ countries.

Plenary Sessions

11:00 AM - 11:50 AM

Don't Go It Alone - Be Savvy

Kathleen Cowin, Washington State University

Drawing on Relational Cultural Theory (Fletcher & Ragins, 2007), relational savvy (Chandler, Hall, & Kram, 2009), and a fresh look at the definition of the term mentoring (Domínguez & Kochan, 2020), come learn how to create a high-quality, relational mentoring network called a co-mentoring circle. Learn specifics about proactive approaches and fun activities for self-exploration and growth which also create community among the participants in a mentoring network. The first approach focuses on creating a safe space with group agreements among participants (Gibbs, 2006; Palmer, 2011) and then examining one's individual communication style and skills (Alessandra & O'Connor, 2011, 2017; Zachary & Fischler, 2014). The second approach asks participants to incorporate written reflection into their co-mentoring practices (Arredondo-Rucinski, 2005) along with examining how to give and receive feedback (Sullivan & Glanz, 2013; Costa & Kallick, 1993). After these approaches are introduced and practiced within the co-mentoring circle, confidentiality is explored with the purpose of having budding trust grow among the circle participants. Three activities that deepen these approaches to using group agreements, reflection, giving and receiving feedback, learning more about transparent and thoughtful communication, and holding confidentiality, will be explained. Over the past six years over 60 aspiring K-12 school leaders have participated in co-mentoring circles with unanimously positive assessments of their time in their circle. An example from among the many positive assessments: "I'm so thankful for my co-mentoring connections. Choosing this program was one of my BEST professional decisions!" (Unnamed co-mentoring circle participant, 2020).

1:00 PM - 1:50 PM

Emotionally Intelligent Mentoring

Jerry Willbur, His Heart Foundation

Daniel Goleman popularized the concept of Emotional Intelligence, or EQ, in his book Emotional Intelligence: Why it Can Matter More Than IQ. He argued emotions, and our ability to understand and control them, play a significant role in building effective relationships, making decisions, and future success. He defined EQ as a set of skills that included impulse control (delayed gratification), self-motivation, empathy and the ability to relate well to others, or interpersonal savvy. EQ is not to be considered the opposite of IQ as some people have lots of both factors. It is an essential ingredient in effective mentoring. This presentation will focus on the emotional intelligence tools, techniques, and strategies that can be used to establish positive, high-quality connections and mentor emotional intelligence. How can we create more effective and productive relationships? The presenter will demonstrate how active, authentic listening and expressing empathy can be mentored. Exciting new brain scanning research on mirror neurons and their role in building empathy will be discussed. Extraordinary findings from savant syndrome research will reveal how we can all become better interpersonal savvy savants! This session will demonstrate the strong link between the skillful use of emotional intelligence and improving mentoring relationships. Developing and enhancing the EQ of yourself and others is the key to preventive mental health.

Mindfulness Session

3:00 PM - 3:20 PM

Well-being Practices Leading to Relationship Improvements: Peace Omnia Abdel-Gawad, International Coaching Federation

Join me and experience proven approaches to achieving connections and well-being through simple practices. Being able to disconnect for few minutes and to be present in our body gives us the strength and ability to improve our relationships and be present for others. Creating high-quality relationships starts with stopping and taking care of yourself even if it is for few minutes. In the following three sessions you will experience slowing down, cultivating connection and mindfulness through actions that will leave you authentically connecting with yourself and others.

Peace: In our first session we will focus on getting up from our position in front of the computer and stretching while breathing to calm the mind and nervous system. We will follow that with a guided meditation for calm and peace. The session will end with a guided reflection on mind traps that can prevent us from connecting with others.

Learning Facilitation

4:30 PM - 4:50 PM

Being A Life-long Learner: Authentic Integration Now Celestina Garcia, Coaching Solutions

To coach or mentor another human is to enter into a co-collaborative agreement to elevate each other's capacity to live grand, to be all you are meant to be, to be your best self. The intersectionality between mentor and mentee relationship is developed through the 'give and take' process and learning practices of connection, communication, and commitment. The ability to have efficient and effective time within the mentor session is grown through skill-building and actual experience. During this time in the conference each day, participants will be invited to synthesize their learnings of the day's workshops and integrate "takeaways/golden nuggets/relevance" into personal wisdom/skill. As practitioners of the work we ask others to practice, this session will be threaded together over the conference three-day length to support participants to process the network development and quality of connections through identifying emerging learning, learning reflection, and moving forward/implementation.

Tuesday, October 20, 2020

Concurrent Sessions

Morning Concurrent Sessions 8:30 AM - 9:20 AM

Women in STEM Mentorship Program at the Community College

Thompson, R.

Mission College

The Women in STEM Mentorship Program was created to help female students at Mission College, a community college in Silicon Valley, connect with professional women in the field. The mentorship program has concluded its second year. The program consisted of fourteen students and twelve mentors over a period of two academic years. Survey results at the end of the academic year yielded positive findings as mentees reported that they greatly valued the relationship they built with their mentors and the encouragement they received. This feeling was also true among even those who were placed with a mentor not of the same field of study. This program is unique as it serves as a support system for women who are enrolled in a STEM program at an HSI Community College in Silicon Valley by professional woman in a STEM industry.

Mentoring in the Midst of the COVID-19 Outbreak in New York City

Johnson, P., Edmond, A., Valad, J., Fernandez, E., Singleman, C., Avila, S., & Fraboni, M.

Queens College, HSI-STEM "Building Bridges Across Eastern Queens"

Confronted with the COVID-19 outbreak in New York City, Queens College and Queensborough Community College quickly transitioned from face-to-face to online instruction. Peer mentors working at both institutions continued assisting faculty in redesigned courses. The peers provided first-hand information about their experiences as mentors and as students enrolled in STEM courses and labs regarding the nature of the transition in STEM disciplines. Mentors responded to an online survey focused on: Basic demographic information (gender, race/ethnicity, etc.), how each

mentor had assisted their assigned instructor during and following the transition, and the nature of the transition and its aftermath in the courses mentors themselves were enrolled. Demographic data and personal experiences during and following the transition were collected from 52 mentors via surveys. Additional information was collected from 8 of those mentors through a panel presentation discussing their experiences during the campus shutdowns. During the transition, mentors assisted faculty by helping them use video conferencing technology, by holding office hours, and by meeting regularly with faculty to plan weekly online activities. Responses revealed tremendous variability in mentors' perceptions of their own online course experiences. Prior research demonstrates that both mentors and the students they assist are helped by the mentoring experience (Johnson, Valad, Singleman, et al., 2019). This study highlights mentors' contributions assisting institutions confronted with a public health crisis and the valuable insight they provide institutions, not only about problems that arise in responding to the crisis, but also about best practices developed by individual faculty and their student mentors.

Engineering Student Perceptions of Combined Faculty and Peer Academic Performance

Rodríguez, Y., Angulo, N., Nieto-Wire, C., & Varelas, A.

The City University of New York & Hostos Community College of CUNY

There has been a nationwide effort to increase the number, caliber, and diversity of the science, technology, engineering, and mathematics (STEM) workforce. Research on student development shows that while there is a need, providing financial aid alone is not a sufficient factor for academic success of low-income academically talented college students. Thus, Hostos Community College has recently created the NSF-funded Hostos Engineering Academic Talent (HEAT) Scholarship Program which offers its scholars financial support and experience with a combined mentoring model where students work with faculty and peers during the academic year. This research then systematically investigated the impact of a combined faculty- and peer-mentorship approach with a population not yet studied, undergraduate STEM students at minority-serving community colleges. Preliminary data indicates that the combined mentoring approach has positive effects on scholar's academic performance and STEM identity. The findings are expected to be generalizable to other populations, and hence provide an opportunity to expand the combined mentorship model to other STEM programs at a variety of institutions whose students could benefit from its implementation.

Mentoring to Reduce Racial Disproportionality of African-American Discipline Citations

Witmer, M. & Witmer, J.

Millersville University of Pennsylvania

African-American boys in schools receive more out-of-school suspensions than any other student population. In 2019, one urban school district found 24.6% of their conduct citations came from African-American boys; although, African-American boys represented only 18.5% of the student population. In response to this disproportionality, the school district partnered with a public university to create a pilot mentoring program for 6th grade boys who identify as Black or African-American. Using an Equity Design Team (EDT) model consisting of school, university, and community members to generate solutions, the EDT co-created a mentoring program specifically for African-American males in Grade 6 who were previously marginalized. Twelve African-American men from the community, ages 24-62 agreed to serve as mentors to 13 African-American boys in one middle school. A control group (n=34) was formed from the African-American males who did not receive mentoring and who attended two other middle schools in the district. Preliminary results after 9 weeks revealed one significant quantitative difference between experimental and control groups. The African-American males in the mentoring group received significantly more detentions ($p=.007$) from their teachers than did African-American males in the control group. Within group dependent t-test analysis showed significant improvement ($p=.001$) in mentee science grades from 1.07 GPA to 2.18 GPA. No significant differences were noted in other course subjects or attendance. Planned analyses for subsequent grading periods were interrupted because of COVID-19. A focus group was conducted with nine mentors and four school staff following the death of George Floyd to discuss next steps. Qualitatively, two themes emerged from the mentor data: the role of social activism to create change and minority stress experienced by the mentors.

The Crane Effect: How to Overcome Obstacles and Implement Organizational Change

Brown, C.

University of South Carolina

Today's leaders face many challenges. Leaders are responsible for the growth and development of businesses. Leaders must also guide a team of productive workers while delivering quality service to customers and all stakeholders. As the world evolves, the need for growth and innovation becomes increasingly necessary. Due to technological advances as well as other external factors, many organizations are constantly and consistently in a state of changing their mission, purpose, or their normal way of doing business. While change may be considered by some as a disturbance of the status quo (Kotter & Schlesinger, 2008) others view change as an opportunity to increase viability, revenue, and even resources. However, on one hand, employees perceive change as a threat to their livelihood and therefore challenges anything that is remotely different than what they are accustomed to and familiar with (Kotter & Schlesinger, 2008). On the other hand, organizational leaders must decide what, if anything, needs to change and then determine the necessary steps in order to ensure change readiness along with positive outcomes. This paper will thoroughly examine issues that organizational leaders face when attempting to initiate changes and offer suggestions to overcome those obstacles.

Data from a California Teacher Induction Mentoring Program

Sierra, H. & Karge, B.

Concordia University

Mentors' success in a California School District was developed during their participation in the district's induction program. The program was established to create support for all preliminary credential teachers during their early stages of teaching (Breux & Wong, 2003; Marquez-Lopez & Oh, 2010). The primary goal of induction is to provide ongoing training and support to novice teachers to become qualified and effective educators (Breux et al., 2003). The mixed-methods study examined the experiences of 24 mentors during an academic year. Vygotsky's Zone of Proximal Development allowed individuals to reach a higher level of competence (Ryan & Cooper, 1972; Vygotsky, 1978). The zone begins with items that a learner cannot do on their own, then continues with items that the novice teacher can do with help, including being paired with a mentor to support the teacher's progress (Lozinak, 2016). When novice teachers are provided with an experienced mentor, the novice teacher moves from the skills that might have been too difficult to master the skills without a mentor. The study found that mentors challenge the novice teachers and build positive relationships throughout a yearlong process (Sierra, 2020). Furthermore, the results indicated a secure connection between experienced mentors that allowed teachers to reach a higher level of ability and assertion of accomplishing tasks. This sustainable mentor program was validated in multiple testimonies of mentors' availability of providing just in time support and guidance to novice teachers. Data from this study demonstrated evidence that collaboration is essential for mentors and showed positive results in providing mentoring techniques.

Networked Improvement Communities as an Accelerant for New Teacher Mentoring

Campbell, M., Moquin, R., & Gesualdi, N.

University of North Alabama, Washington University in St. Louis, Johns Hopkins University / Urban Teachers

A Networked Improvement Community (NIC) operates as an alternative to traditional communities of practice within education. While grouping teachers or school staff together is hardly a new idea, the unique design and operation of NICs as communities of accomplishment has the potential to spur on rapid progress for school-based teams. Unlike professional learning communities or grade- or content-based teams, NICs are disciplined by the tenets of improvement science, a growing discipline championed by the Carnegie Foundation. By focusing on a common aim, adopting a shared theory of improvement, focusing on iterative testing of new ideas, and linking expertise across contexts, networked improvement communities fundamentally alter traditional improvement efforts. As such, NICs offer tremendous upside when tethered to dedicated mentoring efforts for new teachers. This paper seeks to ground a definition of networked improvement communities, offer insight regarding their unique design, and frame suggestions for use within new teacher mentoring.

The Well-Prepared Adjunct: Peer Mentoring, Autonomy Supports, and Values-Based Pedagogy

Clabaugh, D.

Pacific Oaks College

The Adjunct Faculty Peer Mentoring Program began in 2013 to ensure that well-prepared adjunct faculty can effectively facilitate student learning using our pedagogy. The two-semester program is grounded in Self-determination Theory, Autonomy Supportive Instruction (ASI) and program structure relies on culture-centered education, reflective practice, and our values-based pedagogy. Mentors and mentees self-select, are paired then trained by the meta-mentor, and engage in a cycle of mentor-mentee teaching and observation, documentation and reflection, goal setting and teaching over 2 semesters. Program assessment strategies include quantitative student evaluations to describe mentor and mentee instructional effectiveness, qualitative documentation of ASI strategy use, and two focus groups on mentor-mentee experiences each semester, all conducted by the meta-mentor. These data are analyzed by the meta-mentor to describe program effectiveness, to identify mentors', mentees', and students' unmet needs, to inform program improvements to mentoring structure, training, and materials, and to alert the meta-mentor to new program, leadership, and growth opportunities. We have two opportunities that strengthen adjunct preparation. First, integrate pedagogical training, observation, documentation and data collection to ensure more comprehensive adjunct faculty preparation. Second, the meta-mentor and mentors can collaboratively revise materials and assessment tools toward two outcomes: program growth and increased mentor engagement. Interested full-time faculty skilled with our pedagogy but not in ASI can be trained as mentors, which scales the program so more adjunct faculty become well-prepared in a shorter time.

Telementoring in a Pandemic

Scigliano, D. & Scott, D.

Duquesne University, North Allegheny School District

This study looks at a telementoring project with college sophomores and how it rapidly evolved during the COVID-19 pandemic in the spring of 2020. Lessons learned on adapting quickly are shared. The practice of telementoring, online mentoring, is an effective way to promote learning through connecting subject matter experts with learners. The partnerships that evolve are based on decades of sound research to promote best practices. Even following best practices, things can change rapidly in a pandemic. Journal reflections were used throughout the telementoring process from planning to enactment. Weekly meetings using phone, video-conferencing and in-person planning were enacted. These formed the basis for the planning phase of the telementoring project which focused on classroom management for university sophomores. A follow-up interview with the

telementor was conducted with a special focus on the rapid adaptations that occurred. The telementoring project was intensively planned. The entire project was planned from beginning to the culmination/celebration. The project was enacted as planned for one week. Then, the situation changed drastically. So, the project rapidly adapted and evolved. Modifications were made to support the students where we scaled back the time with the telementor and the project deliverables. The students and telementor benefitted from the project in its adapted form. Telementoring best practices show that personal presence is important to sustain relationships. These practices were enacted at the beginning of the project in a rich manner. Due to student need during the rapid changes of their learning in a pandemic, the personal interactions were reduced. However, with these adaptations, the students did benefit from the telementor's guidance and facilitation. Knowing that adapting best practices in telementoring can still produce benefits is one of the lessons learned.

Mentoring Teacher Residents: A Full-Time Partnership

Krebs, M. & Torrez, C. A.

University of New Mexico

In this narrative, we present the findings of a phenomenological study of the mentoring experiences of teacher residents and their mentor teachers. We conducted 90-minute interviews with five residents, nine mentor teachers, and three principals, all deeply involved in The Teacher Residency Program (TTRP). We transcribed each interview, and coded the transcriptions using the Stevick-Colaizzi-Keen Method of Analysis of Phenomenological Data for data analysis (Moustakas, 1994). The key findings of this study include the thoughts of the residents, mentor teachers, and principals regarding the mentoring experience in TTRP in K-12 public school settings. The teacher residents validated the importance of a year-long, intensive field experience to prepare them for their own classrooms, along with the importance of support, constructive feedback, and opportunities to fail. The mentor teachers benefited from having a second adult in their classrooms to assist with student learning, and also to provide important opportunities for self-reflection to improve their own teaching. The principals stated their entire schools were positively impacted by the TTRP. By mentoring teacher residents, their teachers were afforded opportunities to improve their craft, and had more time to assume other leadership roles in the school. The teacher residents impacted the school culture by becoming involved in after-school activities and leading clubs and organizations to benefit the entire student body.

Morning Concurrent Sessions 10:00 AM - 10:50 AM

A Change Model that Helps Faculty Mentor URM Doctoral Students for STEM Professoriate

Grasso, M. & Dean Campbell, C.

North Carolina State University

In response to the well-documented themes of unique challenges URM doctoral student experience (tokenism, stereotyping, microaggressions, etc.), faculty mentoring remains an especially critical resource to change the trajectory for URM students in graduate education. The purpose of this study is to examine the first two years of change in institutional culture which will increase the number of URM doctoral students who pursue the STEM professoriate. The primary research question asked is "Can a focus on developing and mentoring faculty catalyze change in the culture and practices of their doctoral programs to increase faculty diversity?" Based on the idea that faculty are drivers of lasting institutional change, three diverse public universities collaborate to adapt and implement an institutional change project, called "AGEP-NC Alliance: A Change Model for Doctoral to Faculty Diversity in STEM," that prioritizes cultural frameworks for deep change in postsecondary education (Gumpertz et al., 2019). Key model components include faculty learning communities; use of national faculty mentoring networks; and use of institutional diversity data. Culturally relevant mentoring is among several approaches of interest to STEM reformers to shift the focus to institutional-level change and not student deficiencies. Operationalized as "cultural integrity," the approach calls upon students' racial and ethnic backgrounds as assets for reform in pedagogies and learning activities, while valuing those backgrounds as critical ingredients for acquiring academic capital and career success (Tierney, 1999). Kezar's (2018) cultural framework for institutional change emphasizes knowledge formation in context as well as analysis of espoused meaning and values organizational members maintain. The researchers present the AGEP-NC Alliance as a narrative, rich case study and collaborative mentoring model, an approach allowing participant researchers to detail sustained data use in collaborative social interaction (Patton, 1990). Results will be shared that highlight faculty as cultural change agents, and organizational learning as a cultural process. Preliminary results show evidence of institutional change at several levels from classroom and laboratory practices to key departmental policies.

Role of Mentoring to Address a Leadership Deficit in Developing Community Partnerships

Gallup, D.

Azusa Pacific University

Facing increased service demands, more accountability, and unstable funding, nonprofits are focusing on collaboration to deliver greater impact and improved outcomes. The management skills required to develop collaborations are not clear exacerbating the complex endeavor of working with external organizations. The nonprofit management literature has been less studied and documented than the for-profit sector, but existing literature demonstrates there is a leadership deficit and lack of formal development process. This mixed methods study of 100 nonprofit managers was completed as part of a doctoral dissertation (Gallup, 2019) and explored the factors contributing to nonprofit managers building partnerships

to enhance the delivery of services and community impact. Findings suggest mentoring could not only address deficits in nonprofit management partnership development skills but also could deliver the accountability noted to be a barrier to effective collaboration.

Peer Mentor Perspectives: Benefits of Inclusive Post-Secondary Education to Student Workers

Heider, M., Aguilera-Hermida, P., & Rhen, L.

Pennsylvania State University

An aspect of inclusive post-secondary education programs (IPSE) that needs to be further addressed is the value of these programs to peer mentors. This study explored the overarching perspective of peer mentors from the Career Studies Program at Penn State Harrisburg. This meant analysis of their motivations to become a peer mentor, the personal impact gained from the program, and their perceptions of the program. The primary researcher contacted all peer mentors who had worked within the program since its inception to participate in the study. Peer mentors answered an anonymous survey about their experience as a peer mentor. Findings indicate that the largest motivators for peer mentors to join the program were flexible scheduling and having a personal connection to disability. Working within the program gave these student workers direction for future career goals, professional and personal relationships, and a more positive view of disability. Overall, the majority of mentors reported satisfaction with the program and its efforts toward assisting students with disabilities. Understanding the ideology of the peer mentors who choose to support students within IPSE is crucial because of their day to day interactions with students and program policy.

Campus Connections Youth Mentoring Program: Cultivating Connection during the COVID-19 Crisis

Stark, C., Severn, K., Cammell, M., Wehrman, J., & Solis, A.

