

14TH

Annual Mentoring Conference

Mentoring in an Interconnected World



October 18th - October 22nd, 2021
Albuquerque, New Mexico
The University of New Mexico

The Mentoring Institute a division of Student Affairs



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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 14th annual Mentoring Conference. This year, the conference has embraced the theme *Mentoring in an Interconnected World*. It is an honor and privilege to have hosted this conference for the last fourteen years. It brings us great pride that our institution has been the setting for countless conversations surrounding mentoring research, methodologies, insights, and motivations over the years. We hope that this year will be no exception and that we all will enjoy learning and sharing our wisdom with one another. So much has emerged from past conferences, and we view this year as an excellent opportunity to take stock of previous growth and continue to nurture the relationships we have developed.

This conference will feature eleven plenary sessions conducted by experienced practitioners and researchers. The speakers will discuss new ideas to enhance the practice of mentoring, coaching, and leadership. More than 100 concurrent sessions will explore the theory and practice of effective mentoring in eight distinctive strands: Business, Innovation, Diversity, Education, Health Sciences, Humanities, STEM, Teacher Mentoring, and others. Two pre-conference and two post-conference sessions will consist of six hours of intense training to develop practical mentoring skills.

Mentoring creates paths that lead to success, allowing us to open doors for one another. We encourage all participants to take advantage of every opportunity to engage with the ideas presented, ask meaningful questions, and develop new relationships. The past year has taught us the importance of human interactions, which encouraged us to find new ways to connect. We hope that this conference will bring you the opportunity to establish meaningful relationships that will continue to be rewarding decades after the conference has concluded.

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

We are excited to welcome you to the University of New Mexico's 2021 Virtual Mentoring Conference.

Sincerely,

A handwritten signature in black ink that reads 'Garnett S. Stokes'.

Garnett S. Stokes
President

A handwritten signature in blue ink that reads 'James P. Holloway'.

James P. Holloway
Provost & Executive
Vice President
Academic Affairs

A handwritten signature in black ink that reads 'Tim E. Gutierrez'.

Tim Gutierrez
Interim
Vice President
Student Services

A handwritten signature in black ink that reads 'Nora Domínguez'.

Nora Domínguez
Conference Chair
& Director,
The Mentoring Institute

The University of New Mexico Executives



Garnett S. Stokes
President

Garnett S. Stokes has a long history of leadership in public higher education. She has served as interim chancellor, provost and executive vice chancellor for academic affairs University of Missouri (MU), as provost and executive vice president for academic affairs and interim president at Florida State University (FSU), and as a faculty member, chair of the department of psychology, and dean of the Franklin College of Arts and Sciences at the University of Georgia (UGA). Throughout her distinguished career, Stokes has advocated for an aggressive agenda for transforming the student experience and strengthening the ranks of the faculty and the environment that supports them. During her tenure at the University of Missouri, she was praised for building an outstanding and diverse leadership team dedicated to student success. Under her direction, the university established the Office of Civil Rights and Title IX. As interim president at Florida State, Stokes created a task force to address sexual and domestic violence and spearheaded the university's "kNow MORE" campaign. She also led FSU's Diversity and Inclusion Council committee on Recruitment and Retention while she was Provost. A first-generation college graduate, Stokes earned a B.A. in psychology from Carson-Newman College in Jefferson City, Tennessee, and M.S. and Ph.D. degrees from the University of Georgia in industrial/organizational psychology. Her research has focused on personnel selection and promotion, specifically the use of biographical information in job selection and promotion decisions. As a consultant, Stokes has assisted businesses, government agencies and Fortune 500 companies in the development of their hiring procedures. Stokes is a fellow of the Association for Psychological Science, the American Psychological Association, and the Society for Industrial and Organizational Psychology. Stokes is the first female president in UNM's 132-year history.