University of Colorado Colorado Springs

The University of Colorado Colorado Springs (UCCS) Campus Connections (CC) therapeutic youth mentoring program utilizes the Mentor Model (Weiler et al., 2014) to match at-risk youth from historically oppressed backgrounds with undergraduate student mentors. During the 2020 spring semester, a qualitative exploration of the experiences of CC undergraduate student mentors was completed. The study utilized mentors' (n=7) weekly written reflections and exit interviews to explore their experiences over the course of the 12-week program. The study explored relationships between mentors and diverse youth (ages 10-15), examining changes in mentors' academic achievement, meaningful experiences that contributed to both mentor and mentee socioemotional development, protective factors and strength-based resources, and changes in mentorship processes due to required physical distancing measures in response to COVID-19. The study utilized grounded theory methods (Strauss & Corbin, 2008; Charmaz, 2008) to guide thematic analysis of data, and the initial stages of theory development. Preliminary results of this qualitative study are presented here.

Developing Resilience Through an Online Peer Mentoring, Collaborative Learning Design

Richmond, C.

Assumption College

Collaborating and peer mentoring in online courses benefit all, regardless of beliefs, values, and backgrounds. Additionally, these approaches account for a student's increased resilience and learning. What is needed, as courses transition from residential to online, is an innovative design framework that helps to facilitate and support global learners to take on virtual learning and challenges in a way that consciously builds their resilience and capacity to adapt and grow as learners. Current literature defines resilience as the individual's adaptive responses to adversity to overcome any stress-resistance personality traits and to expand their ability to "bounce back." Attention has been given to resilience as a protective factor in developing well-being (Bonnano, 2004; Grant & Kinman, 2012). The need for resilience is especially important given the high rates of stress and anxiety experienced by students from developing countries (Bride & Figley, 2007) and, currently, for students everywhere during these COVID-19 times. Adaptive resilience is needed for individuals, teams, and organizations to retain the capacity to be productive, resourceful, creative, and true to their core purpose while dealing with disruptive forces in response to changing circumstances. This study of MBA online students adopts an action learning approach to explore college students' lived experiences in online classes using the Collaborative Inquiry Cycle (CIC), which Gunawardena et al. (2019) found in their Wiscom Framework. CIC is a process for exploring culturally relevant challenges for learners to collaboratively identify and develop solutions, using peer mentors. Peer mentoring has been found to help foster collaboration, resilience, and learning. Participants will discover how peer mentoring and the use of an online learning framework together support the development of resilience. Consciously building resilience through an online learning design is a complex, dynamic process wherein peer mentors assist individuals to work together to solve challenges, despite significant disruption or adversity.

From Trending to Training: Common Methodologies and Designs in Dissertation Research

Lehan, T.

Northcentral University

Although it might not seem reasonable to expect all faculty members to possess expertise in all research methodologies, designs, and analyses, it can be expected that they are competent and ultimately develop expertise in the most commonly employed ones. Conducting a scan of a representative number of randomly selected dissertations can yield information regarding which methodologies, designs, and analyses students most often use. Then, they can be emphasized to a greater extent in course and curriculum (re)design efforts. Further, faculty members can engage in ongoing

professional development to increase their knowledge of the applications of these methodologies, designs, and analyses to support students most effectively. At one completely online graduate-focused university, dissertations were scanned to identify the most commonly employed methodologies, designs, and analyses. Findings showed that the majority of students selected from among a limited number of common methodologies, designs, and analyses to use in their dissertation research. These methodologies, designs, and analyses might be emphasized to a greater extent in course and curriculum (re)design, faculty professional development, and other mentoring and coaching initiatives. Recommendations for how school and university leaders might institutionalize efforts at various levels to assist faculty members and the students with whom they work in developing more competence and, ultimately, expertise in these areas are offered.

Mentorship Challenges For Occupational Therapy Clinicians Transitioning Into Academia: An Innovation Study

Pavlovich, S.

Loma Linda University

The analytical framework utilized for this research was Clark and Estes' (2008) Gap Analysis. The purpose of this research was to conduct a needs assessment in the areas of knowledge and skills, motivation, and organizational (KMO) resources necessary for occupational therapy (OT) faculty to reach the organization performance goal of creating and implementing a mentorship program for new clinical faculty through an introductory program aimed at fostering growth and development in teaching. A qualitative bounded case study approach was used to collect data via interviews, observations, and document analysis for 11 occupational therapy faculty's KMO needs for creating a mentorship program. Data analysis consisted of a priori coding for interviews, content analysis via an observation and document analysis checklist, and field notes for observations. Findings for this study revealed considerable gaps in mentorship knowledge and process, motivational ownership and buy-in, and organizational support and collaboration. Implications for future use in occupational therapy academic practice include providing: (a) open forum discussions for mentorship challenges, (b) planning for curriculum development, (c) goals for teacher support, and (d) aspirations for cultivating organizational performance in alignment with teacher growth and mentorship. This study begins to highlight the wider problem of practice of mentorship difficulties for schools in the Allied Health Professions in higher education.

A GEAR UP Perspective: How effective mentoring programs can engage at-risk youth

Waller, T. & Harris, R.

University of Kansas GEAR UP: Topeka & Wichita State University GEAR UP: Wichita GEAR UP

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally funded pre-college grant program charged with preparing cohort groups of at-risk students for the successful pursuit of college. Utilizing Freshman Year Performance Indicators developed by the University of Chicago Consortium on Chicago School Research (ninth grade GPA, number of credits earned and number of class period absences), this framework study examines the relationship between GEAR UP participation (by number of hours) and these Freshman Year Performance Indicators. The freshman year in high school is a critical time in the academic development of at-risk students, as ninth grade academic performance can predict the likelihood of on-time high school graduation. The results of this study indicate, of all the services federal programs like GEAR UP provide, the establishment of significant relationships, through mentoring opportunities found in the Counseling Services and Summer Experiences offerings, is the only statistically significant intervention that correlates with ninth grade academic success. These results bear out what was already the foundational philosophy upon which the University of Kansas (KU) GEAR UP: Topeka and the Wichita State University (WSU) GEAR UP programs were established, namely the idea that "They [students] don't care how much you know until they know how much you care" (Maxwell, 2004). Utilizing this belief, these two GEAR UP programs set forth to intentionally develop personal one-to-one relationships with program students, developing levels of engagement and trust that have resulted in significant on-track/on-time graduation rates and college enrollment for program participants.

I Still Need Mentors: The Influence of Mentoring Among California Latina Nonprofit CEOs

Hernandez, B.

University of the Pacific

This qualitative foundational research study explored the mentoring experiences of Latina nonprofit chief executive officers (CEOs) in California, as protégés. Specific interview questions were integrated that responded to the following overarching research questions (a) what are the salient characteristics of quality mentoring relationships for Latina nonprofit executive leaders in California? and (b) how have quality mentoring relationships influenced Latina leaders' sense of self-efficacy and leadership development? Social capital theory (Coleman, 1988) and community cultural wealth typology (Yosso, 2005) provided the theoretical framework for this study. Utilizing a hermeneutic phenomenological approach and perspective, the researcher implemented a demographic questionnaire, in-person, semi-structured interviews and researcher field notes between December 2019 and February 2020. Sample recruitment techniques included convenience and purposive sampling. Participants included 10 Latina CEOs representing urban, rural, and coastal areas in California. Member checking integrated hermeneutic loops with participants and critical friends groups. A thematic analysis demonstrated (a) quality mentoring relationship types evolve with life stages from formal to informal and career to psychosocial; (b) constellation of mentors are integral to leadership growth; (c) mentors support expressions of authenticity and Latina leadership development (LLD); (d) mentor match suitability and fit are essential as spheres of influence; and (e) peer mentoring promotes a sense of openness and vulnerability. This study supports the theoretical framework describing the value that social capital, networks, and community relationships

played within participants' leadership development. This study advances the framework by showing Latina workplace executives' preference for informal, psychosocial peer mentoring constellations. These needs further expanded into their mentoring continuum that they experienced during early and mid-career. Implications of mentoring strategies for leadership development are shared to further enhance the Latina executive protégé experience.

Unavoidable change in communication: from primarily face-to-face to exclusively electronic

Uchida, H.

Hokkaido University

Undergraduate mentees of a school-based program met their alumni mentors face-to-face on a regular basis, sharing their reflections via electronic communications in the follow-up sessions as recommended by researchers (e.g., Single & Muller, 2001). However, the coronavirus pandemic forced participants to rely exclusively on electronic communications (e.g., texting), requiring a program redesign. The author conducted a three-month pilot project to identify characteristics of mentors' asynchronous responses that can meet mentees' expectations and thus motivate them to continue. Seven undergraduate mentees from the previous year participated in the project, contacting mentors of their choice monthly primarily through texting. Using adaptations of items from the Mentorship Effectiveness Scale (Berk et al., 2005), the author developed a scale and assessed what mentees expected and to what extent mentors' responses satisfied their expectations. In addition, the author analyzed the contents of texting between mentors and mentees, and identified communication characteristics that may influence mentees' satisfaction. A Pearson's correlation coefficient test with bootstrapping suggested that 3 types of support functions (i.e., career support, psycho-social support, and role modelling support) could be the potential predictors for mentees' higher satisfaction. Qualitative analysis of mentees' reasonings for their satisfaction rating provided confirmation and further explanations of the predictors' significant roles for the mentees' satisfaction and motivation for continuation. As Chong et al. (2020) highlight, following their systematic scoping review, e-mentoring programs must determine the appropriate mentoring approach, such as the type of platform and the frequency of communications. Moreover, training plays an important role in preparing mentors to provide effective feedback asynchronously. Presenting communication characteristics associated with mentees' higher satisfaction, the current project will provide suggestions for school-based program administrators who are required to change the primary communication medium from face-to-face to electronic.

Afternoon Concurrent Sessions 2:00 PM - 2:50 PM

STEM students need love too: A community college's exploration of community and cultural wealth

Wilson, A. & Thomas, L.

Harold Washington College

If students of color, women, and first-generation college-going students are to ever gain more equitable access to STEM careers, the conditions of post-secondary educational pathways must transform. This study explores the experiences of two community college instructors who designed and co-taught a success seminar specific to STEM students bound through Yosso's (2005) Community and Cultural Wealth framework. Serving as both authors and practitioners, the co-authors of this study theorize about their communal and culturally sustaining pedagogical assumptions and practices utilizing reflections created during and after the implementation of the course studied here. Findings indicate that (a) the students in the course had negative experiences in school that could have negatively impacted their futures as STEM practitioners, that (b) Yosso's (2005) framework was useful in reminding students of the wealth that they held, and that, (c) Yosso's (2005) framework served as a pedagogical reminder to the course instructors to lead curriculum and instruction with love. The authors of the study hope that other STEM educators, administrators, and policymakers will explore the usefulness of asset-based frameworks, rooted in love, in dismantling the oppressive educational conditions that prevent full access and inclusion to STEM careers.

Promoting an Evidence-Based Practice Environment Through Mentoring

Boswell, C. & Powers, R.

Texas Tech University Health Sciences Center & Midland Memorial Hospital

Mentoring and coaching are required when establishing an evidence-based practice (EBP) environment. Brockopp, Hill, Bugajski, and Lengerich (2020) state leadership is critical to advance a milieu that is open and receptive to innovation and challenges. Moving staff toward an environment of inquiry is critical. Knowles' adult learning principles (Pappas, 2013) connect learning with a passion. Mentoring brings these individuals toward an atmosphere of quality and safety. Boswell and Cannon (2020) define EBP as integration of evidence with decision-making processes supported by healthcare providers expertise balanced by patients' expectations. Healthcare providers must advocate for evidence-based provision at all aspects of health care. The Academy of Inquisitive Thinking assimilated multi-disciplinary groups to investigate thinking processes to advance quality health care. The project was 1) thinking options education followed by 2) innovative project implementation. The program expectations addressed the Robert Wood Johnson Foundation Quality and Safety Education for Nurses (QSEN) Competency Knowledge, Skills, & Attitudes (KSAs) along with thinking and assessment types of topics (Robert Wood Johnson, 2012a, b). Frontline healthcare providers feel overwhelmed regarding how to begin, steps to follow, and outcomes expected. Each of these areas was critical to address where individuals were expected to seek new answers to practice questions. This paper presents strategies to advance the EBP environment (Albert, 2016). Key people and roles required to advance EBP are discussed. Each health care setting is unique; thus, several issues/trends/challenges are presented to stimulate the thought process and

advance the discussion toward reaching the goal of health care being based on evidence.

Cultivating a Virtual Community of Practice: A Case Study of Peacebuilders in East/North African Warzones

Greeley, M.

Trinity College Dublin

Across the multi-sectoral peacebuilding field, training and capacity building is often conducted through single, multi-day workshops that focus on transferring knowledge and skills in a hierarchical manner and without much thought about post-workshop training and capacity building. A virtual community of practice can act as bridge between in-person multi-day peer-learning retreats and the continuation of sharing, reflecting and learning over time in home contexts. Grounded in a postcolonial research paradigm, this study uses informal action research with 31 peacebuilders in Sudan, South Sudan, Uganda and Kenya living and working in ongoing war-affected communities to examine how an informal virtual community of practice or community/learning site of knowledge can be cultivated with a possible developmental peer mentoring network embedded. Thematic analysis of qualitative data reveals a developmental peer mentoring network may be self-organizing within a possible informal community of peacebuilding practice and, consequently, generating different kinds of value for the individual peacebuilders and the group which can drive greater peacebuilding impact at the community and wider levels.

Mentoring and Coaching: Two Pillars for Nursing Student Success

Quintana, A.

Colorado Center for Nursing Excellence

Nursing workforce diversity is a national priority and the Colorado Center for Nursing Excellence (Center) is committed to finding solutions to increase nursing workforce diversity in Colorado. Funding from the Health Resources and Services Administration (HRSA) Nursing Workforce Diversity (NWD) grant has allowed the Center to create intentional programs to address this challenge. The most notable and robust program created has been the mentoring program which helps underrepresented and diverse nursing students graduate and enter the nursing workforce. The mentoring program incorporates group coaching for mentors coupled with aspects of traditional mentoring. The short-term goal of this program is to help underrepresented and diverse nursing students effectively navigate through the rigor of nursing school, graduate, and become licensed RNs. Ultimately, it is intended to increase Colorado's nursing workforce diversity to reflect the communities served. This paper will describe all elements of the Center's mentoring program and examine how structured programs like the Mentor Training Institute (MTI), group coaching, Academic Success Course (ASC), tutoring, peer support, and wrap-around services work synergistically to prepare diverse nursing students for the nursing workforce. Program outcomes have been overwhelmingly positive and will be shared.

Reimagining ownership of student-led peer mentoring: Students speak back to the literature

Lyon, K., Malette, N., Holroyd, H., Greer, K., & Bartolic, S.

University of British Columbia

Peer mentorship programs provide a myriad of benefits for graduate and undergraduate students (Yomtov et al., 2017). However, the majority of peer mentoring research examines formal faculty-facilitated programs, and does not consider how this faculty involvement shapes mentoring outcomes. This case study fills this gap by examining the structure of a post-secondary peer mentorship program run by student mentors. Focus group data document mentor perspectives on how the student-led structure of the program impacted their mentorship experiences, addressing in particular the perceived benefits and drawbacks of the program being student-led. Findings show student mentors placed value in their ability to collaboratively define the goals and structure of mentoring relationships. Mentors connected the flexibility, openness, and pride they experienced through their mentoring to the student-led program structure. However, mentors identified a lack of resources and institutional embeddedness as a limitation. This research addresses a gap in peer-mentorship literature about the connection between program design and program outcomes.

The CADRE Project: Developing High-Quality Connections Among Teachers for Over 25 Years

Steiner, A., Wilcoxen, C., & Bell, J.

University of Nebraska at Omaha

The CADRE Project is an induction program that incorporates high-quality professional development (PD). The CADRE Project refers to the overriding goal of Career Advancement and Development for Recruits and Experienced teachers. Associated with a Midwestern metropolitan university, CADRE is a partnership with local school districts through which beginning teachers receive intensive support from veteran teachers, called associates. Beginning teachers earn master's degrees while engaging in cohorts with their fellow CADRE teachers across districts. Both educative mentoring (Feiman-Nemser, 2001) and multiple types of coaching (Killion, 2009) are necessary to support beginning teachers. To prepare associates to provide support for beginning teachers, they need high-quality PD (Desimone & Pak, 2017). Teachers often find that PD provided in schools falls short of meeting their needs and lacks opportunities for modeling, practice, and collaboration (Bill & Melinda Gates Foundation, 2015). Drawing on the research of Desimone and Pak (2017), the authors of this paper contextualize effective professional development as containing the following key features: content expertise, active learning, sustained duration, coherence, and collective participation. For over 25 years, more than 900 associates and beginning teachers have participated in the CADRE Project. Associates are committed to growing their practice through Professional Learning

Teams. These teams showcase their expertise and expand their collective knowledge through collaboration. Associates engage specifically in the following PD to enrich their mentoring and coaching practices: 1) professional committees, 2) problems of practice/sustaining optimal support groups, 3) communication logs and monthly reflections, and 4) book studies. This paper explores the CADRE Project's PD framework as it relates to mentoring and coaching practices and how this framework serves as a model for high-quality professional development. Associate PD promotes mutually-beneficial relationships among the university, local school districts, and beginning teachers. This relationship creates a value network for all stakeholders (Grudinsch et al., 2015). Local school districts reap the benefits as associates share their learning.

Exploring Mentoring Influences within Researcher Self-Reflexivity

Hernandez, B.

University of the Pacific

Researcher reflexivity was documented while leading a formalized mentoring study with Latina nonprofit CEOs in California. The exploration led to the development of a researcher self-reflexivity process model from pre-data collection through data analysis. During the researcher self-reflexivity process the researcher received formal and informal mentoring from mentors, participants, and a circle of friends group. A reflexivity journal of over 135 pages was maintained as the primary data source capturing the evolution of researcher reflections pertaining to researcher positionality and how it influenced her decision making. A collection of reflections transpired during the pre-data collection, data collection, and analysis phases which emphasized how the researcher was engaged with her research and participants. Primary results included how: (a) researcher exploration showed positive results of maintaining an organized self-reflexivity process that included mentors to assist in processing researcher reflections; (b) the value of mentors during researcher self-reflexivity was meaningful during a hermeneutic phenomenological inquiry that assisted to process interpretations and meanings; (c) mentors provided leadership guidance to novice researchers; and (d) self-reflexivity allowed the researcher to receive and experience peer mentorship from participants. Self-reflexivity is a psychosocial process with benefits that are unique to the individual. Qualitative research in fields such as education, psychology, and leadership would benefit with the inclusion of mentors or advisors that encourage self-reflexivity as a mode of supporting researcher self-efficacy and trustworthiness in research studies.

Implementation of Mentorship Focused Operating Room Circulating RN Training Program

Richmond, J. & Issa, C.

University of New Mexico Hospital

The Operating Room (OR) has historically been an intense and challenging training environment for nurses. Throughout the country, ORs experience high Registered Nurse (RN) turn-over and low retention after training RNs. Between January 2016 and December 2018 at The University of New Mexico Hospitals (UNMH), 68% of the RNs who began with no prior OR experience completed their training, but only 48% of those RNs were retained in the OR at 18 months from date of hire. Historically, OR training programs were expensive, classroom based, content heavy, lacked mentorships, and viewed by learners as antiquated. Currently, a younger generation represents a significant portion of newly hired nurses into the OR environment. In January of 2019, the UNMH Main OR Unit-Based Educators created an original Circulating RN Training Program (CRNTP) which dramatically shifted how RNs were trained into the OR environment. Focusing on broad concepts like patient advocacy, critical thinking skills, and problem solving skills; learning started shifting into being mentorship focused. Concept-based training programs actively engage new RNs in the surgical specialty of nursing. Since the curricula change, training program completion rates have increased from 68% to 92%; with a current 100% program completion rate of 2020 cohorts. In post-completion surveys, RNs have reported feeling increased job satisfaction. Data collection continues to show increased OR nurse retention after the implementation of the new curriculum. CRNTP trained RNs are reporting feeling adequately trained and competent to work in the OR environment. Through shifting to a concept-based, mentorship forward CRNTP, completion rates are expected to stay high, and UNMH can expect to retain more surgical specialty trained, highly proficient, RNs to provide exceptional patient care in the OR environment.

Addressing Theory-to-Practice Gaps: Mentors and Professors as Strategic Partners in Preservice Teacher Training

Moquin, R., Campbell, M., & Gesualdi, N.

Washington University in St. Louis, University of North Alabama, & Johns Hopkins University / Urban Teachers

In preservice teacher training, research is clear that mentors and supervising teachers play a key role in the development of instructional practices and skills via field experience internships. Preservice teachers also derive knowledge and skills from instructors via coursework during their training. Frequently, a well-documented gap emerges between the theory derived from studies and the application and practice at internship sites. Collaborative efforts and partnerships between supervising teachers and instructors can help alleviate this gap. This paper focuses specifically on how education professors can more strategically embed their coursework within the preservice teachers' field experience in two key ways: 1) Instructors can plan instruction and in-class learning experiences that strategically aim to bridge this gap, by utilizing specific thinking routines and reflections, and 2) Instructors can pair these in-class experiences with assignments designed to challenge preservice teachers to put theory into practice in their internship classrooms. These assignments push candidates to experiment within safe spaces, under the supervision of a mentor teacher, in low-risk, high-reward "at-bats." Together, these two practices support teacher candidates in developing go-to, effective strategies to utilize in their classrooms by aiding in the transformation of coursework learnings into classroom practice. Focusing on the common goal of novice teacher development, mentor teachers and professors can together form a more powerful network to spur rapid and effective preservice teacher growth via

collaboration and partnership between preservice teachers' higher education classrooms and their K-12 training sites.

Adversity Quotient and Mentoring While Leading Student Teams

Pearson, M.

California Baptist University

The purpose of this study was to examine the value of self-evaluation to confidence in a crisis to improve the ability to mentor. During the spring of 2020, the university student publication teams were required to move to online meetings and publications. The adversity quotient training the team began in December 2019 and continued through the spring and summer helped prepare the students for the changes and provided a basis for high quality relationships that were a support for the new procedures and online work. Purposeful mentoring through difficult times like the COVID-19 pandemic provided mentees with information to enhance their mental strength and adaptability. Stolz (1997), explained that there is a direct link in how one responds to adversity and mental and physical health. Students took the adversity quotient exam to determine whether they were quitters, campers, or climbers. Stolz's research provides guidelines to improve one's adversity quotient score. Naturalistic (or nonparticipant) observation was used to observe and evaluate the flow of behavior as students faced these new challenges. Naturalistic observation has no intervention by a researcher. It is simply studying behaviors that occur naturally in natural contexts. The observations of the behavior of the students who had been introduced to the adversity quotient training and who now were modifying work patterns and interactions due to a Covid-19 pandemic were noteworthy and provide insight into successful mentoring relationships during difficult times. The findings support the idea that preparation for a crisis makes a difference and providing students with self-evaluative tools like the adversity quotient provides a way to boost confidence. The students who engaged sincerely and self reflectively were observed to be better prepared for the crisis and were able to provide support to other team members. An exact accounting of the observations will be provided. A further study is planned to explore the phenomenon. This research is significant as we continue in a post covid-19 environment. Understanding the value of the process of assessing one's adversity quotient and working to improve it can be useful to maintaining high quality relationships.

Afternoon Concurrent Sessions 3:30 PM - 4:20 PM

Strengthening Latinx Success in STEM: Mentoring in an undergraduate research program

Weimer, N., Wright, N., Weimer, A., & Brown, D.

Texas State University

For the past 3 years, the STEM Undergraduate Research Experience (SURE) at Texas State University has provided opportunities for first-generation and low-income students to participate in a 10-week intensive research experience, closely mentored by trained, culturally-responsive Texas State faculty mentors. The present study describes how the authentic connections forged between these students and faculty mentors have impacted students' success. Participants included 64 ethnically diverse STEM majors (48% female) and 35 STEM faculty mentors (46% female). All students held either a first-generation (78%) or low-income (89% Pell-eligible) status. Qualitative and quantitative data from interviews and surveys of students revealed several positive outcomes of program participation. In addition, faculty mentor evaluations of the mentor/mentee experience also revealed positive discoveries stemming from the incorporation of culturally-responsive mentoring techniques. Collectively, the results reveal that the SURE program is particularly effective among Latinx students and suggests that mentors who come to recognize the valuable cultural assets of students can powerfully contribute to their success. Implications are discussed.

A Mentoring Program Builds the Bridge with Nutrition Students and Healthcare Professionals

Hicks-Roof, K. & Beathard, K.

University of North Florida, Texas A&M University

Mentoring is an effective strategy used to help train and guide emerging professionals to be successful in their careers and meet education accreditation standards. Specific to nutrition in healthcare, the research and evidence-based recommendations are continuously evolving. Experiential learning experiences have been shown to be effective in gaining knowledge and improving skillsets (Fortier et al., 2015). The RD Mentorship Program was established to enhance professional development and knowledge by connecting nutrition students and practicing dietitians. This program used the Social Exchange Theory to collectively analyze the relationship between individuals and Kolb's Experiential Learning Theory to evaluate the impact of experiential learning. Registered Dietitians (RD) and dietetic students across Texas and Florida voluntarily participated in this project-based mentoring program. This program ran annually from 2016-2020, including a total of 232 dietitians and 301 students. This program collected qualitative data at baseline and end of the program from mentors and mentees. These qualitative responses were reviewed by the research team for patterns and themes. While the sheer number of participants over the three years was successful (n=533), there were also some valuable takeaway lessons. The majority of participants rated their experience with this program as highly satisfied. Mentees reported the program improved their skills and contributed to their dietetic internship application. It was also shown that mentors perceived students were quality assets to their practice and the dietetic profession (Hicks-Roof & Beathard, 2018; Hicks-Roof, 2018). Specific to healthcare, programs that provide experiential learning create valuable experiences that contribute to improved patient care (Townsend et al., 2016). Mentorships offer unique "hands-on" learning opportunities that bridge the gap between students and healthcare practitioners. Upcoming professionals have the chance to apply technical knowledge and skills in dynamic environments and recognize the importance of mentoring others. The RD Mentorship Program models how mentorships can successfully

be applied in diverse health professions.

Leadership Development Through Mentoring in Parks and Recreation

Vilhauer, H., White, N., Akre, K., & Gough, D.

California State University East Bay

Parks and recreation organizations throughout the nation are faced with developing leaders to fill the positions vacated by retiring Baby Boomers. Organizations are working hard to develop strategies to fill these positions with well-prepared leaders. The purpose of this research was to examine how parks and recreation professionals develop their leadership skills so that professional organizations, universities, and parks and recreation organizations can offer appropriate opportunities. This mixed-methods online study focused on professionals in public parks and recreation organizations in California by sampling the over 4,000 members of the California Parks and Recreation Society. Respondents completed a total of 383 self-reported online surveys. The survey included questions on the type of leadership each respondent uses, as well as information on how respondents believe they developed their leadership skills and demographics. Findings indicate that 37% of respondents self-identified mentoring as one of the top three development experiences that led to their leadership skills. There was no statistically significant difference between directors and staff or supervisors/managers. However, there was a statistically significant difference ($p < 0.05$) between females and males, where females identified mentoring as a top-three leadership development experience 41% of the time while men selected it 30% of the time. As organizations create development opportunities for leaders, it will be vital that they embrace a culture of mentoring.

Breaking Pandora's Box: Taking A Chance On You!

Waye, C.

Columbus Technical College

Building from Chandra Arthur's TedTalk, Code Switching, we often find ourselves tailoring our education, careers, and ourselves to those who have influenced us. The purpose of this study is to understand the barriers students, traditional and non-traditional, encounter that discourages upward mobility. Using personal testimony and interviews from collegiate mentors, this study provides insight into various successful relationships built between a mentor and mentees. It looks at how developing self-awareness encourages students/mentees' intrinsic motivation through developing creativity, risk-taking, and determination. Using a qualitative research methodology, interviews were conducted using open-ended questions regarding the development of a mentoring relationship. Students were also observed and tracked via mentor check-ins as they progressed through their educational and career goals. Before having a mentor, students displayed high levels of discouragement and were often not afforded to have someone visible for guidance and interjection. Of the successful relationships, mentors and mentees had prior affiliations and remained in contact for future relationship development. The argument that students with mentors have higher career and educational success rates hold true as they are open to criticism and developing long-term strategies. Taking a holistic approach to education comforts and encourages students to capitalize on their maximum potential. Developing a servant mentorship allows mentors to take into consideration a student's needs, goals, and wishes to develop improvement. Having genuine mentoring relationships increases productivity, critical thinking skills, and leadership skills within students.

Development of a Formalized Research Mentorship at a Completely Online Institution

Lehan, T., Babcock, A., & Hussey, H.

Northcentral University

Graduate students in online programs often lack the same opportunities to partake in research activities outside of the classroom as their peers at brick-and-mortar institutions. As increasingly more programs move online, especially now due to the COVID-19 outbreak, it is important to explore ways to support student learning and success more effectively. Creating opportunities to participate in real research can further aid students in developing and mastering their research-related skills (e.g., scientific literacy). At one completely online university that primarily grants graduate degrees, there were no formal research mentorships available to students. Using institutional learning outcomes data, a pilot program was implemented in July 2020 to examine the processes and outcomes related to developing formal research mentorships in and out of the classroom. Recommendations and strategies for those looking to implement online research mentorships at their institution are discussed.

Mentoring for Online Teaching

Rackley, R. & Hammer, J.

Texas A&M University

As the COVID-19 pandemic impacts schools globally, it is inspiring to see dedicated faculty nationwide creating virtual classrooms. However, not all of these instructors were prepared for the rapid transition to virtual learning environments. Many are struggling with aspects of teaching virtually and making sure students achieve the expected learning outcomes. Novice online instructors are expected to develop new teaching and communication skills while assessing learning and providing feedback. Pedagogical transformation begins when faculty investigate their practices with the deliberate focus on successful online strategies. Major (2010) studied the impact of online teaching that changes teachers' traditional activities and learning assumptions through a practice that is often used in Online Learning Communities (OLCs) by sharing research on exemplary online teaching practices, including concerns, challenges, and solutions found in the literature.

K-12 Administrators as Math Mentors

Hathuc, C. & Karge, B.

Concordia University Irvine

Administrators as mentors can help improve student achievement in mathematics. Since the role of the administrator is to lead the school, it is beneficial for them to build a rapport with teachers that are working with the students. This research study focused on four elementary schools that demonstrated an improvement on the California state test in mathematics. The positive impact on students when administrators worked with grade-level teams and provided intentional professional learning provided a key finding of this study. The professional learning leads to collective efficacy, which can be defined as “a group’s shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment” (Bandura, 1997, p. 477). Collective efficacy among teacher teams have shown an increase in student achievement (Donohoo et al., 2018). The teachers at the two schools that demonstrated a 10% increase felt more prepared to teach elementary mathematics. The teachers reported having increased confidence to provide challenging tasks for the highest achieving students, adapt their teaching to engage students’ interest, and helping their students appreciate the value of mathematics. The teachers demonstrated two assumptions within Malcom Knowles’ (1970) Andragogical theory – readiness to learn and orientation to learning. Since the administrators led their staff with specific work in mathematics, the teachers felt the need to apply their learning immediately. Overall, the study revealed that student achievement and improved mathematical understanding does not have to be linked to a program or money allocated towards materials. Instead, administrators can build time for teachers and teams to work together, with the learning guided by the administrator. This can lead to improved mathematics understanding for teachers and students.

Mentoring for Academic Administrators: Building a Culture of Sustainability and Success

Nnoromele, S.

Ohio University

Mentoring relationships for higher education administrators are generally perceived as a tool for moving up the leadership ladder (Brown, 2005), rather than a resource for supporting and retaining individuals in current administrative roles. As a result, most higher education administrators are thrown into new leadership positions with little or no strategic onboarding, often with disastrous consequences for both the administrator and the institution. Mentoring for higher education administrators is essential to maintaining stability and achieving professional and institutional success. This presentation explores the importance of administrative mentoring in helping new and experienced leaders navigate the dynamics of a new role or new environment and identify skills needed for a successful tenure. It provides strategies for developing an effective initiative, using evidence-based practices from the appreciate inquiry model of positive change management.

Wednesday, October 21, 2020

Mindfulness Session

9:30 AM - 9:50

Well-Being Practices Leading to Relationship Improvements: Ease

Omnia Abdel-Gawad, International Coaching Federation

Join me and experience proven approaches to achieving connections and well-being through simple practices. Being able to disconnect for few minutes and to be present in our body gives us the strength and ability to improve our relationships and be present for others. Creating high quality relationships starts with stopping and taking care of yourself even if it is for few minutes. In the following three sessions you will experience slowing down, cultivating connection and mindfulness through actions that will leave you authentically connecting with yourself and others.

Ease: In our second session, we will start with a mindful practice utilizing our senses. Through this practice we activate our sage mind which in return gives us the ease and clarity needed for focused actions. We will transition to a guided visualization to take us towards letting go and having more ease. By the end of this session you will feel lighter and wired with positive energy. This session will end with a breathing to ease us to the present moment and a short reflection.

Keynote Speaker

11:00 AM - 11:50 AM

Development Networks: What We Know & Where We Might Go With Research & Practice

Dawn Chanland, McColl School of Business

This plenary session reviews the research base on developmental networks in the workplace and other contexts. It underscores theoretical lenses often used to examine networks and proposes new research directions. It also discusses how we can leverage the evidence on networks to inform practice in various contexts, including in the workplace and university settings, where people can glean many benefits - including performance, learning, and satisfaction - from shaping networks that meet their developmental needs. One pointed area of practical application will be on leveraging networks as sets of positive connections to further protege well-being and ability to overcome adversity. In light of today's turbulent environment and the stresses places upon individuals as they navigate the impacts of COVID and of national events, an ability to manage stress and be resilient is arguably as crucial, if not more so, as career growth and advancement.

Plenary Session

1:00 PM - 1:50 PM

How to Connect Effectively Across Cultures

Tayo Rockson, UYD Management

Connecting across cultures can be enriching and educational, yet also challenging. Markets, worldviews, customs and traditions often become barriers that prevent people from developing cross-cultural relationships. Tayo provides a framework for understanding our internal and external strategies as well as several strategies that allow us to overcome barriers to connecting across cultures. According to Tayo, the type of people that know how to effectively connect across cultures do three things: They educate. They don't perpetuate. Instead, they communicate. By the end of this talk, you will learn to: become more self-aware of your own communication style; communicate clearly; act appropriately with people that come from different environments than you do.

Connecting Session

3:00 PM - 3:20 PM

Ingredients to Make Virtual Engagement

Chad Littlefield, We!

In this fun, interactive kickoff session, Chad Littlefield, TEDx speaker and author, will share practical tools on how to make engagement and connection easy—online. You'll walk away with numerous concrete tips, tools, and techniques that you will be able to implement in your programs immediately. They're simple to lead, universally appealing and most require no props. We'll also get a chance to have a virtual experience with Chad's We! Engage and We! Connect Cards™ which are being used by mentoring programs in 80+ countries.

Learning Facilitation

4:30 PM - 4:50 PM

Being A Life-long Learner: Authentic Integration Now

Celestina Garcia, Coaching Solutions

To coach or mentor, another human is to enter into a co-collaborative agreement to elevate each other's capacity to live grand, to be all you are meant to be, to be your best self. The intersectionality between mentor and mentee relationship is developed through the 'give and take' process and learning practices of connection, communication, and commitment. The ability to have efficient and effective time within the mentor session is grown through skill-building and actual experience. During this time in the conference each day, participants will be invited to synthesize their learnings of the day's workshops and integrate "takeaways/golden nuggets/relevance" into personal wisdom/skill. As practitioners of the work we ask others to practice, this session will be threaded together over the conference three-day length to support participants to process the network development and quality of connections through identifying emerging learning, learning reflection, and moving forward/implementation.

Wednesday, October 21, 2020

Concurrent Sessions

Morning Concurrent Sessions 8:30 AM - 9:20 AM

Strategic Partnerships for Professional Development and Job Placement in Natural Resources

Zanetell, B.

University of New Mexico Taos

University of New Mexico – Taos (UNM-Taos) has a new and growing program in Natural Resources Management. A key to its success is a Partner Network of land and water management agencies and organizations. Together, UNM-Taos and the Partner Network provide supports that enhance job placement of program graduates. These supports are in the area of experiential education, professional development, and internships. Their purpose is to give students the practical know-how and professional prowess to be competitive for positions as scientists in federal agencies. After 6 years of implementation, program graduates have an 80% job placement in full-time positions and a 100% job placement in positions that include part-time and seasonal work for the federal government. These next generation employees in natural resources reflect the demographics of Northern New Mexico in that they include first-generation, female, Hispanic, and Native American college graduates.

Mentoring in Resident Physician Professional and Personal Development: A Literature Review

Ton-That, M. & Alba, F.

University of New Mexico Health Sciences Center

A large proportion of residencies do not offer formal mentorship. Of those that do, the approach is variable with a wide range of models used. This literature review aims to describe benefits of mentorship in training of future physicians, barriers to effective formal mentorship programs, and mentorship models that have shown promise. PubMed MESH terms "Mentors" and "Internship and Residency" were used to query journal articles available in the English language with accessible full articles. Two investigators reviewed these articles. Of the articles returned in the search query, those that examine or comment on formal mentorship models for resident physicians were included in the literature review. Mentorship during

resident physician training has been shown to be an important factor in learning technical skills, research productivity, stress reduction and burnout prevention, career opportunities, and career fulfillment. Programs that facilitate mentorship training for faculty are a minority given the complexity and investment involved in a truly effective model. Other barriers to mentorship programs include time and resource limitations, complexity of measuring success, and inability to identify appropriate mentors. The value of mentorship in resident physician training is widely agreed upon by both program leadership and by residents. Yet, there is unclear collective understanding of what a mentoring relationship entails or how to successfully integrate it into training programs. While there are many approaches to mentorship, having a formal model in place with appropriate training of mentees and regular evaluation of the program can result in enduring resident physician retention, promotion, productivity, and job satisfaction.

Supporting Tough Transitions via Transformational Leadership

Miller, H., Kim, E., Babcock, A., & LaNear, J.

Northcentral University

The purpose of this paper is to provide guidance for faculty supporting doctoral candidates experiencing university closures. Based on the unfortunate closing of a small university without any immediate teach-out plan, hundreds of doctoral candidates were left without options. A faculty member independently contacted another university and worked quickly with the Provost to provide a clear path and opportunity for doctoral candidates. This connection provided a pathway for other students and faculty to follow. Faculty quickly mobilized, and embracing the transformational leadership model provided doctoral candidates advice, kindness, and logistical information to transfer from the shuttered program to another. All four components of transformational leadership: (1) charisma or idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) personal and individual attention were employed when supporting the transfer of these doctoral students. The transformational leadership model provided a framework to guide these doctoral candidates. This included engaging quickly with the new school leadership to support students and their faculty mentors. The new university provided a clear path to acknowledge and accept completed student coursework, IRB submissions, and existing research. Additionally, the new university provided faculty support and training through clear, consistent, established protocols. Communities of Practice (CoP's) were established and facilitated via weekly meetings for new faculty by new school leadership. They continually provide guidance with system processes, course content, and expectations. The transformational model is a mode or style of leadership focused on the development of long-term visions, values, and goals which also involves persuading workers to become attached to them and to work towards achieving personal goals. Faculty that engaged using this model now have students that have transitioned well to their new university, have a sense of community and belonging, and are on the path to successfully complete their dissertations.

Creating Belonging in the Workplace through High-Quality Connections

Thorpe, T.

TNT Development

This paper examines the potential for high quality connections created through developmental networks to foster inclusion and belonging in the workplace. Organizations continue to struggle to retain and engage diverse talent requiring leaders to be more innovative in their approach to diversity. Diverse and multiplex developmental networks may strengthen an organizations capacity to challenge inequitable policies and practices to create organizational cultures that are inclusive with equitable opportunities for all employees. Employees who feel they belong perform better, are more resilient and are more willing to challenge themselves. A lack of belonging results in employees taking more sick days, underperforming, and leaving organizations. The failure of diversity management programs has been linked to superficial changes; suggesting that organizations need to take more substantive steps to make changes to build belonging into its policies and practices and the culture. Developmental networks create stronger ties and deeper learning opportunities and have the potential to help organizations create the high quality connections needed to create inclusive organizations. This paper aims to help organizational leaders adopt a new approach to diversity management and understand the potential for developmental networks to foster belonging and create inclusive organizational cultures.

Fostering Business Information Literacy Skills with Student-Centered Coaching

Mohr, S.