James P. Holloway
Provost & Executive Vice President for Academic Affairs

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



Tim Gutierrez
Interim Vice President for Student Services

Tim Gutierrez, Associate Interim Vice President for Student Services has worked at The University of New Mexico for the past 36 years where he has served in many capacities. He began his career in 1978 at The University of New Mexico as an Instructor and Leisure Services Coordinator for Special Programs. His educational and professional experience primarily has been working with programs targeted for underrepresented students. His expertise in overseeing federal and state funded projects has provided the foundation for his current position as Associate Vice President for Student Services, which is responsible for the Student Services area in the Division of Student Affairs. Some of the many departments under the Student Services umbrella include Accessibility Services, College Enrichment and Outreach Programs, College Preparatory Programs, Mentoring Institute, Recreational Services, ROTC programs and Title V Programming. The mission of these departments is to create a seamless pipeline of educational support programs for first generation, low income, underrepresented, disadvantaged and students with special interests. Dr. Gutierrez received his Doctorate of Education in Educational Leadership from The University of New Mexico in 2007 and continues to expand the current Student Services programs in order to give all students an equal opportunity to get a higher education degree.

About The University of New Mexico

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

The People

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

The Programs

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



Conference Chair, MI Director & Plenary Speaker



Nora Domínguez, Ph.D. UNM Mentoring Institute

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

Vision

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

About the Mentoring Institute

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

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

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

The Mentoring Institute Serving You

3811,312

Conference Attendees
from NM from
2008-2017

Pre-Conference
Participants
from
2008-2017

4,837 Conference Attendees
from 2008-2017



1,785

Total presentations
from 2008-2018

4.5

Average Pre-Conference
Workshop Evaluation
Rating

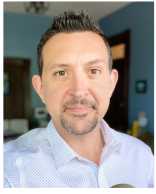
4.4 Average Mentoring
Conference Rating



IN THE PAST 14 YEARS, THE MENTORING CONFERENCE HAS WELCOMED OVER 5,000 PARTICIPANTS, 87% OF ATTENDEES WERE FACULTY, STAFF, OR STUDENTS FROM HIGHER EDUCATION. THE REMAINING 13% ENCOMPASSED AREAS OF HEALTH CARE, GOVERNMENT, NON-PROFIT, AND CORPORATE/BUSINESS. ADDITIONALLY, THE MENTORING INSTITUTE HAS CULTIVATED 35 PARTNERSHIPS, PROVIDED 781 MENTORS WITH SHORT TRAINING PROGRAMS, AND 232 PARTICIPANTS WITH COMPLETED CERTIFICATE TRAINING PROGRAMS.

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

2021 Plenary Speakers



Michael Diettrich-Chastain Arc Integrated

Michael Diettrich-Chastain is the CEO of Arc Integrated, an Organizational Consulting and Professional Coaching practice. Michael is a bestselling author, leadership coach, facilitator, speaker, and creator of The Changes Cards. Michael and his team are passionate about helping organizations, leaders and teams become experts on change management, communication, and emotional intelligence. Through working with Michael and his team, the leaders, and organizations they serve improve culture, impact, and profit. His writing has been featured on Time, Money, Entrepreneur and The Washington Post. His book, CHANGES – The Busy Professional's Guide to Reducing Stress, Accomplishing Goals and Mastering Adaptability released in 2019 and became a #1 best seller in multiple categories. During the last year of the Covid Crisis, Michael and his team have facilitated virtual events for thousands of leaders and teams across the globe.



Mica Estrada University of California – San Francisco

Mica Estrada received her doctorate in Social Psychology from Harvard University and now is an Associate Professor in the Department of Social and Behavioral Sciences and the Institute for Health and Aging at the University of California, San Francisco. Her research program focuses on social influence, including the study of identity, values, kindness, well-being, and integrative education. Currently she is engaged in several longitudinal studies, which involve implementing and assessing interventions – such as science training programs, mentorship and curriculum changes -- aimed to increase student persistence in Science, Technology, Engineering and Mathematics (STEM) careers (funded by NIH, NSF, and HHMI). Dr. Estrada's work focuses on ethnic populations that are historically underrepresented in higher education, most vulnerable to the impacts of climate change, and are providing diverse and creative solutions to the pressing challenges of our day. As a leading scholar on issues of diversity and inclusion, she serves on National Academies' committees, was a Leadership Institute Fellow with the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) in 2013 and received the Adolphus Toliver Award for Outstanding Research in 2016.