Northcentral University

Business students require discipline-specific information literacy skills that translate directly into their careers. Previous studies have identified multiple challenges preventing business students from wholly engaging in the information-seeking process, and that these students are more task-oriented, less prone to browsing, more focused on finding targeted information, and believe they know how to use the library efficiently and effectively. Timing is an essential factor in knowledge retention and the use of the library. When students receive information literacy instruction through individualized coaching, they reported increased knowledge retention, higher achievement, and demonstrated critical thinking and analyses within the coursework. The purpose of this study is to assess how individualized virtual coaching sessions with business graduate students enrolled in a completely online program impact and influence students' abilities to move past barriers and challenges limiting their research experience. While previous studies conducted at traditional universities identified that business students demonstrated a disconnect between the course curriculum and actual research application, there is limited research identifying the effectiveness of information literacy coaching on graduate business students enrolled in online programs. This study aims to analyze what these students need to succeed and transfer these skills successfully into the workplace. It aims to provide insight into the role librarians play in increased knowledge retention, higher achievement, and demonstrated critical thinking and analysis.

The Front Lines: Creating Curricular Space for Faculty Mentoring

Butterfield, R. & Allred, P.

Brigham Young University Idaho

Despite evidence that faculty mentoring is pivotal in a student's decision to persist on to graduation in college (Tinto, 2007; Strikwerda, 2019), Berger and Braxton (1998) noted that "there has been no systematic inquiry into the different roles that student peers and faculty play in the process of social integration..." Because faculty and students interact frequently, faculty are in position to mentor students, thereby increasing college retention. One way that faculty can increase mentoring opportunities is through interviews. Though it has received little attention in the literature, the initial impact on retention has been promising (Ferguson, 1990). Brigham Young University-Idaho has increased its focus on mentoring by experimenting with faculty interviews as a curricular component of a general education course. BYU-Idaho funneled freshman students into this course to help establish the mentoring relationship when it can be crucial for new students. Content-heavy portions of the course were blended into an asynchronous online modality, thus creating coordinated time for faculty-student interviews. This addressed two of the most common obstacles to faculty mentoring: faculty time management, and scheduling conflicts with students. The interview questions feel informal but reveal risk factors for attrition where a faculty member can assess which students might need extra help and attention, and which campus offices are best positioned to help the student. The data are encouraging, particularly with several at-risk populations. This paper and presentation will explain the curricular shift, review the interview questions, and examine both qualitative and quantitative data regarding the student experience.

Mentoring in the Education Context: A Networking Session to Strengthen Meaningful Research

Cowin, K., Horn, P., & Augustine-Shaw, D.

Washington State University, Northern Arizona University, & Kansas State University

A networking session for educators interested in mentoring will provide an opportunity for sharing work that supports novice leaders and teachers. Quality mentoring programs prepare novice teachers and leaders to value equity and quality in PK-12 schools and inform state and national policy. The session will be led by three practitioner/scholars from different universities who will provide an overview of their work: 1) teacher mentoring and induction, 2) mentoring aspiring principals, and 3) mentoring new superintendents. Each of the three presenters will provide findings of effectiveness. Discussion will focus on issues, needs, and collaboration. Teacher Mentoring and Induction in Arizona: This program was implemented in K-12 school districts over a nine-year period in 148 schools within 18 districts. Professional development was provided for 203 mentors and 2,162 first and second-year teachers, which impacted 163,808 students. Principal Preparation Mentoring in Washington: This program attends to the relationships principals have with teachers they lead, relational mentoring may offer support for aspiring principal development. A self-portraiture process as an approach to increase skills in becoming relational mentors is outlined. New Superintendent Mentoring in Kansas: Kansas Educational Leadership Institute (KELI) is a program providing on-site mentoring, networking, monthly checklists, and professional learning. The session will provide a space for dialogue and development of a research agenda on mentoring as essential to teacher and leadership preparation. The session will engage participants in inquiry. The following questions will be used to prompt conversation: 1) What research are you currently engaged in around mentoring? 2) What contributions has your research made in establishing the importance of mentoring in teacher/leadership preparation? In learning for all students? 3) What areas of interest or need are important to research in mentoring? 4) Groups will develop questions to guide research around interest topics and next steps.

Seven Mentoring Habits of the Highly Qualified (and Standards-Based) Sport Coach

Darden, G. & Wilson, S.

Coastal Carolina University

In the world of amateur sport and athletics, the coach holds an enormous amount of influence, both with the young athletes and in the community. One might argue that strong mentoring is the most important credential of a highly qualified sport coach (Gilbert, 2017). The newly released National Standards for Sport Coaches (SHAPE America, 2020) provides direction for the knowledge and skills that coaches should possess. The standards highlight areas of both responsibility and opportunity for effective mentoring. The authors link the national standards to seven high quality mentoring "habits" and suggest ways sport coaches, leaders, and administrators can to be more effective in their mentoring role. After each mentoring habit is connected to a coaching standard, practical applications of the habit are explored. Using the national coaching standards as a framework, the paper reinforces how the sport leader can be more proactive and intentional as a highly qualified mentor.

Motivational Interviewing as a Retention Effort for College Freshmen

Blankenship, B., Carlson, J., & Lee, J.

Northern Arizona University

Universities continue to grapple with retaining college freshmen. A need to explore and develop meaningful, long-lasting, and reproducible interventions in the area of at-risk college student retention exists. Motivational Interviewing (MI) is a communication method used to establish a partnership, determine the interests of the client, highlight strengths, invoke change talk, and develop an actionable path to behavior change (Miller & Rollnick, 2012). This proposed intervention will target first-year students on academic probation working in a one-on-one setting using MI as the mentoring strategy. The mixed methods study will include frameworks of implementation fidelity, intervention fidelity, measurements for quality and

adherence to MI, and mentor and mentee alliance and satisfaction measures. Participants will receive two meetings framed with MI methods. The focus of these meetings is college student success. Outcomes will target student self-efficacy to learn, mobilization to behavior change, and term GPA improvement. The study design will allow for reproducibility across college campuses as it considers both implementation and intervention fidelity. Ultimately, this intervention aims to help mentees reach their personal goals and feel competent as a college student. The investigators' intent is to receive feedback as a dissertation research proposal to meet the freshmen student retention need moves through development and into implementation.

An Empirical Review of the impact of High-Quality Connections in Mentorship Relationships

Kemp, A. & Conston, T.

University of Houston

Historically, primary and secondary schools created academic intervention programs to strategically alleviate academic challenges for at-risk students by forging developmental relationships. High-quality connections in the context of developmental relationships in educational institutions have transformed students' outlook on life, motivation, academic performance, civic engagement, socialism, and attitude toward self, school, and learning. Moreover, research finds that students from lower socioeconomic backgrounds benefit from peer-mentoring relationships of older peers from similar backgrounds who have obtained high-school and college success as this may help students from lower socioeconomic backgrounds to build a sense of determination, drive, achievement, self-efficacy, and self-esteem without feeling stigmatized. Because of the impact high-quality connections can have on student's academic and developmental outcomes, researchers must analyze studies that look at these outcomes in various educational settings so that the findings can further the research. This paper investigates the impact of high-quality mentoring relationships with students from low socioeconomic backgrounds in educational institutions.

Morning Concurrent Sessions 10:00 AM - 10:50 AM

UT System LSAMP: (2019) Doctoral students' perceptions of mentorship and support during COVID-19

Gorbett, D., Shenberger, J., Quintana-Baker, M., & Rodriguez, S.

The University of Texas at El Paso

Research identifies mentorship, support, and resilience as key factors related to the success of science, technology, engineering, and mathematics (STEM) students from underrepresented groups. The Louis Stokes Alliance for Minority Participation Bridge to the Doctorate project (LSAMP-BD) at the University of Texas at El Paso (UTEP) provides post-baccalaureate fellowship support and mentoring to a cohort of twelve doctoral-level students for the first two years of their graduate careers. The support provides academic, professional, and research skills that enable students to earn doctoral degrees and transition into the STEM workforce. To better support LSAMP-BD doctoral students through the Coronavirus pandemic (COVID-19), the current study assessed students' perceptions of mentorship, support and, various resiliency factors. Participants were asked to complete a forty-two-item questionnaire consisting of Likert-type and open-ended response questions. Initial results indicate that LSAMP-BD students ($n = 11$) experienced higher confidence in their ability to make timely progress with their graduate education (range 1 – 5, $M = 4.7$), professional development ($M = 4.7$), and thesis/dissertation ($M = 4.7$) before than during the COVID-19 pandemic ($M = 3.7$, $M = 2.8$, $M = 3.5$, respectively). Overall, the students reported feeling supported by thesis/dissertation chairs (90%), and their department, program, or research laboratory (80%). However, respondents reported being concerned about the impact of the COVID-19 pandemic on the academic rigor due to distance learning adjustments (70%), the lack of opportunities for in-person professional development (80%), and their financial aid status or the financial resources available due to distance learning (70%). The results of the survey will inform the development of additional LSAMP-BD support infrastructure to enhance student academic, research, and professional skill development during periods of national health crises. Results will be shared with faculty mentors and students in order to foster innovative mentorship. Future research efforts will include analysis of student outcome data (e.g., graduation rates, time to degree completion, and job placement) and resilience factors from this survey.

Onboarding Occupational Therapy Faculty: A program transitioning clinicians to academia

Washko, J.

Misericordia University

Onboarding is a practice used to initiate new Occupational Therapy (OT) educators into academia. This paper outlines a semester-long program inclusive of three phases: Role shift, midterm check-in, and self-reflection. The goal of onboarding is to transition clinicians to be effective first-time faculty members who achieve academic success and socialization. Outcome measures of the onboarding program will include satisfaction surveys and the Relative Mastery Measurement Scale (George et al., 2004) an assessment tool developed from the Occupational Adaptation Model, measuring the achievement of academic success and academic socialization. The construct of relative mastery identifies one's efficiency, effectiveness, and satisfaction with overcoming an occupational challenge, such as the new educator role. This outcome measure will also determine the efficacy of the onboarding program. Onboarding programs may alleviate frustration that new academics experience, given the uncertainty and difficulty with adjustment (Williams-Smith, 2017). This program proposes a semester-long, three phased approach: Phase 1) Role shift- the necessities to making the transition and developing a teaching preparedness plan; Phase 2) Midterm check in- knowledge of pedagogy, theory, curriculum sequence, and

addressing student feedback; and Phase 3) Self-reflection- end of the semester review to gain insight on the transition to the new role including a teaching portfolio, faculty development plan, and student feedback action plan. While some commonalities exist between clinical practice and teaching, OTs who enter academia typically have limited exposure to the roles and responsibilities, work productivity expectations, and successful academic socialization in higher education (Falzarano & Zipp, 2012). Most OTs have not been trained to be educators in their undergraduate curriculum of their field. To address the nationwide shortage of OT faculty, academic departments can utilize onboarding programs to offer training for new faculty in this transition.

Novice Researchers: Creating a Partnership between an Academic Success Center and IRB

Dembsey, J., Northern, S., Daines, R., & Miller

Northcentral University

At Northcentral University, the Academic Success Center (ASC) and the Institutional Review Board (IRB) have partnered to provide coaching and support for online doctoral students who are navigating the IRB application process. Live webinars on IRB topics and group writing sessions on the IRB application have reduced anxiety, stress, and application turn-around times for novice student researchers while simultaneously providing the IRB team with feedback to improve the IRB application and increasing student exposure to the ASC. This ASC-IRB partnership promotes positive and productive relationships for novice researchers by using skilled writing coaches to alleviate anxiety and stress regarding the IRB process. Novice researchers are then able to submit better prepared IRB applications that result in reduced review times for the IRB office.

The Athena Women's Mentorship Program: An Inclusive Staff and Faculty Model

Sielert, V., Chapman, E., Himes, K., & Schiffelbein, K.

University of Idaho

In sharing the experience of establishing the Athena Mentorship Program at the University of Idaho, the authors explain how this program, developed specifically for professional women in higher education, is designed to support staff and faculty through an adaptation of Formation Mentoring (Felten et al., 2013). This program can serve as a template for the establishment of other institutional-wide mentorship programs with experience-based effective practices transferrable across institutional contexts and populations. Four women launched the Athena Mentorship Program in 2018 and supported cohorts in 2019 and 2020, respectively. Five faculty and five staff pairings (selected from a competitive pool of applications) came together during the academic year for group activities, guest speakers, and social gatherings. Pairs met throughout the year based upon personally predetermined schedules. Mentors and mentees also met separately for informal coffee chats. Consistent with formation mentoring scholarship, the combination of formal and informal gatherings has enhanced the cohesiveness of individual relationships, the identity and sense of community of the whole, and furthered numerous dynamic networking aspects of the program. Cross-campus and cross-curricular pairings are made to encourage high-quality connections and to develop a safe space for confidentiality. Feedback from the two cohorts and the experiences gleaned by the facilitators will be utilized to further refine the program as plans for the third cohort transpire. Mentoring is tremendously valuable for all professionals and is particularly impactful for those in underrepresented and marginalized groups. The University of Idaho Athena Professional Women's Organization is committed to promoting an inclusive and equitable climate for females. The "interrelated facets of feminism... gender, intersectionality, power, privilege... and collaboration" guide the vision for this program (Gravett & Bernhagen, 2018, p. 4). It is through continued, steady, and visible efforts that the Athena Mentorship Program furthers awareness of these facets.

Learning through Crisis: Evolving State Government Leadership and Workplace Connections

Rivera-Smith, A. & Phillips, J.

New Mexico State Personnel Office

The COVID-19 public health emergency and resulting shift to remote work has led to unprecedented and rapid change in how the work of New Mexico state government is conducted. The work of providing critical public services has been transformed as employees have been provided the means to fulfill their responsibilities from their homes via remote technologies. Leadership relationships with employees have been shifted to remote connection, and managers have rapidly re-worked their means of supervision, guidance, and relationship with employees. Work units have created ways to stay connected not only to get work accomplished, but also to maintain necessary social and supportive relationships among staff. Rather than viewing these changes as temporary necessities and planning for a return to status quo, organizational leadership, including the State Personnel Office as an oversight agency and partner to Human Resources professionals throughout state government, is seizing the opportunity created by the crisis response to gather data that can inform thinking and decision-making for lasting change to the way the state workforce operates. Preliminary findings from an Employee Engagement survey are providing points of further inquiry into innovative solutions to organizational issues.

Helping Pre-Service Teachers Set, Attain, and Scale Goals Using Motivational Interviewing

Carlson, J., Blankenship, B., & Lee, J.

Northern Arizona University

Pre-service teachers categorize fieldwork placements as some of the most consequential experiences in teacher education programs (Aspfors & Fransson, 2015). Despite the perceived level of influence, research has also suggested that fieldwork can vary greatly in quality and effectiveness.

The identification of embedded activities like the use of Motivational Interviewing (MI) with goal setting, goal attainment theory and scaling could positively impact the fieldwork experiences and ameliorate the disparities of quality and effectiveness. This proposed dissertation study will highlight the use of MI as a value-added intervention to more deeply engage pre-service teachers in goal setting and attainment activities already present in clinical fieldwork. The study will explore the effectiveness of MI to guide goal setting, goal attainment, and goal scaling activities while exploring the impact of implementation and intervention fidelity measures. The embedded use of goal setting with MI could improve the quality of fieldwork experiences with evidence-based practices and quantifiable measures. Motivational interviewing was developed by Miller in 1983 (Miller, 1983) with the most recent iteration of MI published by Miller and Rollnick (2012). The intervention is a communication-based support that focuses on autonomy for behavior change and is inherently goal-oriented. MI is widely used in clinical settings but has applications in other disciplines and is beginning to emerge in education as a value-added intervention. Goal attainment/achievement theory (Latham and Locke, 2002) highlights an individual's motivation to change a behavior is a perfect companion for MI in this setting. Goal setting and attainment scaling (Kiresuk et al., 1994) have been used in social science and educational settings with positive outcomes for many years. They provide a reliable measurement tool that can evaluate individual behavior change and growth towards the desired outcome. In addition, the MI intervention can provide associated measures to evaluate the fidelity of the MI processes using measures of both implementation (ImF) and intervention fidelity (InF) (Mendive et al., 2016).

The Superintendent Leadership Academy: Establishing High Quality Connections

Salazar Montoya, L.

New Mexico Association of Latino Administrations

The aim of this presentation is to present the research and the benefits of a leadership academy and how an academy, such as the Superintendents Leadership Academy, can build confidence, lead to opportunities, and broaden professional connections. Personal dissertation findings will be shared, and they will be compared to my personal experience with the Association of Latino Administrators Superintendents (ALAS) and Superintendents Leadership Academy (SLA). As one of 122 graduates of a leadership academy with ALAS, the benefits, take-aways, and other scholarly works will be shared with a wider audience. Specifically, practitioners who can benefit from the research will be targeted. Additionally, current literature will be compared to the benefits gained from this leadership academy. Through this presentation, the importance of mentorship, leadership, and networking will be shared. This research will serve as a springboard for future research to inform and improve current practices. This presentation will assist educational leaders identify mentorship opportunities, networking ideas, and the power of connections. As a result, this action research will serve as the foundation for strengthening the pipeline for more Latinx leaders. Having a strong support system that is both personal and professional is important. How this system contributes to successful candidacy opportunities, which often lead to permanent placement in top leadership positions, will be discussed. Finally, this paper includes a discussion on how successful leaders, through either self-determined mentors or formal mentorship programs, lead to more stable and secure professional positions.

Getting to Know You: A New Student Care Model to Extend the Reach of Higher Ed Admin.

Buley, H.

Odessa College

Higher education administrators drive to connect with students on a developmental level, to pursue meaningful relationships, and to provide students every opportunity to be mentored and helped. Shortages of money, time, and personnel resources often prevent institutions from offering high-quality connections to all but a very few. The quality of the connections developed is dependent on the amount of time available to be spent with each student and the amount and quality of relational knowledge gathered in that time. Odessa College's pioneer student support program aims to equip higher education administrators to succeed in pursuing close mentoring relationships with more students on their campuses with a new system based on relational knowledge and existing mentorship theory. The College Life Coach program involves leveraging dedicated remote student guides alongside a network of peer mentors and campus resources, powered by strong leadership and a robust student records system. This system allows for exponentially more students to be reached and connected with on a deep personal level than the traditional advising or case-management student care models.

Mentoring Practices Through the Generational Lens

Saxton, M., Wolter, M., Connell, M., & Thermer, C.

Goodwin University

A variety of mentors exist in the world (Early, 2014) and the development of each mentor-mentee relationship "is an organic process requiring inputs and outputs from both parties" (Pinion & Hisel, 2019, p. 33). Mentoring provides both professional and personal development as well as a sense of security and career readiness (Jakubik, Eliades, & Weese, 2016). This study is significant in that it seeks to rank goals for both mentors and mentees in a higher education environment. This study is a quantitative, non-experimental, survey design. The researchers used an existing, validated instrument; the Yellowbrick Mentorship Pathfinder, which was adapted from the Mentoring Competency Assessment (Fleming et al., 2013) and uses a ranking system. The survey was delivered via online link from Survey Monkey. Faculty, staff, administrators, and students were asked to participate via campus email. Data was analyzed using the Friedman Test to determine significance of rankings. Results showed a lack of support for gender influence on mentor-mentee goal rankings and a limited influence of generation on said rankings.

Creating Connections through Project Teacher Development (PTD)

Witmer, M., Milner, A., Crehan, T., & Wimer, J.

Millersville University of Pennsylvania, Color of Teaching Mentoring Program

The goal of Project Teacher Development (PTD) is to identify, educate, and inspire future teachers through mentoring ethnically diverse students and educating them on how to access and navigate college. PTD consists of the Color of Teaching (CoT) Mentoring Program, Side-by-Side, Summer Academy, and a dual enrollment college course which are held at the Millersville University (MU). CoT is the undergirding component of a multi-year program serving students in 7-12th grade. Student-based mentoring and the coexisting connections are CoT's foundational elements. In PTD, college students mentor 7-12th grade students of color who are considering pursuing a career in education. Using triangulation, data from a combination of field observations, mentor and mentee interviews, and pre-post surveys are analyzed. Mentees have expressed improvement in goal setting, group engagement, decision-making, public speaking, stress management, self-advocacy, college readiness, and career decisions. The connections to college students and the college campus are solidified through mentoring. The creation of high-quality connections between mentors/faculty and mentees provides opportunities for mutual growth for all parties. By creating meaningful connections on the college campus, mentees can explore opportunities that are available in college. Through these experiences, mentees develop personal skills while mentors can explore their professional development and improve their mentoring skills. PTD is creating meaningful connections for students and is transforming both the lives of students of color who want to become educators and their mentors.

Afternoon Concurrent Sessions 2:00 PM - 2:50 PM

UT System LSAMP: (2019) Undergraduate perceptions of mentorship and research experiences

Gorbett, D., Shenberger, J., Quintana-Baker, M., & Rodriguez, S.

The University of Texas at El Paso

Previous work demonstrates mentorship and research experiences accelerate socio-academic integration of historically underrepresented minorities into science, technology, engineering and mathematics (STEM) fields of study. Thus, the University of Texas System (UT System) Louis Stokes Alliance for Minority Participation (LSAMP) implemented a multifaceted undergraduate research strategy that aims to increase the number of students from underrepresented groups who earn undergraduate STEM degrees. This study assessed two-year and four-year institution student participants' perceptions of mentorship and research experiences through a mixed methods approach. In 2019, 53 students participated in research projects at partnering LSAMP institutions, Department of Energy laboratories across the US, or research institutes abroad. Students were immersed in mentored, independent or collaborative research for at least eight weeks in the summer. At the program's completion, students presented their research at an undergraduate research conference. Additionally, students participated in focus groups and a survey about their summer experiences. Participants reported satisfaction with the research experience (70%) and reported satisfaction with mentor guidance and direction (98%). Participant suggestions to improve the research experience included increasing communication between UT LSAMP, mentors, and students, and to begin communication between mentors and student participants before the start of the summer research program. In addition, students recommended that mentors enhance the organization and structure of the research activities. The UT System LSAMP leadership team is taking steps to enhance communication, organization, and structure between program leadership, mentors and their students to further strengthen mentor-protégé relationship development. Current efforts include the development of a mentor survey to assess their perspective, and mentor-protégé guide and training, particularly as it relates to the utilization of distance technology to support professional relationship development. Finally, the mentor-protégé pairs are asked to establish communication before the start of the program and submit a brief description of the proposed summer research activities with a tentative timeline for review.

Mentorship in Medicine: Helping Students Find Their Dream Job

Osmani, S., Midani, S., Assed, J., Fritch, R., Lebensohn, H., Faturos, A., & Alqawasmi, M.

University of New Mexico School of Medicine

Mentorship in medicine is critical to both personal and professional identity development (Burgess, 2018). Mentors can serve as role models for medical students and help them discover suitable specialties (Nimmons, 2019). Typically, students have one year of clinical experience to explore various fields of medicine before applying to residency (Norman, 2012). We sought to create an event to augment student experiences early in their medical education, allowing more time to connect with meaningful mentors. We created a curricular event by recruiting physicians with relevant student education and mentorship experience from 18 unique fields of medicine. Physicians were assigned to small rooms to lead short, 10-minute conversations with groups of six to seven students. Students rotated through these rooms over a 90-minute session, and conversation was guided by student-curated objectives. We surveyed students following the event and found that it was positively received. A majority of students reported increased interest in one or more fields of medicine (72%), learned new information about specialties they may be interested in pursuing (84%), and would recommend this event to other medical students (81%). Navigating numerous medical specialties requires focused guidance; mentorship is a critical resource for medical students and one of the most influential factors when they are deciding on a specialty (Yang, 2016). Mentorship opportunities can forge lasting professional relationships if implemented early in the medical curriculum. Moving forward, we hope to emphasize the importance of specialty-oriented mentorship in medical education, while further exploring the continuity and impact of relationships formed.

Scope, Activities, and Satisfaction of Peer to Peer Mentorship among Graduate Students

Chodur, G.

University of California Davis

Many graduate students struggle to access adequate and appropriate mentorship from faculty members and participate in peer mentorship activities to fill this gap. As these activities are primarily run through student groups, there is little uniformity in their administration. As a first step to improving the quality of peer to peer mentorship activities, this survey sought to describe existing peer mentorship programs among graduate students at the University of California Davis. The survey queried respondents about how peer to peer mentorship activities were planned, the scope of activities undertaken, and their ratings of how well the peer mentorship activities satisfied outcomes. The survey was distributed through targeted outreach and received 68 responses from 46 unique graduate groups or departments across campus. The mostly commonly undertaken peer to peer mentorship activities included informal social events (78%) and matching first years to upper year students (55%). Having a student elected to coordinate peer to peer mentorship was associated with holding 1.9 more activities ($p=0.002$). Satisfaction increased with the number of activities planned. Each additional activity raised satisfaction by 0.81 points ($p<0.001$) and number of activities explained ~40% of the variability in satisfaction. Research on peer to peer mentorship among graduate students is remarkably limited. This survey represents an attempt to identify evidence-based effective practices related to student developed mentorship activities in the context of post-baccalaureate education. The provision of peer to peer mentorship is an important opportunity to engage and form norms related to mentorship in the next generation of educators.

Exploring Developmental Networks: The Impact on Member Outcomes and Perceptions

Berkley, R. & Phillips, D.

Southern Illinois University Edwardsville

The purpose of this paper is to explore the impact of a specific developmental network, Women on Fire (www.womenonfire.com) on its members. Founded by Debbie Phillips, one of the first certified and most sought-after Executive Coaches in the country, the purpose of the organization is to provide developmental support for women to build strategies for personal and career success. The paper explores the perceptions of members with respect to mentoring roles experienced by members, satisfaction with program offerings, and motivations for joining and being engaged with the organization. Results indicate that the mentoring role inventory can be adapted successfully to developmental network organizations. Additionally, the research indicates a high level of satisfaction with the mentoring support they receive from other members of Women on Fire, as well as satisfaction with program offerings.

Architecture in Elementary Education: Scalar Investigations of Home

Pannone, M. & Berman, J.

Marywood University

Architecture in Schools (AIS) serves to enrich architectural education through a blend of theory and practice translated for the consumption of younger mentees. These exercises are community-focused, bringing upper-level architecture students into local elementary school classrooms. The Architecture in Schools program at Marywood University is an elective independent study course consisting of three phases of theory and practice: (a) research and planning, (b) execution and engagement, and (c) documentation and reflection. This hands-on exposure challenges the students cross-disciplinary development through the incorporation of meta skills, such as writing, drawing/sketching, storytelling, and self-reflection, while simultaneously benefiting the education of local elementary school students. Architectural principles were explored through the methodology of "home." Students used the anatomy of a residential neighborhood, breaking it down into its individual communicable parts. Exploring recognizable elements through modularity works to expose younger students to scalar and tectonic elements of the built environment through common recognizable surroundings and objects of play. Lesson plans were created reactively as students planned future development based on the successes and failures of previous content. The program is mutually beneficial for both the mentor and the mentee (and arguably the advisors as well). The mentors develop their communication skills of profession-specific topics through their deliberate interactions with the elementary school students. This includes organization, professional communications with the teachers, and the design of each lesson. Through their interactions mentors expose the students to creative problem-solving skills that students then apply to their other subjects in school, gaining increased awareness of career opportunities in science, technology, engineering, arts and mathematics (STEAM) professions in addition to the variety of paths following their primary education.

Meaningful Mentorship and its Impact on the Efficacy of Secondary Music Educators

Anderson, N. & Karge, B.

Concordia University, Irvine

Teachers with both experience and expertise in each field of study are needed for maintaining stability within the K-12 education system and for lowering attrition rates. It is estimated that close to 13% of all educators leave the profession of education within the first five years of their careers (Garcia & Weiss, 2019; Kloss, 2012; Legette, 2013). On a micro level, this issue is magnified within the field of music education. Mentorship programs can impact the efficacy of secondary music educators. With an improved efficacy, music educators may be more inclined to stay in their chosen profession. The purpose of this mixed-methods study was to explore the relationship between meaningful mentorship and its impact on

the efficacy of secondary music educators. For the purposes of this study, mentorship is defined as content specific mentorship, in which both the mentor and the mentee are secondary music educators. The researchers found that overall, secondary music educators (N = 18) are consistent in their values of meaningful mentorship and its importance on their efficacy as teachers. Being involved in a mentorship program, regardless of where a teacher may be in their career was found to be welcomed and ultimately necessary in helping to provide content specific professional learning opportunities. Both quantitative and qualitative results were combined to focus on the research objectives of this study.

Motivational Interviewing as a Framework for Measuring Fidelity of School-Based Coaching

Lee, J., Blankenship, B., & Carlson, J.

Northern Arizona University

This article will present the spirit, processes, and conversational skills of Motivational Interviewing (MI) (Miller & Rollnick, 2012), and common tools associated with the measurement of MI implementation (ImF) and intervention fidelity (InF) will be presented. The authors of this paper wish to foster an open and critical discussion of MI as a framework for implementation and intervention fidelity and shed light on its uses in school-based coaching. MI is both a clinical practice and conversational strategy that works to accept an individual's own choices about behavior change through partnership in an atmosphere that respects autonomy by evoking the individual's own perspectives. One of the benefits of using MI as a tool to build developmental relationships is that it offers a framework to measure the quality of coaching as both the relational and technical aspects of its delivery are quantifiable; allowing for the measurement of both ImF and InF. Understanding what constitutes acceptable dimensions, ImF and InF are critical to understanding variation in coaching impacts (Dunst, Trivette, & Raab., 2013; Mendive, Weiland, Yoshikawa, & Snow, 2016). Though the field recognizes the importance of ImF and InF, coaching interventions often overlook opportunities to systematically measure fidelity, citing issues of inconsistent definitions and practices associated with both (Nelson, Cordray, Hulleman, Darrow, & Sommer, 2012). This brief explores the feasibility of and required planning for measuring ImF and InF in coaching intervention contexts to explore current barriers, challenges, and "next steps" in measuring ImF and InF to improve understanding of program impacts. We suggest that MI may be employed in the promising practice of school-based coaching to support the motivation of school-based personnel when implementing EBPs and subsequently the treatment integrity (i.e., fidelity) of the EBPs deployment.

Connecting in Co-mentoring Circles: Learning to Lead Together

Cowin, K.

Washington State University

Aspiring educational leaders face many challenges; having a safe, supportive space in which to ask questions, process experiences, and release work related emotion is vital to learning to lead. Relational mentoring can address limitations of traditional mentoring perspectives by exploring mutual functions and outcomes between protégé and mentor. Purposeful design focusing on relational mentoring experiences, where time is spent in activities that help the mentoring relationship become growth-filled for all participants, creates this space. The model called a co-mentoring circle uses the tenets of relational cultural theory applied to relational mentoring: "Interdependent self-in-relation" (the idea that everything we do is in relation to others; we are not alone); "growth fostering interactions" (interactions are growth-filled for both mentor and protégé and contribute to a deepening of the mentoring relationship); and "systemic power" (systems of power exist in all relationships and need to be explored and named within the mentoring relationship). Over the past five years 50 aspiring educational leaders have participated in co-mentoring circles. The co-mentoring circle components and activities are introduced and completed over multiple circle meetings, each lasting about three hours. The components and activities that were evaluated by participants are: group norms, reflection, giving and receiving feedback, exploring one's communication style, building trust, assuring confidentiality, and activities called: "hopes and concerns," the "professional timeline," and the "self-portrait." The co-mentoring circle participants have evaluated co-mentoring circles as highly effective in providing safe, supportive places to work with others who understand the work of aspiring leaders. Ongoing feedback suggests participation in the co-mentoring process helped build a long-term network that continues to be of support well after completing the preparation program. Participants, who are now school leaders, from a circle started five years ago, are still in regular contact.

Moving Virtually: A Peer Mentoring Programs Response to COVID-19

Black, V., Moczygemba, A., Allred, S., & Eller, D.

Texas State University

Peer Mentoring has been an effective best practice to assist new students as they transition to college during their first year (Crisp et al., 2017). The Personalized Academic and Career Exploration (PACE) Peer Mentoring program at Texas State University is a formal peer-to-peer mentor program that serves all first-year students. The study assessed the impact of virtual mentoring for first-year students at Texas State University. The research team captured weekly mentor contacts/hours during the transition to virtual mentoring and how mentors described their experiences with virtual mentoring. The four Cs framework developed by Latino and Ashcraft (2012) guided the research study. The research questions included: 1) How has COVID-19 impacted Peer Mentor/Mentee engagement? 2) What types of communication modes are Peer Mentors using for virtual mentoring? And 3) How do mentors describe their experiences moving to virtual mentoring?

Engaging Faculty as Stewards to Build a Connected Community in a Fully Online University

Nyysti, K. & Bloomberg, L.

Northcentral University

This paper illustrates how an online graduate university engages faculty to strengthen the implementation of a community-focused engagement platform, The Commons, that serves as a hub to connect students, faculty, and staff outside of their courses. Online learning can often feel very isolating both for students and faculty. With access to a connected community, students and faculty can find support and resources. Faculty's engagement outside of their teaching responsibilities can have a significant influence on creating a connected community. Northcentral University faculty members serve as stewards for communities within The Commons and are role models for the quality of connected engagement that the university leadership seeks to create. The paper includes key strategies that have been implemented to support faculty participation and success as stewards including community engagement guidelines, steward onboarding, and coaching, compensation models and recognition awards, and quarterly steward meetings that focus on sharing experiences, insights, and effective practices.

Afternoon Concurrent Sessions 3:30 PM - 4:20 PM

COVID-19 Inspired Virtual Mentoring: A New Look

Parker, M.

University of Houston, Downtown

The purpose of this paper is to examine how student-centered mentoring could be taken to the virtual environment out of necessity due to the COVID-19 illness impact on the university and STEM undergraduates. Urgency, associated with maintaining relationships and support, was supported through a variety of media. Use of Zoom video-conferencing software and GroupMe mobile phone/computer applications provided primary platforms for ongoing conversation and support. A clear structural framework and established procedures all were instrumental in maintaining our virtual mentoring program.

Mentoring Undergraduate Students in Research: Faculty barriers and benefits

Monarrez, A., Wagler, A., Morales, D., Seira, D., Echegoyen, L., & Ramirez, A.

The University of Texas at El Paso

There is growing interest in creating programs for undergraduate students to engage in authentic research experiences, especially for underrepresented minorities in science, technology, engineering, and mathematics (STEM) fields. One crucial component of these programs is access to quality faculty mentorship as an essential component of a student's research experience and college life. In the science education literature, the benefits of faculty-mentored research experiences for undergraduate students have been well documented (Daniels et al., 2016; Junge et al., 2010; Morales et al., 2018, 2019). Previous studies have highlighted key features of faculty mentoring, such as providing resources, offering guidance, giving constructive critiques, and appropriately acknowledging the mentee's contributions (Berk et al., 2005; Colvin & Ashman, 2010). One study also suggests that an effective faculty mentor should possess certain characteristics such as accessibility, honesty, motivation, approachability, and be respected by peers in the field (Berk et al., 2005). However, there are few reports available focusing on faculty mentors' perceptions of gains and obstacles for mentoring undergraduate researchers. This study reports on these perceptions and investigates the factors that influence mentors' perceptions of the benefits and barriers of mentoring undergraduate researchers, using survey data collected from biomedical research faculty at a Hispanic Serving Institution. Based on empirical methods, faculty-perceived benefits appear to separate into three sub-groups: tenure and promotion (TP), professional and research (PR), and personal (P), while barriers separate into two sub-groups: institutional value (IV) and student-based (SB). Statistical analyses demonstrate how the identified barriers and benefits are associated with faculty characteristics. Results indicate that faculty mentors' demographic background (gender and race/ethnicity), academic rank, and college affiliation affected how they perceived benefits and barriers of mentoring undergraduate students in research. Recommendations are made about how institutions can encourage and advance faculty mentorship of undergraduates.

Anxiety, Loneliness, Grief, Gender Identity: Four Case Studies in Wellness & Life Coaching

Kohlenberg, R.

University of North Carolina, Greensboro

The value of integrated wellness and life coaching with clients who experience anxiety, loneliness, grief, and gender identity is documented in four case studies. The process of coaching the four clients who regularly presented with one of those issues is summarized. Procedures characteristic of wellness and life coaching are detailed and differentiated from counseling and psychological analysis. More specifically, motivation, emotional support, and creation of confidence through new life paths are discussed. Coaching is differentiated from psychotherapy in that coaches work in the present, whereas therapists generally delve into the past. Coaches tend to focus on the how, and therapists ask about the why. Coaches look into the conscious mind; therapists search in the unconscious realm. The ideal situation for coaching clients is working in tandem with a psychotherapist. Positive coaching is intended to bring forward strengths and to discover intrinsic motivation through empowered questioning. Details of case studies demonstrate how a life coach can impact the lives of four individuals. Each client, through questioning and positive dialogue, moved from a point of

analysis through a process of determining a positive life path. The transformational process focused upon “where do we go now” rather than issues addressed in psychotherapy. Each client experienced a unique life change. Although in-person sessions ceased during months of sheltering-in in response to the pandemic, dialogue continued through electronic venues.

The Value of High-Quality Connections: The Benefits of Positive Leadership during COVID-19

Drew, M.

Fort Valley State University

The purpose is to examine high-quality connections and the benefits positive leadership has in the workplace during a global pandemic. This paper suggests that leaders use different strategies and practices to create a positive workplace. Emergencies, such as COVID-19, is an unprecedented challenge; however, it requires a unique kind of leadership. Research suggests that leaders need to build and establish high-quality connections in the organizational climate by using positive leadership. The research further suggests that positive, yet effective leadership helps crisis management and allows leaders to implement practical strategies and solutions to help get the organization through even troubled times. The significance of the research is to further examine how high-quality connections combined with positive leadership allows individuals to gain spiritual growth, motivation, and more fulfillment in the workplace.

Coaching in a Socially Distant Reality

Gesualdi, N., Moquin, R., & Campbell, M.

Johns Hopkins University / Urban Teachers, Washington University in St. Louis, & University of North Alabama

While literature on coaching, mentoring, and leadership is well-developed, nearly all of this work revolves around a pre-COVID-19 reality that may no longer be ours. The pandemic has caused a worldwide upheaval, and the opportunities for close, in-person contact that much of this literature is based on is now, and likely will be going forward, very limited. Re-purposing these strategies 1:1 for the new COVID-19 tinged reality may work, but they also may set back organizations as they move into a remote/socially distant operation. This paper and presentation will seek to review current, relevant and well-regarded effective practices for coaching, mentoring, and leadership development with a goal of reimagining their efficacy through a COVID-tinged lens. Developing a prospective approach to the impending challenges of supporting the growth and development of teachers, particularly novice ones, will be of particular interest in the analysis. The resulting framework will be applicable to leaders as they support novice teacher professional growth. A literature review will establish a current baseline for what constitutes best practices. By utilizing Bryk, Gomez, Grunow, and LeMahieu's principles of improvement in tandem with the prevailing CDC response guidelines, this frame of reference will support the development of a coaching and support model for the new reality schools now exist within. The resulting framework will allow for coaching, mentoring, and leadership development to continue unabated. Without a vaccine, clear treatment protocol, or other mechanism in place to stop the spread of the Coronavirus, there is a significant likelihood that the way things used to be will no longer be possible. The intention of this paper is to elevate recommendations for how schools and other learning focused organizations can continue to move forward so that effective coaching can continue to happen even as our paradigm shifts.

Mentoring through a Virtual Community of Practice: Diffusion of a Virtual Mentoring Model

Pawlyshyn, N., Sanders, T., Avalon, E., & Goode, T.

Northeastern University

Northeastern University has been at the forefront of experiential learning and innovation. A rapidly changing educational landscape, coupled with an entrepreneurial university spirit, has pointed to a need for a systemic framework for faculty mentoring and collaboration in the remote environment. In response to this need, two intertwined faculty-driven initiatives have arisen to support globally-dispersed faculty: a virtual community of practice (VCOP) and mutual mentoring circles.

The Successful Outcomes of a Regional Conference for Faculty and Academic Staff Mentoring

Merritt, R.

Athens State University

Athens State University has had a successful mentoring program addressing the needs of first-year tenure track and non-tenure track faculty since 2012. In an effort to discover what community colleges, four-year colleges, and universities in Alabama and Tennessee are doing regarding mentoring of their first-year faculty, new academic staff, and junior faculty, the Office of Academic Affairs at Athens State University and the Faculty Development Office at Calhoun Community College joined together in a year-long preparation for the first regional conference entitled, “Mentoring for Faculty and Academic Staff in Higher Education.” In order to establish the efficacy of the conference, more than 50 conference attenders completed an online survey. There were seven questions focused on the content and service quality. This successful conference was held on November 15, 2019, and approximately 100 participants shared what their programs offered their employees or sought guidance from those institutions which had extant faculty and staff mentoring programs. One of the many positive outcomes of the program was the genesis of the development of the First-Year Staff Mentoring Program at Athens State in January 2020, scheduled to become active with a first cohort in the fall of 2020. In addition, other

institutions which did not have programs in place for first-year faculty reported an intention to begin one in the near future. The conference offered participants a keynote session during which an expert in faculty mentoring spoke and numerous breakout sessions which included individual and panel presentations, supporting opportunities for participants to engage in active discussions on faculty and staff mentoring.