Rajashi Ghosh Drexel University

Dr. Rajashi Ghosh is an Associate Professor of Human Resource Development (HRD) and Department Chair of Policy, Organization, and Leadership (POL) department at Drexel University. Her research aims to explore how different developmental initiatives (e.g., mentoring, coaching, leadership development) can facilitate workplace learning and development through building inclusive relational spaces and countering the prevalence of workplace incivility. Rajashi's work has been published in several high-impact peer-reviewed journals. Her work has been featured in several popular media outlets including Financial Times, Bloomberg Business Week Magazine, and American Banker Magazine to name a few.

She has also written several book chapters and co-edited books on mentoring and women leader development accepted and published by Palgrave MacMillan. Rajashi has been recognized by the 2016 Early Career Scholar Award at the AHRD, the 2015-16 Award for Outstanding Early Career Scholar Achievement from the Office of Provost at Drexel, the 2018-19 Provost Fellowship at Drexel, and the 2020 Drexel Solutions Institute Fellowship with the Office of Provost. Rajashi is the Associate Editor of Human Resource Development International (HRDI), one of the flagship peer-reviewed journals in the field of HRD and an editorial board member of the premier journal, Human Resource Development Review (HRDR).



Suzanne de Janasz George Mason University

With a joint appointment in the business school and S-CAR, Dr. de Janasz takes a multi-disciplinary approach to teaching leadership, organizational behavior, negotiation, facilitation, and organizational conflict. Before coming to George Mason University, she was the Gleed Distinguished Chair of Business at Seattle University, and before that, she taught global executives as Professor of Leadership and Organization Development at IMD in Lausanne, Switzerland. A former Fulbright scholar (Warsaw), Dr. de Janasz has published extensively on mentoring, leadership, and work-family in high-quality academic, practitioner, and global news outlets, and is currently working on several research projects exploring work/family issues in the gig economy, the mentoring of CEOs, the role of mentors in targets' response to sexual harassment, and overcoming self-limiting challenges in negotiation, particularly for women.

In addition to the publication of the latest edition of her text Interpersonal Skills in Organizations (7/e, McGraw Hill, 2022), she recently published Negotiation and Dispute Resolution (2/e, Chicago Business Press, 2019), and the book Teaching HRM: An Experiential Approach (Edward Elgar, 2019). Building on her extensive executive education experience (on six continents!), Dr. de Janasz is currently working with several national and international organizations on programs aimed at developing leadership competencies and empowering women negotiators, in addition to the highly impactful executive negotiation programs for women that she designed and directs for George Mason University.

2021 Plenary Speakers


Chad Littlefield
 We and Me

Chad Littlefield is the co-founder and Chief Experience Officer of We and Me (www.weand.me)—an organization whose mission is to help leaders, educators and events make connection and engagement easy. Forbes calls Chad a “global expert on asking questions that build team trust and connection.” He is a TEDx speaker, bestselling author, and creator of Connection Toolkit™, which is now being used to create conversations that matter in over 80 countries around the world.