Mentor Couples Help Improve Parenting Class Outcomes

Hitchcock, D.

Regent University

Mission Great Expectations is a faith-based community educational program serving lower-income families in the Hampton Roads region of Southeastern Virginia. The program, offered to the community by the Keim Centers (run by the non-profit agency, CPC of Tidewater), was first designed to provide cost-free parenting classes and spiritual encouragement to expectant mothers using the Injoy Health Education parenting curriculum (Injoy Health Education, 2017) instructed by a medical professional. The program has recently added a mentoring component enlisting local churches to provide 4 to 6 mentor couples to host and facilitate the program along with the instructor. The current study reviews the Mission Great Expectations program looking at several metrics collected by the non-profit agency both before and after the new format incorporating mentor couples into the class. As a preliminary investigation of this model, the following measures were used: client demographics, rates of participation by clients and fathers, completion of each of the 10-week programs, and recently introduced self-report satisfaction ratings. Increases in several of the program's expected outcomes were found as a result of comparing data before and after the introduction of the mentoring component. These include program outcomes such as increased client attendance, more participation by fathers, more clients completing the program, and self-report evidence of confidence for self and infancy care, and more social connection to other community support systems. The Campbell Collaboration has found that parenting programs are effective in many ways (Barlow & Coren, 2018), including improving emotional and behavioral adjustment in infants and children (Barlow et al., 2005) and for enhancing psychosocial functioning in parents (Bennett et al., 2013). The current preliminary results, reviewing the use of mentor couples in the Mission Great Expectations program, revealed that this addition brings increased benefits to those served in the lower-income community in Hampton Roads, Virginia.

Mentoring in the Time of COVID-19

Wolter, M. & Wisniewski, L.

Goodwin University

In the time of the COVID-19 pandemic, the entire world had to pivot. Institutions of higher education had to move to online teaching within days. This is time of uncertainty when people are craving for a sense of normalcy and interaction to return prior to COVID-19. It difficult to develop a plan to return to normalcy when the deadline to remove the pandemic restrictions keeps moving due to the changing nature of the pandemic. With all the uncertainty of this time, it is difficult to focus on developing and maintain high-quality connections. The researchers have developed a practitioner focused answer to this issue. In this time, they focused on social media as a community building resource. The researchers noticed there is a gap in providing resources for early career individuals for mentoring focused programs. To fill this gap, the researchers are proposing an early career development and mentoring academy that will be hosted online. This approach utilizing existing networks on social media, provides a model to strengthen the connections, and easy to navigate during these uncertain times. The framework that the researchers are using to develop this academy is the Full Range Leadership Model developed by Avolio and Bass (1991). In this research model, the researchers discussed the importance of transactional, transformational, and laissez-faire leadership styles. This model will allow participants to explore these styles and relate them to their own networks and careers. In addition, the researchers will be interacting with academy participant to strengthen high-quality connections.

Mentoring Relationships Contributing to Foster Youth Higher Education Attainment

Castillo Johnson, G.

California State University

This study includes the integration of four theoretical frameworks contributing to the success foster youth experience when pursuing higher education. Student Involvement Theory, Social Capital Theory, Resiliency Theory are all interwoven as the research is applied to the Bio- Ecological Theory of Human Development which is essential for conceptualizing relationships over time. The purpose of this study is to explore the first year experiences of foster youth pursuing higher education and their perceptions about how personal connections, social networks and social capital supported their persistence. Hence, how does social support networks affect the first-year experiences of foster youth admitted to four-year institutions, is the overarching research question of this study. A mixed methodology was utilized analyzing data, which is part of Hogan's Foster Youth in Higher Education Study conducted in 2012. This longitudinal study included quantitative data and qualitative interviews related to first-year experiences. The sample population included 30 students with a history participating in the foster care system. The analysis of this research provides insight in understanding how student needs pertaining to connectivity and relationship development align with support services being offered and their impact. Findings revealed that a total of 25 (83%) participants persisted to year two and five (17%) did not persist to year two. This study may be influential in minimizing the educational achievement gap for foster youth as current research is rare where the focus is on the personal experiences of foster youth and their ability to access social and emotional support in higher education.

Thursday, October 22, 2020

Connecting Session

9:30 AM - 9:50 PM

Connection Before Content

Chad Littlefield, We!

In this fun, interactive kickoff session, Chad Littlefield, TEDx speaker and author, will share practical tools on how to make engagement and connection easy—online. You'll walk away with numerous concrete tips, tools, and techniques that you will be able to implement in your programs immediately. They're simple to lead, universally appealing and most require no props. We'll also get a chance to have a virtual experience with Chad's We! Engage and We! Connect Cards™ which are being used by mentoring programs in 80+ countries.

Plenary Sessions

11:00 AM - 11:50 AM

Developing Organizational Political Savvy

Jane Lewes, The Learning Consultancy

In the context of workplace mentoring (especially for women), the concept of developing and applying "political savvy" has rarely been tackled. However, research carried out by Warwick Business School and Roffey Park Institute of Management found that: Political behaviour is increasing and leads to a reduction of trust in management and game playing is damaging performance; over 70% of people who work in organisations associate 'politics' with a negative experience. To discover whether the political dimension of organisational life can have a helpful or hindering effect on the career progression of women, the Academy for Political Intelligence recently undertook research to investigate to what extent 'organisational politics contributes to the underrepresentation of women in senior leadership roles. This was conducted via a web-based questionnaire and completed by 422 managers from the public, private and third sector, 94% of whom were women. The findings provide an insight into the beliefs and behaviour of women managers on the subject of organisational politics. The conclusions of the research suggest: The ability of women to use organisational politics is perceived to be similar to men but they are less inclined to actually use these skills; Political behaviour observed from men and women is different (although when asked to provide examples many people struggled to be specific); That women need to be 'more motivated' to use political behaviour to develop their careers; That women need to demonstrate even more effective political behaviours; That to progress women need to be more or as equally political as men; That a large proportion of the working population continue to perceive political behaviour as a 'bad thing.' As a result of this research, the Academy for Political Intelligence and Matrix have developed a set of materials to enable individuals to identify the extent to which they both understand and deploy political intelligence (or "Savvy") within their organisations. The presentation will explain the Political Savvy model and provide participants with information about how they might adopt the model for their own environments. By the end of the one-hour presentation, participants will have: Understood the Political Savvy Model; Identified its key components; Received mini case studies of its application in a mentoring relationship; Experienced a "taster" of the model; Learned how to gain further information about the Political Savvy Model.

1:00 PM - 1:50 PM

Measures of Mentorship in Tumultuous Times

Erica Davis-Crump, Progress Now NM

This session aims to uncover healthy forms of support amid multiple pandemics for your students. We will create a safe space to acknowledge biases, and discuss how to begin cultivating tangible tools that will help the inner work of self care, and healing Mentors require. This session will also include feedback of the current social climate, and genuine assessment of personal capacity so that mentors may authentically show up to help their mentees with the multitude of barriers that have been pronounced since the beginning of the year.

Mindfulness Session 3:00 PM - 3:20 PM

Well-Being Practices Leading to Relationship Improvements: Gratitude Omnia Abdel-Gawad, International Coaching Federation

Join me and experience proven approaches to achieving connections and well-being through simple practices. Being able to disconnect for few minutes and to be present in our body gives us the strength and ability to improve our relationships and be present for others. Creating high quality relationships starts with stopping and taking care of yourself even if it is for few minutes. In the following three sessions you will experience slowing down, cultivating connection and mindfulness through actions that will leave you authentically connecting with yourself and others. Gratitude: In our third session, we will start with box breathing exercise to unwind, relax and be present. We will then have a stretching exercise to correct our posture and release the tension in our body. It will be followed by a gratitude practice. We will end the session with a short teaching of things that can be done on daily basis to help maintain a good useful well-being practice that will be part of life.

Learning Facilitation 4:30 PM - 4:50 PM

Being A Life-long Learner: Authentic Integration Now Celestina Garcia, Coaching Solutions

To coach or mentor, another human is to enter into a co-collaborative agreement to elevate each other's capacity to live grand, to be all you are meant to be, to be your best self. The intersectionality between mentor and mentee relationship is developed through the 'give and take' process and learning practices of connection, communication, and commitment. The ability to have efficient and effective time within the mentor session is grown through skill-building and actual experience. During this time in the conference each day, participants will be invited to synthesize their learnings of the day's workshops and integrate "takeaways/golden nuggets/relevance" into personal wisdom/skill. As practitioners of the work we ask others to practice, this session will be threaded together over the conference three-day length to support participants to process the network development and quality of connections through identifying emerging learning, learning reflection, and moving forward/implementation.

Thursday, October 22, 2020 Concurrent Sessions

Morning Concurrent Sessions 8:30 AM - 9:20 AM

UT System LSAMP: (2019) Planning for a Remote Summer Research Experience During COVID-19

Villalobos, C., Shenberger-Trujillo, J. M., Gorbett, D. M., Rodriguez, S. E., Arciero, A. V., Dawson, K. Y., Delk, G., Rainwater, S. B., Sifuentes, J., & Flores, B. C.

University of Texas Rio Grande Valley, University of Texas at El Paso, University of Texas at Arlington, Tyler Junior College, & University of Texas at Tyler

Among the high-impact education practices that have demonstrated a positive association with student learning and retention, undergraduate research stands as a game changer for historically underrepresented minorities pursuing degrees in science, technology, engineering and mathematics (STEM). For 15 years, the University of Texas System Louis Stokes Alliance for Minority Participation (LSAMP) has implemented an annual summer research program that aims to increase the participation of underrepresented minority students and students from other underrepresented groups by providing research opportunities. Cohorts of community college and university students are selected in early spring and carefully placed in research teams under the guidance of an experienced faculty mentor. With the advent of the COVID-19 pandemic and an ensuing national health crisis, a considerable number of federally funded undergraduate research programs across the United States summarily cancelled activities for the summer of 2020. Upon consultation with the funding agency, program officers, and its board of directors, UT LSAMP leadership opted to defer fellowships for students who would still be enrolled in the 2021-2022 academic year. However, a considerable number of students, mostly from comprehensive universities and community colleges, declared that they would be graduating within a year. In response, UT LSAMP offered these students the opportunity to complete a remote research experience. This presented a unique challenge for developing and managing a program in which research-active faculty from their home institution could mentor their protégés virtually for an 8-week period. Ultimately a quarter of the originally planned cohort of students participated in the "virtual summer research academy." This paper will discuss the lessons learned, including insight on how to recruit and support faculty mentors at comprehensive universities, develop engaging research projects with limited wet-lab resources, and deliver complementary professional development activities that can be conducted virtually.

Using International Mentorship Consultation to Build CBT Competencies in Tanzania

Feindler, E., Immerman, S., & Pazmino Koste, E.

Long Island University

Following an immersive APA International Learning Partner Program, a unique international mentorship program was developed between five US graduate students and five Tanzanian Master's level psychologists. The first three years of this cognitive-behavioral therapy (CBT) consultation program is detailed as it enhanced the multicultural competencies of all involved. Using an internet-based platform and conducting consultations in English, the Tanzanian Mentorship Program (TMP) team provided over 75 individual consultation meetings, 22 group supervision meetings, and five CBT training classes for all mentees. The challenges of providing weekly mentorship to psychologists practicing in an extremely low resourced country and the significant gains in enhanced cultural understanding are described. All mentors and mentees found the experience to be incredibly valuable and to have strengthened attitudes of cultural humility and multicultural awareness.

A Revolutionary Agenda for Bolstering Co-Curricular Engagement for Black Undergraduate Women at PWIs

Norman, S.

Oregon State University

Co-curriculum, when executed properly, enhances the college-going experience and provides invaluable tools that contribute to success both during and beyond the college experience. As Black women continue to enroll at an increasing number at predominantly White institutions (PWIs), their co-curricular involvement presence is not increasing. Through the lens of racialized organizations, this article synthesizes literature as it relates to co-curriculum and the benefits therein and offers a race-informed agenda for bolstering the engagement of Black women at PWIs in co-curriculum.

Strengthening Interdisciplinary Leadership Teams through Team Development Intervention

Gilbert, J., Gilbert, M., & St. Clair, L.

Central Washington University

In the workforce and the classroom, one of the fastest growing trends is teamwork. Organizational leaders, spanning across varying fields and disciplines, have indicated that the amount of time spent on team related tasks has continued to increase. Along with this growing trend, the Silo Effect, which is diminishing and damaging cross-departmental and interdisciplinary collaboration, is threatening organizational sustainability and creating a demand for team development solutions. In order to increase strength, communication, and collaboration amongst an interdisciplinary leadership team, a Team Development Intervention (TDI) was created that focused primarily on the factors of interpersonal communication management, problem solving, role clarification/flexibility, and goal setting/achievement. The TDI is made up of both Team Building and Team Debriefing components that can be implemented by faculty and staff with student based leadership teams. The two-quarter intervention was tested on a group of 14 students, who were members of a university club interdisciplinary leadership team. In the beginning, a situation analysis was conducted to test the current state of the team; following analysis, team building exercises, focusing on communication and project management, were implemented. Upon completion, a debriefing process was carried out to evaluate the impact of the team building exercises and determine the leadership team's future developmental strategies. Through the team development intervention, a group of interdisciplinary university student leaders were able to strengthen both their interpersonal communication based team skills and their ability to successfully collaborate across disciplines. This was significant because it provided a model for university faculty and staff to effectively mentor future student leadership teams into strong organizational leaders, communicators, and collaborators.

Gone On Debating: University-High School Debate Mentoring Partnerships in New Jersey and India

Patten, J. N.

Monmouth University

With roots going back to the ancient Greeks, debate has long been viewed as the most highly valued political skill because it facilitates reasoning toward the pursuit of "justice" while empowering trainees with the skills needed to carry it into action through politics. Aristotle (384-322 BC) advocated incorporating debate training into the intellectual development of students believing they learn best through "habit" and that "anything that we have to learn to do we learn by the actual doing of it" (Aristotle's Nicomachean Ethic, Book II). During the Enlightenment in the 18th Century, London Debating Societies were formed, including the renowned Oxford Union, to deliberate on the important political and social issues of the day. Historically, debate training from the ancient Greeks to the modern era has only been accessible to the most affluent members of society. But with the formation of the National Urban Debate League in 1983, students living in community wide poverty are now also being trained in the activity. This paper examines whether university-high school debate mentoring partnerships can help level the academic playing field by empowering underprivileged children of color with the skills necessary to succeed in school and in life. This study builds on the limited research focusing on the impact of university-high school debate mentoring partnerships on the educational outcomes of low-income students in Asbury Park, New Jersey and Mumbai, India. The first case study highlights the debate mentoring partnership between Monmouth University and New Jersey's Asbury Park High School. The study provides evidence of the potential efficacy of debate mentoring programs on graduation rates of students attending this racially segregated high school. The second debate mentoring case study features members of Monmouth University's debate team and low income students from three schools in Mumbai, India. Fortified through a \$19,000 U.S. Department of State grant, Monmouth University established a debate mentoring partnership with Sndea Mumbai School, Chatrapati Shikshan Mandal, and Shakti Girls' Education Trust in Mumbai in the fall of

2019. The objective of this grant is to establish a debate mentoring partnership to foster leadership skills in underprivileged youth in Mumbai, India.

Enhancing Teacher Effectiveness through Preparation and Mentoring

White, N. & Vilhauer, H.

California State University East Bay

Faculty perspectives about best practices for teaching contemporary students were the focus of a qualitative study conducted in 2018. The purpose of the study was to find out more about students at a highly diverse university and to investigate effective teaching approaches for this population. Based on the results of the study, a strategy for mentoring and preparing faculty to work with contemporary students is under development. Semi-structured interviews were conducted with 19 tenure track, tenured, and part-time faculty members in the Department of Hospitality, Recreation and Tourism at California State University, East Bay. Questions asked included teaching style, assignments, class policies, student challenges, resources, and faculty preparation. Forty-seven percent (47%) of the respondents were female (n=9) and 53% were male (n=10). Adjuncts constituted 74% (n=14) of the respondents. The remaining 26% were tenured/tenure-track. The data was analyzed using thematic coding. Faculty members identified the need for additional preparation and mentoring to work effectively with contemporary students. Factors mentioned as affecting teacher preparation were an understanding of student demographics, resources available to students and faculty, types of assignments, and class organization/policies. The results of the case study supported the use of activities with real-world applications that were meaningful and related to life-experiences of students. The faculty orientation under development will cover student demographics; campus resources for students and faculty; institutional, department and course student learning outcomes; and assessment. Signature assignments, textbooks, class organization, and flexible policies are an important part of the orientation. Opportunities are being created for faculty to faculty mentoring to improve educational experiences and outcomes for contemporary students.

Effective Mentoring at Boys & Girls Clubs of Metro Atlanta: A mixed methods study

McGarrie, L., Oliver, C., Heberlein, E., Napierala, E., & Snyder, A.

Georgia Health Policy Center, Georgia State University

Many youth development programs that include life skills training and leadership development also include mentoring. This mixed methods study aims to conceptualize the mentoring model components implemented in tandem with youth development programming at the Boys & Girls Club of Metro Atlanta (BGCMA). Both demographics and participation rates are compared for mentored and non-mentored club members. Retrospective data analysis of BGCMA's club and youth level data allowed for group comparisons between mentored and non-mentored youth and was performed using chi square tests. Qualitative interviews were conducted with a subset of BGCMA staff (N=18) from six clubs and the headquarters. Results indicate that youth who receive mentoring are more likely to be teens (52% vs 38%, $p = 0.01$) and more likely to attend 3 or more days per week (78% vs 55%, $p = 0.001$). Results from the interviews indicate that BGCMA operates a "hybrid" mentoring approach that includes youth development programming and mentoring in a group format with enhanced 1:1 mentoring offered to some youth. Professional staff serve as mentors, and interviews highlight club-level variations in implementing known best practices from existing one-on-one mentoring research, including relationship development, matching mentees with mentors, training, and the qualifications of staff. Findings indicate a need for additional research related to "hybrid" mentoring approaches that are embedded in youth development programs to better understand whether the practices and outcomes demonstrated for 1:1 mentoring models translate to this context.

Mentoring Rural Youth through Big Topics

Bohannon, L., Hill, R., Crawford, B., & Robinson, S.

Big Topics Fredrick, OK, Rural Renewal Initiative, Western Oklahoma State College

Rural youth need to be engaged in their communities and challenged to think critically about important topics. Investing in youth is a worthy endeavor if a community desires to improve its leadership capacity long term. Big Topics is a leadership and life skills development program for youth in Frederick, OK, a small, rural town in the southwest corner of the state. The program was developed by an adult volunteer in 2011 to offer training for youth and prepare and mentor them for success after high school. This qualitative study sought to investigate the perceptions of Big Topics by interviewing the volunteer who founded the program and others who have been part of the development of the program over the years. Based on the interview, three themes emerged regarding the program's purpose and impact: 1) the development of critical thinking; 2) citizenship; and 3) personal values. Anecdotal signs of the program's success also resulted in three emerging themes, which included: 1) personal testimonies (i.e., stories, sound bites, and letters); 2) increased confidence of students engaged in the program; and 3) a waiting list of interested students who want to participate. Additional research is needed to determine the community-wide impacts of the program (i.e., the perceptions of participants and community patrons) regarding its efforts to sustain the overall wellbeing and resiliency of residents who live and work in the community.

Influence of Peer Mentors on the College Transition Experience through Program Partnership

Durazo-DeMoss, S. & Vilchis, A.

California State University San Bernardino

The purpose of this paper is to describe how the student mentoring program at California State University, San Bernardino (CSUSB) increased peer-to-peer services by collaborating with campus constituents to develop first-year experience program partnerships. This paper showcases CSUSB's

student mentoring program partnerships with Coyote First STEP, a summer transition program, and the Library Ambassador program initiative, and how these partnerships have evolved to engage virtually with students during the COVID-19 pandemic. During a pilot year, student participants completed survey data showing that program partnerships for student leaders enhances the professional and leadership identity development of the mentors. By partnering with programs, student participants interact with peer mentors and benefit, academically, by engaging with students who have successfully transitioned to college. Research on higher education consistently divulges the benefits of mentorship, including enhanced psychosocial, cognitive, and career development. Embedding peer mentors into first-year experience programming produces platforms for students to gain a sense of belonging, connect with peers who are transitioning to college, gain access to and an understanding of campus resources, and receive affirmation of past educational experiences.

Refining the Faculty Mentoring Program at Northern Arizona University

Crouch, L.

Northern Arizona University

Northern Arizona University (NAU) recognizes the impact of faculty mentoring. Campus leaders have examined the NAU mentoring process for significant influencing factors. Factors include increased student enrollment, especially online, increasing faculty employment, and adding extended campuses. The team developed a tiered mentoring framework. The ultimate goal is to strengthen faculty mentoring through an established tiered mentoring framework to meet key needs of diverse faculty, linking distant campuses, enhancing online learning, while promoting students' success. The School of Nursing (SON) collected supporting evidence from faculty, regarding time spent on mentoring collaboration, changes in teaching techniques, and research efforts, including grant writing, publishing, and presentations. The Mentoring Lead examined the data collected, and identified increased collaboration, teaching strategies, research efforts, and publishing by faculty involved in formal mentoring, compared to faculty working independently. The results prompted a small team of College of Health and Human Services (CHHS) faculty to consider "piloting" a tiered mentoring approach by identifying potential mentoring faculty in the college. The CHHS mentoring team determined the NAU Multidimensional Relational Faculty Mentorship tiered framework is readily adaptable for refining NAU mentoring endeavors. Currently, NAU is placing a greater emphasis on academic and research productivity. It is encouraging to identify relational improvements through the tiered mentoring process. NAU has begun the formal mentoring process through the NAU Online Programmatic Support subcommittee, and guidance from the NAU Director of Faculty Professional Development. Refining formal mentoring through the university tiered mentoring program will continue to evolve and expand.

Concurrent Sessions 10:00 AM - 10:50 AM

Aspire Alliance: A Graduate Fellow Mentoring Program for West Texas

Flores, B., Banerjee, A., Montes, M., Ready, T., & Contreras, T.

University of Texas El Paso; University of Texas Permian Basin; Midland College; Odessa College

The Aspire Alliance is a cooperative agreement between partnering universities and the National Science Foundation to develop inclusive and diverse STEM faculty by aligning and reinforcing professional development, hiring, and retention practices of STEM faculty at the national, regional and institutional levels. At the regional level, the Aspire Alliance has formed collaborative teams in Texas, Iowa, and California to mentor graduate students from diverse backgrounds. In West Texas, the regional collaborative team includes faculty from two universities and three community colleges who are committed to providing mentoring opportunities to graduate students interested in pursuing careers at community colleges. Leveraging existing professional relationships and goodwill between community college and university faculty, the Aspire Alliance developed a triad mentoring model in which one graduate student receives guidance and support from two professors so that the students may reach their academic and career goals. The triad model allows for free conversations on topics such as student socio-economic background diversity, differences in institutional mission and core values, and teaching philosophies. Faculty also provide insight on effective teaching strategies and advice on tactics for developing efficient lecture plans. To date, two graduate student cohorts have participated in the mentoring program. The first cohort (n1=7) was selected from students pursuing Master of Science degrees at a research university. The second cohort (n2=4) was selected from students pursuing Master of Science degrees at a comprehensive university. Results include analysis of surveys and a synthesis of lessons learned that may be transferable to other future faculty development programs.

Exiting Medicine Faculty Want the Organizational Culture and Climate to Change

Sood, A., Rishel Brakey, H., Myers, O., Donna, S., Wilson, B., & Tigges, B.

University of New Mexico

National data indicate about 50% of junior faculty leave a School of Medicine (SOM) within eight years of hire. The long-term goal of the study was to determine innovative strategies for promoting SOM faculty retention. The study objective was to determine factors influencing SOM faculty to exit, and what would encourage them to stay or return. All faculty exiting the University of New Mexico (UNM) SOM were surveyed and their responses analyzed to the following items: (a) If something could have been done differently that might have resulted in staying at UNM, what would it have been? (b) What would need to change at UNM SOM for you to return? and (c) general comments offered. Qualitative analysis of open-ended responses used an iterative process and systematic thematic approach and NVivo software. 173 faculty respondents surveyed between July 2017 and June 2019 included 86 women, 33 non-Caucasians, and 14 Hispanics. A total of 110 faculty reported an MD degree and 117 were assistant

professors. Seventy-eight faculty were on clinician educator track. The 367 responses to the three questions were categorized into 10 themes. The most common themes included (a) people (leadership and others) and workplace culture (25.1% of responses); (b) extent of career support and resources (15.3%); (c) organizational systems and administration (13.6%); and (d) faculty feelings of autonomy and value (10.9%). Exiting faculty frequently discussed the need for a change of leadership and changes in organizational climate and culture, which may have influenced their willingness to stay or to return to UNM SOM. To retain faculty, SOM leaders need to strengthen and/or modify organizational climate and culture components. Innovative strategies for this purpose may include organizational interventions followed by evidence-based leadership training programs, and the use of exit surveys for monitoring interventions.

Incorporating Civic Professionalism in a Mentoring Program for Value and Goal Alignment

Khalaf, J.

Rice University

This paper examines the incorporation of civic professionalism as a framework for a mentoring and leadership program at Rice University in Houston, Texas. While internship placements reflected the public, private, and nonprofit sectors, students engaged with mentors and colleagues through a summer-long, internship experience centered on one of five civic practices: activism and advocacy, service, civic research, policy and governance, and philanthropy. Students in the 2019 and 2020 cohorts of the program produced written reflections, which serve as the basis for the qualitative analysis of this report. Their lived experience within the concept of civic professionalism, their role as a mentee in a mentoring relationship, and their growth and development help elucidate the value of civic professionalism for students specifically and for a co-educational program in general. The findings underscore this value by showing that people and placements matter; the curriculum and program make connections; and that personal growth and development occur in context. Overall, students who engaged in the mentoring and leadership program with a civic professional lens found alignment between their values and goals to their experience and future trajectory.

The Intersection of Technology & Art: Design-Build Leadership

Pannone, M. & Hagan, K.

Marywood University

Community Design-Build enables college-level students to work directly with the local community to identify areas of opportunity and to propose future interventions together. This collaborative process empowers students to develop a unique skill set working with local and political actors together on a tangible Community Design-Build project, leveraging the power of emerging technology and the ability to teach, learn, and grow as a community along the way. Three primary phases structure the experience incrementally in a nonlinear progression. DESIGN | TEST | BUILD frames an investigative process over the course of the semester focusing on an iterative approach to address both social and physical structures in the public realm. Students assume roles from designer to subcontractor by delving into all facets of project management. Leveraging the next generation of thinkers by empowering them to apply their skills for the betterment of society is critical to the future of the built environment. Community Design-Build provokes students to develop unique leadership skills to engage and utilize the knowledge from their major-specific coursework to better their communities implementing innovative applications of design thinking. Ultimately, students gain purpose and confidence as they take ownership of the build process, transforming their academic experience from passive learners to active participants. The students emerge as leaders, applying a user-centered empathetic method to placemaking that focuses on enhancing spaces for the community and its people. Pedagogical approaches to incorporate this skill set and thought process into a college curriculum are essential to ensure that future change-makers are well equipped to handle critical issues in public space.

A Quality Improvement Approach to Enhancing Mentor and Mentee Relationships and Outcomes

O'Donnell, R. & Williams, E.

Arizona State University

The College of Health Solutions (CHS) at Arizona State University launched a faculty mentoring program in Fall 2019 with the charter “that all faculty... will achieve excellence in their career goals...peer guidance and support for faculty in research, teaching, service, clinical supervision and professional development.” (CHS, 2020). Mentees were matched to primary mentors, though a secondary mentor was also available if the mentee needed additional mentorship in a more specialized focus area. The program launched with an initial training emphasizing the use of S.M.A.R.T. (specific, measureable, achievable, relevant, time bound) goals for the development of the mentoring relationship (David, 2016), a formal mentee-mentor agreement, and a website for the mentor to log a standard session assessment. A mid-year qualitative survey (Study 1) assessed factors such as satisfaction with the mentoring relationship, time commitment, and progress towards mentee goals from both the mentor and mentee perspective. A follow-up mixed-methods design evaluation (Study 2) took place in June 2020 using the Mentoring Competency Assessment (MCA), a validated survey of mentor and mentee self-reported competencies (Fleming et al., 2013). The Study 1 survey results showed consistently positive ratings of effectiveness reported by mentors and mentees. Results suggested that a greater time commitment towards the mentoring relationship yielded greater satisfaction with the relationship from both the mentor and mentee perspective. Ratings of progress towards established goals showed mentees rating strong progress, but mentors rating that as moderate. The Study 2 MCA survey results showed positive ratings for both mentors and mentees, with mentor-mentee differences across subscales. The results of Study 1 and 2 will be evaluated by the Mentor Committee using a quality improvement Plan Do Study Act approach to add enhancements to the program based on the findings. This project will aid in charting

the future course of the CHS faculty mentoring program.

A Framework for Mentoring Pre-Service Teachers Through Peer Feedback

Montgomery, M. & Akerson, A.

Stephen F. Austin State University

The development of pre-service teachers (PSTs) is critical to the future of education. Educational preparation programs concern themselves with ways to develop PSTs into more critical thinkers in preparation for the classrooms that lie ahead. While professors, field supervisors and mentor teachers play a large role in mentoring and providing feedback to future teachers, PSTs can also be a critical component to the feedback process. Peer feedback as a pedagogical approach has potential to enhance teacher preparation and encourage reflection on teacher practice (Wilkins et al., 2009). However, giving peer feedback does not come naturally to most students. Utilizing Hattie and Timperley (2007) as a foundation, the researchers developed a model of goal setting and feedback that mentors PSTs in collecting meaningful data as feedback, interpreting results, and using the information to improve their teaching abilities. Data analysis indicates the mentoring process enables PST's to engage in, and take ownership of, feedback for personal reflection related to their roles as a teacher. The cyclical nature of the framework provides PSTs a way to continue their growth long after they graduate from educational preparation programs and enter the field. Results support research that indicate PSTs can provide and receive quality feedback from each other. Additional findings include areas that PSTs found most and least beneficial when receiving peer feedback.

Upstream Mentoring - Winning in the Beginning. Why wait so late?

Baugh, D. & Willbur, J.

His Heart Foundation

Upstream mentoring means getting ahead of problems by inspiring success in children before they experience too much failure. This process involves identifying the problem before it occurs, designing a plan to solve it, and implementing the corrective action. MentorSuccess is a structured mentoring program for Kindergarten to 5th grade students using trained cross-age and adult volunteers to teach leadership success skills. The program uses carefully curated literature, materials and games intended to inspire and propel success in students. MentorSuccess uses pre and post measurements including the Measures of Academic Progress (MAP) which is the Washington State required instrument. The program also uses the Basic Phonics Placement Assessment Instrument to assess reading readiness. In addition the program uses a standard behavioral and attitude assessment developed with the United Way that has established validity and reliability. The program also uses student, teacher, and parent feedback forms to assess perceived improvement. Over the last two years the program has achieved positive results with a diverse student population—24 (K-5) students were involved in the initial program, and 93% showed improvement on the State of Washington required Measures of Academic Progress (MAP). Student, teacher and parent feedback was overwhelmingly positive in 100% of students enrolled for year two. The second location was composed of African American students, k-3 and utilized a pre and post assessment using the Basic Phonics Placement Assessment instrument. Of the 46 students, 96% showed significant improvement. In the third location, the population was 40% Hispanic, and 89% of the students demonstrated dramatic behavioral and attitude improvement.

The Evolution of a Mentor – A Purposeful Plan of Action.

Rogers, C., Hutton-Lopez, K., Schilling, D., Masada, G., Irwin, S., Oakes, J., & Deoghare, H.

Western University of Health Sciences

Healthcare education programs strive to graduate leaders. Based on a review of student experience, little time is designated for a formal process of mentoring for leadership. In place of formal mentoring processes with faculty mentoring, informal student cohorts may be an alternative option. Evidence reflects student cohorts that are most successful are those who have had strong student leadership. Given significant influence of student leadership on cohort outcomes the authors believe that it is the educational program's responsibility to provide students with skills, knowledge, and opportunities for leadership development. Session will provide an example of a formal mentorship program that supports student leaders to develop from mentee to mentor. Leadership program provides on-going administration and faculty mentorship while challenging leadership growth as students transition to mentor. The objective of this educational session is to describe a formal student mentorship program for development of student leaders, provide evidence of effective practices of mentorship, and the influences of student leadership on performance outcomes and relationships. Qualitative data demonstrates that creating strong student leadership and providing opportunities to transition to leadership mentee role results in greater cohort performance outcomes, stronger cohort bonding within and between cohorts, enhances administration and faculty student relationships, and leadership roles following graduation. The administrators, faculty, and past student leaders who participated in this program will be involved in a discussion about the affective domain of transitioning from mentee to mentor and critical need for fluidity. Qualitative data regarding alumni engagement, post graduation leadership positions and employment success will be presented. Formal mentorship programs in leadership are essential to development of future leaders, alumni relations, and student success. It is vital to recognize the importance of mentors in not only guiding the success of student leaders but also the role in shaping and guiding mentees to the role of mentors. The presentation will include administration, faculty, and past student leaders who participated in this program and have grown and developed together.

Impact Evaluation of the Faculty-Student Mentoring Program at Oregon State University

Crisp, G., James, C. A., & McEachern, P.

Oregon State University

The Faculty-Student Mentor Program (FSMP) was piloted at Oregon State University (OSU) between 2018-2020. The FSMP program uses a mentoring triad (faculty, peer, students) and group mentoring (1-5 students) to reduce inequities in outcomes for students of color, low-income, and/or first-generation students. In line with the conference theme, the FSMP's purpose was to create high quality connections with mentors and increase students' sense of belonging, thereby increasing first-year grades and retention rates. An impact evaluation was conducted to understand how well the program achieved its stated goals during the first year. Using a pragmatic approach, the evaluator used mixed methods to address formative and summative questions. Interview and survey data were collected throughout the first year from mentors and students to learn their perspectives about how the program was serving students. Propensity score matching was used to reduce selection bias and assess treatment effects. Overall, data collected from students and mentors suggest that the program supported students as intended. The FSMP program was shown to support students' adjustment and a sense of belonging on campus, which in turn increased students' academic success and retention. A significant treatment effect was found for fall and spring grade point average. Mentored students also were found to have a significantly higher odds of being retained when compared to a matched group of non-participants. Findings from the evaluation add to existing evidence that programs that use a mentoring triad of faculty, peers and multiple students may be an effective means of increasing success for students of color, low-income, and/or first-generation students during the first year of college. Evaluation findings offer direct implications developing and implementing effective mentoring programs on college campuses.

Afternoon Concurrent Sessions 2:00 PM - 2:50 PM

A Step Beyond Recruiting: Creating Sustainable Pathways for Retention in STEM

Starr, L., Hayes, M., & Thomas Fernandez, M.

Dallas College, Cedar Valley College

Opportunities in Science, Technology, Engineering, and Math (STEM) exist now more than ever for community college students interested in pursuing careers in the guided pathway of STEM. However, the disconnect between the number of students enrolling in these opportunities and those completing STEM degree requirements before graduation is alarming, especially amongst minority students. The lack of students pursuing and completing STEM coursework at the community college level directly impacts the number of students who enroll and pursue STEM degrees at four-year universities. This study explores the academic challenges many of these students, faculty and staff face, and offers Six Sigma concepts as a solution to closing the education equality gap through the development of a "Six Sigma STEMulation" intervention.

Evaluation of Peer-Led Formal Study Sessions for Nursing Student Success

Zinn, K., Kastler, J., & VanderStucken, M.

Sam Houston State University

The demand for nursing programs to produce an increasing number of graduates continues as healthcare institutions suffer from a significant nursing shortage. The attrition rate for students in the first semester, junior year of a prelicensure baccalaureate nursing program averaged 22.81%. Poor study skills, lack of social support, and poor time management contributed to students being unsuccessful. This study aimed to decrease attrition and build trusting relationships between students and their peers. Astin's Theory of Involvement served as the framework. Principles of peer tutoring, group mentoring, and active learning were employed to combat the contributors to lack of student success. Senior-level students, hired as student workers, led study sessions with junior-level students as mentees. Weekly study sessions were based on course content from Health Assessment, Pharmacology, and Nursing Fundamentals. Mentors completed weekly summaries of the study sessions, and all completed an evaluation at the end of the experience. Qualitative analysis of open-ended program survey questions and peer mentor study session notes identified three primary themes: high-quality connections, skills for success, and mentor leadership skills. High-quality connections that were adaptive, inspired confidence, and were mutually beneficial were made between peer mentors and the mentees. Study sessions provided skills for success through upperclassmen who guided mentees in study and testing strategies, shared personal experiences, and encouraged them. Mentors verbalized increased self-confidence, improved knowledge, and valued the leadership experience. Survey responses indicated benefits of the program, including improved study habits and guidance from upperclassmen. Concerns related to scheduling difficulties and the workbook was time consuming to complete or was not their study style. Programmatic changes were made for the second semester. The experience supported Astin's theory that getting involved in peer mentor groups increases confidence and program involvement, which leads to students working harder and wanting to continue with the program.

Native Youth Mentorship Academy

Jensen, J., Moorehead, Jr., V., & Kreuzer, B.

Humboldt State University, Two Feathers Native American Family Services

Two Feathers Native American Family Services initiated a Native Youth Mentorship Academy during the summer of 2019. Best practices in the youth mentorship literature informed the development of the Youth Mentorship Academy. The Academy lasted for three months and incorporated cultural programming, socio-emotional skills, and teachings from local Native leaders. Two Feathers is expanding the Mentorship Academy by collaborating with five local tribes, the Boys and Girls Club of Humboldt County, and the Indian Health Clinic.

If, When, and How We Want It: Advancing Mentoring Frameworks Determined By Black Women

Bouchenafa, K., Jackson, K., & Sanon-Jules, L.

Thomas Jefferson University, Drexel University, & Rutgers University

Who decides the nature of the mentoring relationships engaged in by Black women across professions? Quite often, not Black women—for reasons ranging from absence from positions of leadership to fear of failure within the mentoring context (Muhammad, 2012). Here, the authors advocate for a foregrounding of the mentoring preferences articulated by Black women across professions, especially within Diversity/Equity/Inclusion/Access spaces. Mentoring relationships, as determined and developed by Black women, become high-value assets, especially in predominantly “White” professional spaces. The efficacy and value of Black women’s self-directed mentoring are best viewed utilizing the lenses of Black feminist theory and socio-cultural capital. Additionally, discussion of adult mentoring theories and study findings illuminates when, where, and how Black women have created their own opportunities for successful mentoring. Based on a review of existing literature, the authors offer conceptual models for facilitating and replicating effective and sustainable mentoring relationships among Black women. The proposed conceptual models/frameworks expand and advance mentoring practice by, first, recognizing the substantive nature of the mentoring relationships in which Black women are, often, organically engaged (Apugo, 2017; Muhammad, 2012; Greene & King, 2001), and, then, shifting the perception of such mentoring from “organic-informal” interactions to “purposeful-holistic” self-determined mentoring practices that feature distinctive, longitudinal, replicable, effective—even life-saving—elements that empower Black women as they navigate post-collegiate societal barriers, racial and gender biases, and multi-pronged attacks on their self-esteem. Within various professional (and social) contexts, the authors (Black women who have been both mentees of and mentors for other Black women—including each other) have seen and experienced the success of these models. Often, mentoring has served as a rite of passage, supportively guiding young Black women into adulthood; as an intentional means of developing stronger leaders within organizations; and as a compass for navigating apathetic or hostile professional environments.

Reservation to Graduation

Peters, W. & Green, J.

Sage Colleges, CSPP/Alliant International University, San Diego

Reservation to Graduation (R2G) is a curricula-based mentoring program serving Native American/Indigenous students. R2G fosters preservation, re-traditionalization and re-indigenization utilizing a culturally informed evidence-based model. R2G’s curriculum integrates traditional and ancestral knowledges in the way scholarship, research, and scientific inquiry is approached, creating hybridized methodologies that are, at their core, Indigenous. The goal of R2G is to actualize an Indigenous scientist-practitioner model with a definite distinction between being a scientist-practitioner who happens to be Native or being a Native scientist-practitioner who will contribute to the scientific development of their field and to their respective communities in ways that are culturally congruent, relevant, and worthwhile. Historically, academe has placed its emphasis on assimilating Native students and preferencing Western methodologies that often do not match the Native student’s inherent paradigm for learning or their aspirations for the future. Most Native students must confront this great divergence which typically results as an inner conflict that erodes their ability to make meaning or find purpose in the academy (Kirkness & Barnhardt, 2001). Yet, having the choice and opportunity to become scholars and professionals who will embody the ideals, knowledge, and abilities that will support them in being fully Native is important! R2G emphasizes Indigenous cultural values such as respect, relevance, and reciprocity, while maintaining that empirical data is an Indigenous practice. R2G utilizes a strengths-based approach demonstrated to improve retention, a constructive alignment framework, and learning theory with outcomes-based teaching. R2G makes both teaching and learning a two-way process that invites new understanding for everyone.