Natasha Mickel
 The University of Oklahoma – College of Medicine

Dr. Natasha Mickel earned her Bachelor's degree in Multimedia Instructional Design from Cameron University, and earned both a Master's and Doctoral degree in Instructional Psychology & Technology from the University of Oklahoma. At the University of Oklahoma Health Sciences Center (OUHSC), she is an Assistant Professor in the Department of Family & Preventive Medicine, Assistant Director for Faculty Development, Director for the Oklahoma Center for Mentoring Excellence (OCME), and Director for Multicultural Engagement for the College of Medicine. Within her roles, Dr. Mickel supports a variety of professional development opportunities for faculty at OUHSC. These offerings include curriculum vitae review workshops for faculty; mentor training for clinical and translational researchers; mentor training intended to support a campus-wide mentoring network initiative; and providing specific training related to broadening telemedicine on campus. She has a demonstrated, strong educational background combined with an administrative perspective on developing and implementing training and workshops supported by federally funded grants. This experience has allowed her to work with constituents from various academic fields; these fields include education, mathematics, aeronautics, engineering, and biomedical sciences to meet a common mission of education, research and community service. Her vast experiences have allowed her to acquire a unique set of skills that has allowed her to collaborate successfully with a diverse body of learning communities. She looks forward to establishing and cultivating her faculty career at OUHSC in the Department of Family and Preventive Medicine.


Tamara Thorpe
 Real Leadership

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, leadership and mentoring programs for individuals and organizations. Tamara applies a dynamic approach and compassionate approach to leadership, to create culturally smart and inclusive leaders. The global pandemic inspired the bold move to launch the Real Leadership Virtual Mentoring, events designed to bring together next generation leaders with her network of Real Mentors, seasoned entrepreneurs and leaders from the public, private, and non-profit sectors. She has mentored and coached professionals from across the globe sharing her expertise in leadership development, understanding difference, and intergenerational collaboration.

Tamara has a master's 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

Tamara developed her first leadership program at the age of 15 and hasn't looked back. That bold and audacious act has turned into a lifetime of leadership lessons that she shares with innovative and influential Millennials all over the world – from Brazil to Canada, France to Northern Ireland and across the United States.

Tamara believes mentoring is an essential tool and skill for leaders and organizations. She is always eager to share her love for mentoring with real life strategies for mentoring across differences - sharing with influential next generation leaders all over the world – from Brazil to Canada, France to Ireland and across the United States.


Assata Zerai
 University of New Mexico

Dr. Assata Zerai serves as the Vice President for Equity and Inclusion and Professor of Sociology at the University of New Mexico (UNM). At the helm of the Division for Equity and Inclusion, Zerai has expanded diversity programming and strategy at UNM. Zerai works with her team to plan for, resource, and document the impact of efforts to improve equity and inclusion at UNM. She is Professor Emerita at the University of Illinois at Urbana Champaign, where she served from 2002-2019. A decolonial feminist scholar, Zerai's research interests include African women's access to mobile technology, making the work of marginalized scholars more accessible, and environmental justice/health activism; she has published five books spanning these topics, the latest of which is African Women, ICT and Neoliberal Politics: The Challenge of Gendered Digital Divides to People-Centered Governance (Routledge 2019).

2021 Guest Speakers - Tamara Thorpe Plenary Series



Celestina Garcia Community Leadership Foundation

E. Celestina Garcia is a ten-time 100 Mile Pilgrimage Walker and Guide, an Ontological Coach and a Transformational Leadership Trainer of generational healing and lifetime goal achievement through her business Coaching Solutions. She has coached and mentored hundreds of professionals focused on building their skills to envision their dreams and build the resilience and tenacity to follow through to experience success.

A peacefully energetic and passionate force of love and light is what you receive when in her unique presence. Celestina embraces that her work here, at this time and in this place, serves to enlighten and support others to discover their own "once in a lifetime" path. Utilizing her skills in harvesting the treasures in adversity have developed an expansive platform of tools she uses in support of fellow trail blazers, thought leaders, and frontline warriors.

She is the co-author of the 2021 book, *We Blaze the Trail*, an anthology written during the pandemic by ten women of color who share their unique life experiences of blazing a trail of leadership. She deeply believes that each of us is born with innate wisdom which is revealed through our eclectic and energetic encounters with others which reveal this truth. Through collaborations, like mentorship, we grow together as we see new possibilities and conspire for each other's good.



Travis Kellerman Quotient

Travis Kellerman is an entrepreneur, tech advisor, writer, futurist, and political activist. He sees a future where the truth of our impact on each other will be revealed through data science and dialogue. Human values are being redefined. Environmental, Social, and Governance variables will be incorporated as new, bottom-line metrics capable of saving our species from climate change and social + economic inequity. As a candidate and activist, he stands against the systemic exclusion of the working-class from politics and local government. He sees new infrastructure built by union workers as the foundation of a trickle-up, inclusive economy with respect and dignity for everyone.

As an advisor to tech companies, Travis uses strategic futurism to create the future rather than fear it. His experience as a serial entrepreneur saw dramatic growth, challenges, funding, valuations, success, failure. As a tech co-founder transitioning from politics and public policy, he led 4000% revenue growth and global expansion into eighty countries - and survived the darkness of near-catastrophe. He went on to build data platforms, scale teams, and face new existential challenges at multiple startups in Southeast Asia. He uses those lessons and experiences to advise founders and executives at the strategic level in New Mexico, from practical philosophy to continuous iteration of mission, communications, product, and business model. His mentees are building communities, companies, and new philosophies to have a real, honest, positive impact in the Age of Data.

Travis's mentors along the way have come from diverse lived experiences. They have forced him into dramatic personal growth and introspection. After many stubborn years of playing hero alone, the humbling decision to ask for and embrace deeper mentorship and help has made the latest new chapter in his journey and life possible.



Rachael Riley Lorenzo New Mexico State Land Office

Rachael Lorenzo (Mescalero Apache/Laguna Pueblo/Xicana) is a queer, nonbinary parent of two and lives in Albuquerque, New Mexico. They were born in Las Cruces, New Mexico to young parents and were raised on their father's ancestral land in Laguna, New Mexico. Rachael graduated with a BA in political science and a master's in public administration, focusing on public health; both degrees are from the University of New Mexico. Rachael studied political campaigns, participated in policy analyses, and has been consulted for their expertise in public health policies that could impact Indigenous communities. Rachael was not only raised on traditional values but also on politics. Throughout their academic career, Rachael volunteered for political campaigns, ranging from city council elections to presidential campaigns. Rachael was selected as a fellow for President Barack Obama's 2012 reelection campaign, Obama For America (OFA). Currently, Rachael funds abortion through an Indigenous-led reproductive justice organization, Indigenous Women Rising, and serves as Assistant Commissioner of Cultural Resources at the New Mexico State Land Office. In their spare time, Rachael writes short stories and poems, is a photographer, and tries to adopt cats without their husband finding out.

2021 Pre-Conference Workshop Leaders


Ann Betz
BEabove Leadership

Ann Betz, CPCC, PCC, is the co-founder of BEabove Leadership and an international speaker and trainer on the intersection of neuroscience, coaching and human transformation. Ann was on the faculty and served as the neuroscience consultant to The Coaches Training Institute (CTI) for many years, and provides neuroscience, leadership and coaching consulting to many other corporations and non-profits, including the International Coach Federation.

Ann is also the co-developer/leader of BEabove Leadership's popular international training program for advanced coaches: Neuroscience, Consciousness and Transformational Coaching.

A certified professional coach for 20 years, Ann is the author of a groundbreaking white paper on brain research and coaching. She contributes to Choice Magazine, Coaching at Work, Coaching World, the ICF and CTI's blogs, and other coaching and HR publications. Ann is the lead author of *Integration, the power of being Co-Active in work and life*, John Hunt Publishing, 2015), as well as a groundbreaking white paper on the neuroscience of the International Coach Federation coaching competencies. She is also a published poet, using her understanding of the brain and consciousness to bring to life the wonders of the human soul. Ann speaks internationally on neuroscience, leadership, and coaching, and she excels at making the complexities of the brain come to life with depth, humor and simplicity.