Mentoring with Disability Awareness

McNiven, L. & Alexander, S.

New Mexico Governor’s Commission on Disability

Disability Awareness encompasses the understanding of Disability Culture, Effective Communication, and Etiquette as it relates to the various members of the Disability Community. Disability Culture will touch on the interaction of the broader community that influenced individuals with disabilities and how their shared experiences and the history of the laws have affected this large segment of American Society. Effective Communication is an essential component for the different members of the disability community. The effectiveness of communication will involve what is critical to know to provide effective mentoring services for staff and students in the educational or employment sectors. One important aspect of Disability Awareness is that it will provide a background of crucial information required to be an active mentor.

Interdisciplinary faculty observation: Results from a community college pilot

Carrier, J., McMennamin, L., Kessler, P., & Kjorstad, T.

University of Wyoming

Professional development and mentoring in teaching can be difficult for community college faculty to access. Furthermore, professional development opportunities in higher education pedagogy are often content area specific, leaving highly effective strategies in other disciplines as unknown and untapped instructional resources (Carrier & Mitchell, 2017; Torres, et al.; 2017). Peer observation of teaching (POT) programs may be effective ways to fill these gaps (Gosling, 2005). In this paper, the authors describe an interdisciplinary faculty observation pilot project at a community college. The project was an implementation of Carrier and Mitchell's (2017) Interdisciplinary Peer Observation model. Over the course of a semester, six full-time community college faculty members observed each other's teaching. After the observations were complete, faculty participants met to discuss the most effective teaching strategies they saw during the observations and presented how they each planned to apply the teaching strategies they observed into their own courses in future semesters. The authors discuss how this project could be expanded to any instructional modality and with any experience-level of faculty. The authors suggest that administrators at community colleges encourage their faculty to form similar interdisciplinary faculty observation groups as a mechanism to expose their faculty to cross-disciplinary teaching approaches.

Mentorship a Lifelong Process-Phases, Roles and Dynamics in the Development of Mentoring Relationship

Liggin, L., Rogers, C., Masada, G., Irwin, S., Fillerup, G., Snyder, S., Hirayama, G., Schilling, D., & Wilder, E.

Western University of Health Sciences

Excellence in mentorship is fluid with ever evolving phases and roles. A mentor is defined as an individual with expertise who can serve to develop, guide, and support the career of a mentee. Given that working definition, there is no static component, but instead an opportunity for the mentee and mentor to exchange roles as the relationship evolves. When mentors engage in this fluid and respectful relationship, it results in lifetime engagement and simultaneous growth. The influence of a mentor results in a ripple effect that transcends generations of mentees. Studies consistently show that formal or informal mentoring is associated with retention, succession planning, job satisfaction and role enhancement in industry and academic sectors (Elkin, 2006). While the focus of mentorship is often through formal plan of action, the true long-lasting effects are the result of the informal modeling and caring resulting in long lasting relationships. This session will provide insight into a dynamic non-hierarchical mentorship strategy that shaped generations of mentors via the ripple effect. Mentoring philosophies and strategies of success that align with Kram's four stage model, phases of mentoring (initiation, cultivation, separation, and redefinition) will be discussed. Data supports the successful utilization of the Kram's (1983) model. Data also support increased ongoing leadership roles post-graduation, career success, and sustained long term relationships.

Mentor Anxiety in Academic Settings: A Model and Evidence-Based Intervention Approaches

Tone, E.

Georgia State University

Many one-on-one mentoring relationships fail (Woolston, 2019); one underexplored contributing factor is mentor anxiety and consequent avoidant behavior that impedes healthy relationship development. This paper will characterize mentor anxiety, integrating research on the impostor phenomenon and on social and intergroup anxiety. It will also describe adaptations of evidence-based anxiety/avoidance reduction practices from the psychological literature for use in helping mentors develop awareness of their own anxiety and effective tools for reducing it. Numerous factors combine to put academic/research mentors at risk for anxiety. These factors include feelings of impostorism, limited training in management of difficult interpersonal interactions, inexperience in navigating relationships with people from other cultural groups, and fear of negative evaluation. The paper also describes how these factors combine to increase risk for anxiety among mentors, how mentor anxiety impacts the mentoring relationship, and how psychological principles and evidence-based interventions can be adapted to prevent mentoring relationship failures.

Mentoring Relationships Between Novice Teachers and Senior Teachers: A Thematic Review

Thomas, M.

Georgia State University

The teaching field is necessary to a child's development however, the United States of America is losing teachers at an alarming rate. "Compared to high-achieving jurisdictions like Finland, Singapore, and Ontario, Canada- where only about 3 to 4% of teachers leave in a given year- U.S. attrition rates are quite high, hovering near 8% over the last decade, and are much higher for beginners and teachers in high-poverty schools and districts" (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). New teacher research shows the importance of mentoring programs during the first few years of a teacher's career, emphasizing the importance of high-quality connections formed between novice teachers and senior teachers. The purpose of this study is to investigate the significant effects of high-quality relationships between novice teachers and senior teachers on new teacher turnover; through a content analysis of educational research conducted on new teacher mentoring/ induction spanning the years 2000 to the present. The most common theme to be seen in new teacher mentoring/induction research will be a positive correlation between a high-quality mentor-mentee relationship and a lower teacher turnover rate.

Afternoon Concurrent Sessions 3:30 PM - 4:20 PM

Factors Related to Faculty Retention in a School of Medicine

Greenberg, N., Myers, O., Wilson, B., & Sood, A.

University of New Mexico

National data indicate that 50% of assistant professors leave a School of Medicine (SOM) within eight years of hire. At-risk for attrition in some studies are women, racial/ethnic underrepresented minorities (URM), and clinical faculty. Retention of faculty is not adequately studied in the Southwestern US, where at-risk faculty constitute the majority group. The study hypothesized that at-risk faculty have lower retention rates than those not at-risk. Identification of factors predicting retention of at-risk faculty may help institutions devise novel and targeted retention strategies. Prospective time to event analyses studied assistant professors hired at the University of New Mexico's (UNM) SOM from 2008-2019. Eight factors, measured at the time of hire, included: rank, race/ethnicity, gender, MD degree, academic track, department type, salary, and fiscal year of hire. Univariate analyses included graphical analysis of Kaplan-Meier analysis and Cox proportional hazard ratios with years to departure measuring the main event to resignation. 844 full-time junior faculty included 50% women, 81% physicians, 42% clinician educators, and 18% racial/ethnic URM. Compared to non-Hispanic Whites, Black faculty (HR = 2.24, 1.25-4.03) and faculty with non-US degree (1.53, 1.19-1.94) had a higher risk of leaving. Faculty in clinician educator (2.01, 1.06-3.82) or visiting research tracks (2.41, 1.20-4.84) both had higher risk of leaving than tenure track faculty. Although URM faculty did not have an overall higher risk of departure, male faculty had higher risk of leaving than women when they are URM or unknown-URM status. In our analysis of junior faculty, we showed that faculty who were Black, had an international education, and in clinician educator or visiting research tracks were at greater risk of leaving, but women and Hispanic faculty had similar retention rates as their respective counterparts at UNM SOM. The differential retention rates among several at-risk subgroups of junior faculty may indicate the need to refocus the existing diversity and faculty development programs at UNM SOM.

Case Study Research: Using Peer Coaching as a Leadership Coach Development Strategy

Center, D.

Colorado Center for Nursing Excellence

Peer coaching is a valid development strategy suggested in the literature from several industries never studies related to leadership coach development. This paper provides an overview of the explanatory qualitative case study dissertation research conducted to fill several gaps in the literature on the development strategy for leadership coaches. The case study research design involved semi-structured interviews with seventeen non-certified leadership coaches uniquely bounded with the same training participating in a peer coaching program as part of a doctoral dissertation (Center, 2020). The data from the interviews were triangulated with two cohorts of archival records from the leaders coached by these coaches and the coaches to address two research questions and four propositions. The findings validated evidence in the literature from other industries and suggest that when there is a match between the peers, peer coaching is a viable development strategy for leadership coach development. The findings identified the importance of having a match between peers for peer coaching to be the most effective. A strong match between peers provides a psychologically safe space for learning, competency, and confidence development. However, a mismatch between peers can have a negative impact on satisfaction and engagement, resulting in reduced outcomes. Based on the findings, to support the development of peer coaching programs and peer matching, the researcher identified seven steps to take to ensure effective peer coaching as a strategy for leadership coach development.

Enhancing Cross-Cultural Mentoring with Unconditional Positive Regard

Cronin, S. & Walker, L.

Bemidji State University

This paper outlines the hypothesis that unconditional positive regard (UPR) could enhance cross-cultural mentoring relationships. Mentorship is a key ingredient to strong career, academic, and personal development (Beck, 1989). The use of UPR allows for a solid foundation for the mentoring relationship by creating a dynamic where the mentee feels they can openly express their thoughts and needs. In turn, the mentor can take an individualized approach that suits the mentee's culture, needs, and goals. UPR is a foundational component of the therapeutic alliance in counseling. UPR could enhance developmental mentoring relationships by promoting multicultural competency (Davis et al., 2015; Sommers-Flanagan, 2015). By putting aside initial judgments and approaching the mentee with UPR, the mentor allows for an opportunity to understand the mentee's context. Mentorship theories suggest the importance of relationship (Chan, 2018; Dawson, 2014; Schlosser et al., 2011), which parallels how essential the counselor-client relationship is for positive outcomes. In cross-cultural mentoring relationships, misunderstandings may arise from the mentor's assumptions and judgments regarding a mentee (McCoy et al., 2015). Rather than thinking about possible situational or cultural explanations for behavior they deem undesirable, the mentor may make dispositional attributions about the mentee. This cognitive error, called the fundamental attribution error (FAE), is a thinking habit found in cultures across the globe (Krull et al., 1999). UPR could enhance cross-cultural mentoring and combat FAE. There is evidence that having UPR enhances relationship, especially in cross-cultural alliances (Davis et al., 2015). This paper is a literature review of cross-cultural mentoring relationships and the role of UPR in building relationships to support the conclusion that UPR should be an added component to mentoring theory. Doing so would support high-quality cross-cultural relationships. Suggestions for practice and future research are provided.

Mentoring Novice Teachers: Why We Ask Certain Master Teachers

Kokol, M.

Teton School District

One of the most important themes I have addressed in my thirty years of writing, publishing and presenting has been on the need for emotional and intuitive intelligence to be valued and sought after, and not just cognitive intelligence. If the life of the mind is first and foremost in American education, then Daniel Goleman's work (1997) in emotional intelligence gained considerable traction, while Dana Zohar and Ian Marshall's work in spiritual intelligence 20 years ago went almost nowhere - although it was brought up again by Steve Covey as a post-thought from his well-known Seven Habits of Highly Effective people (1995). But it has come time to see what I missed. Reviewing the most recent literature finds substantial recommendations that point to relationship-intensive work absolutely suited for certain seasoned teachers (rather than time-wearied administrators) who not only have succeeded in their own careers in the classroom, but who are ready for a substantial addition onto their professional lives. It has become stunningly obvious to this teacher-educator turned teacher that our new hires are incredibly valuable, never to be thought of as easily replaceable. Now that I understand how much we know about the need for a master teacher to step forward and do a very particular work, it behooves me to learn everything I can. And give my report.

Mentor Teacher Professional Development: Examining Perceptions About Mentor Preparation

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

Louisiana State University

The purpose of this study was to determine what factors contribute to a successful professional development mentoring experience. Mentoring pre-service teachers into the teaching profession is intricate, complicated work. Mentoring the teachers who mentor novice teachers is equally complex. In this study, researchers investigated the responses of 108 teachers to an intensive semester-long (spring 2018) mentor professional development experience, examining their perceptions. Teachers were recruited from eight different pools ranging from PK-3 through secondary disciplines.

High-Quality Connections: Coaching for Success in a New Age

Graves, A.

Northern Arizona University

In the new age impacted by continuous systemic change and paradigm shifts in all industries, higher education is experiencing change at a rapid pace. With the Covid-19 pandemic an established factor in all facets of enrollment, academics, and student services, higher education professionals collectively collaborating to shift higher education models while maintaining program integrity and high-quality connections with all students. This concept paper offers a structured approach to change in coaching logistics. Coaching for success is a dynamic endeavor, especially in a time of pandemic, and coaches worldwide have embraced the challenges of shelter-in-place and shifts in their work. Now is the time to embrace challenge and opportunity. Creativity and mindfulness in honing coaching skills and program design will increase responsiveness to shifting values and maintain authenticity in our core mission. Consider the following concept paper as a template of macro program elements that facilitate success: a toolbox of resources and skills, a core mission, a strong support network, a personalized method, and regular assessment to continuously inform best practices. This paper offers suggestions for continuing virtual personal and professional development, which in turn hones style and the ability to articulate your program mission to students and your support network. Get organized but stay flexible to accommodate the inevitable constant changes. Commit to adding elements in your effort to create a culture of caring for your students, especially needed as we embark on the return to learning in fall 2020. Maintaining a growth mindset amidst a solid program framework offers stability in a time of personal and professional uncertainty. Ultimately, as we endure systemic shifts in our personal and work worlds, this growth mindset approach promotes the high return on investment in fostering and maintaining high-quality connections.

Intergenerational Mentoring About Aging: Reciprocal Benefits to Elder and College Student

Kopera-Frye, K., Rao, S., & Armstrong, D.

New Mexico State University

Mentoring has been widely used in the health arena to increase healthy behaviors. However, few studies have focused on several generations reciprocally influencing each other in healthy lifestyle behaviors. The purpose of this project was to have elder mentors work with undergraduate college students in understanding the health benefits of tai chi and the aging process. Fifty-eight students were to attend six tai chi classes paired with an elder; however, due to COVID 19, half the students instead completed an interview with an elder. Both groups (those working with an elder in tai chi and those interviewing an elder) reflected on their mentoring experience. Most students found the experiences to be positive, rewarding, and impactful on their thoughts about life and health. Qualitative thematic analysis of their journal reflections indicated very successful mentoring experiences with knowledge gained beyond what was initially proposed. Further, those working with elders in the tai chi classes were able to reciprocally mentor the fundamentals of Tai Chi. Both students and elders were able to learn the evidence-based eight forms of mini-therapeutic movements (Li, 2014). Students learn from the elders, and then in practice, can help the elders in other areas such as improved balance, strength, and physical performance. The students gave the elders confidence, core body strength training, thereby reducing the risk of falls. Similarly, those interviewing an elder, but not participating in the tai chi classes, also gained invaluable lessons based on their paper reflections.

Friday, October 23, 2020

Post-Conference Workshops

Part I: 8:30 AM - 11:50 AM

Part II: 2:00 PM - 4:50 PM

Doing the Work the Right Way: Creating Master Mentors for High Quality Connections

Allison McWilliams, Wake Forest University

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 to successful connections. In this interactive and intensive pre-conference workshop, you will spend time in reflection and in conversation on what it means to create and support high quality connections both in-person and in online spaces. More specifically, you will explore the research on effective mentoring practices, share and learn from your own and others' experiences, and identify a set of best practices for application. You will evaluate your own abilities across four Mentoring Learning Outcomes, and identify 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 to build high quality connections within your program, organization, and relationships.

Part I: 8:30 AM - 11:50 AM

Part II: 2:00 PM - 4:50 PM

Master Class in Mentoring Programs: Designing, Implementing & Evaluating

Laura Lunsford, University of North Carolina

This workshop is for new and experienced program managers who want to maximize their mentoring program effectiveness. If you want a fantastic mentoring program then this workshop is for you. We will first focus on tips to make sure you have designed a program to meet your organizational goals. Then we will 'stress test' your program according to international benchmarks to ensure it is well designed and implemented. The second half of the workshop will be focused on how to collect the right information at the right time and from the right people to improve your program. Effective evaluation is key to success and you will learn tips to share your outcomes with your stakeholders effectively and well. This fun, interactive workshop will review case studies and participant examples to engage in learning that 'sticks'. At the end of the workshop you will be able to: design expectations and activities that support program goals; monitor activities and relationships for early interventions; collect evidence to improve the program and to prepare compelling reports. All attendees will receive a copy of Lunsford's 2016 Handbook for Managing Mentoring Programs.

Closing Plenary Session

1:00 PM - 1:50 PM

Bridging Differences for Better Mentoring: Creating High-Quality Connections One Relationship at a Time

Lisa Fain, Center for Mentoring Excellence

Too often, mentoring pairs look for connections in the things they share in common. They shy away from acknowledging differences because they fear it will be uncomfortable, awkward, or misconstrued. Yet, when mentoring partners fail to lean into differences, they miss an opportunity to connect more authentically, and thereby limit the effectiveness of their mentoring relationship. Using powerful stories and interactive exercises, this session will offer practical and concrete strategies for elevating and enhancing mentoring by building strong relationships across difference. This session introduces a framework for bridging differences that will elevate the practice of mentoring and enhance working relationships beyond mentoring as well. Participants will: Understand how to create high-quality connections in mentoring by bridging differences; Learn what it means to lean forward, learn from, and leverage differences in mentoring; Apply skills for bridging differences and leveraging strategies that contribute to mentoring success.

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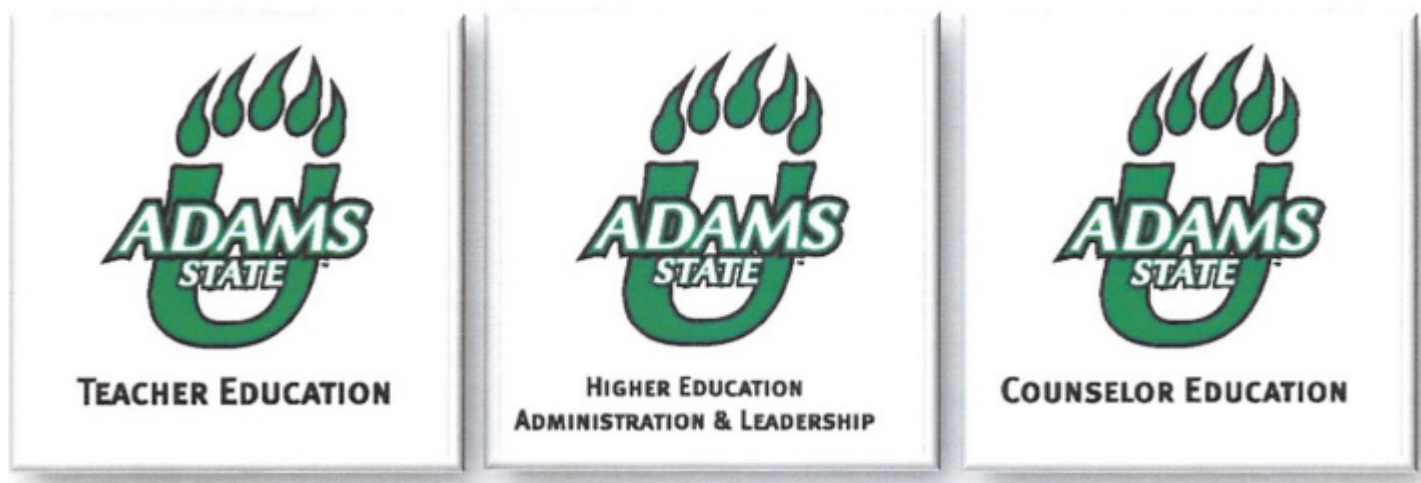
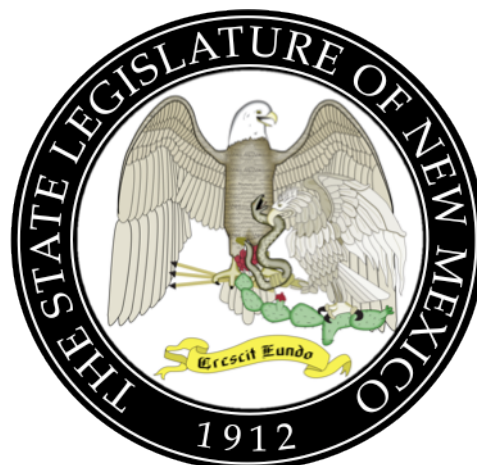
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