Dionne Clabaugh
Pacific Oaks College

Dionne Clabaugh, EdD is a professor in Human Development at Pacific Oaks College who develops and facilitates high-impact, autonomy-supportive learning. She developed the Adjunct Faculty Peer Mentoring Program and taught in Education Beyond Borders 2020 & 2021. She is producing faculty development badge courses in mentoring and culture-centered pedagogy. Dr. Clabaugh believes that deep learning happens through autonomous relationships with people who are invested in each other's growth and development, toward positive, productive, and active contributions for a more equitable society.

Dr. Clabaugh has over 30 years in education across the lifespan: young children and their teachers; youth in classrooms, music, and scouting; and working adults as learners, teachers, faculty, leaders, board members, and parents; and is co-authoring two autoethnographies with elders. Clabaugh has co-authored and edited books for children and educators, has presented and published on faculty peer mentoring, and mentors dissertation researchers and autoethnography writers. She earned a Bachelor's in Music Therapy from The University of the Pacific, Master's in Organization Development from University of San Francisco (USF), Doctorate in Learning and Instruction in Higher Education from USF's School of Education, and a Diploma in Social Innovation in Higher Education from the University for Peace in Costa Rica.

2021 Post-Conference Workshop Leaders


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 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.


Laura Lunsford
Campbell University

Author, scholar, speaker, consultant and southerner, Laura earned her PhD from NC State University in social and community psychology. She wrote the definitive *Mentor's Guide: 5 Steps to Building a Successful Mentoring Program 2nd Ed.*, 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 STEMM*. 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 her work at scholarly conferences 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 received the 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 co-founded Lead Mentor Develop LLC to develop people through mentoring and leadership development.

Laura enjoys her Zen Garden, cycling, kayaking, and Shoto kan karate in addition to eating her husband's cooking.

SAVE THE DATE!

2022 Mentoring Conference

Monday, October 24th - Friday, October 28th, 2022

Call for Proposals Release

March 15, 2022

Submission Deadline

May 15, 2022

Accepted Proposal Notification

May 30, 2022

Paper Submission Due

June 30, 2022

Peer Review Paper Submission Returned

July 30, 2022

Final Paper Submission Due

August 30, 2022



Monday, October 18, 2021

Pre-Conference Workshops

8:00-10:50 am • Lunch Break (12:00-12:50 pm) • 2:00-4:50 pm

8:00 am - 10:50 am • 2:00 pm - 4:50 pm

Mentoring Matters: How and Why to Develop Self-Directed Mentees

Dionne Clabaugh • Pacific Oaks College

As a Mentor, who do you develop and why? Whether you are a Mentor for college students, K-12 teachers, or college faculty, and seek to improve their skills as writers, researchers, learners, or teachers, you want them to be capable people who know how to engage with their Mentor – you are a critical component of their success.

The Mentoring relationship is a learning partnership that develops over time: initiation, negotiation, cultivation and ending (Dominguez & Kochan, 2020). Mentoring approaches must fit the context in which the relationship takes place; one size does not fit all (Dominguez, 2017).

Effective Mentors promote and participate in their Mentee's developmental network (Murphy & Kram, 2014) and support them to become self-directed learners. The Mentor competencies necessary for this support include Mentor self-awareness, effective listening, goal clarity, problem-solving, commitment, professional savvy, and relationship management (Clutterbuck & Lane, 2004). But how can you develop these skills in yourself and in your Mentee?

This workshop gives Mentors specific tools and skills based on instrumental functions (career support, skills development, and role modeling) and relational functions (psychosocial support, professional sponsorship, and networking), through the lenses of motivation, academic regulation, growth mindset, and developmental mentoring networks (Higgins & Kram, 2016) to help you identify and solve common problems and increase critical thinking.

Maximize your potential and impact to develop self-directed Mentees: self-assured, curious, goal-oriented, use help-seeking and critical thinking, and engage in effective problem solving (Clabaugh & Dominguez, 2021).

Lunch Break • 12:00 - 12:50 pm

8:00 am - 10:50 am • 2:00 pm - 4:50 pm

What's Going on in Their Brains? Improving Mentoring Relationships Through Coaching and Neuroscience

Ann Betz • BEabove Leadership

Join neuroscience and coaching expert Ann Betz for this fun and interactive 6-hour workshop where you'll learn how to apply cutting-edge neuroscience-based coaching skills and tools to your mentoring relationships. Whether you are experienced with using coaching to enhance engagement or are new to the idea, this workshop will add some amazing tools to your existing toolbox.

You'll gain both understanding and practical tools to help your mentees engage more fully and have more effective outcomes, as well as recognize and manage their stress more easily. Together we will explore:

- The neuroscience of the "coach approach" to mentoring and how to bring in more coaching to your mentoring, including the research and practical application of creating a "positive emotional attractor" in your mentee's brain.
- Both the positive and negative impacts of stress, and how to use this with your mentees; and
- Scientifically proven strategies for connecting mentees to their higher brains and more easily managing their reactive tendencies.

Monday, October 18, 2021

Plenary Sessions

11:00-11:50 am • **Lunch Break (12:00-12:50 pm)** • 1:00-1:50 pm

11:00 am - 11:50 am

Mentoring Matters, an Interview with Rachael Riley Lorenzo

Tamara Thrope • Real Leadership

This plenary will be a series of conversations led by Tamara Thorpe and feature Real Mentors, seasoned experts who share their experiences and expertise to help others learn, grow, and transition in a more diverse and interconnected world. These conversations will focus on the formation of developmental relationships, with an emphasis on the core principles of mentoring.

This series will open with an interview with Rachael Riley Lorenzo, community leader, entrepreneur, and mentor. Rachael was born in Las Cruces, New Mexico to young parents and were raised on their father's ancestral land in Laguna, New Mexico. They are a queer parent of two who is driven by leadership, activism, and an audacious bravery. Together, we will discuss key steps to starting mentoring relationships, that will include how to use story to build trust, and the importance of setting boundaries in developmental relationships.

Together, we will explore how mentors and mentees, across industries, can develop successful mentoring relationships in both formal and informal contexts. Through our real mentoring stories, these plenary conversations will identify how to establish clear objectives, meet the needs of mentees, and measure the impact. Real Mentors will share their failures and triumphs, and how they have prepared to mentor and be mentored. This plenary series will be an opportunity to learn, laugh, and potentially cry, as we get real about mentoring in an interconnected world.

Lunch Break • **12:00 - 12:50 pm**

1:00 pm - 1:50 pm

5 Ingredients to Design Engaging Mentoring Meetings

Chad Littlefield • We and Me

In this fun, interactive session, Chad Littlefield, creator of the Connection Toolkit, will share five practical, tactical ingredients that you can infuse into your programs to increase impact and engagement. Chad's YouTube videos on this and related topics have been viewed by over 500,000 leaders and educators around the world.

Come prepared to purposefully engage in a Zoom Meeting (not Webinar) as Chad will be live demonstrating these ingredients because showing is more powerful than telling.

Tuesday, October 19, 2021

Plenary Sessions

11-11:50 am • **Lunch Break** • 1-1:50 pm

11:00 am - 11:50 am

Why Kindness Is Important When Mentoring in an Interconnected World

Mica Estrada • University of California

There is an ongoing tension between breaking apart and coming together that happens at every level of the biosphere, including among people. The health of our relationships with each other depends on this negotiation of independence and connection, which can be impacted by our ancestry, cultures, family of origin, and personal experiences. With all this in mind, Dr. Estrada will describe the findings from her research program in which she has longitudinally tracked and examined what types of mentorship and supports are more likely to result in students persisting in STEM career pathways, particularly persons excluded because of ethnicity and race (PEERs). Her research includes studies with first-generation, African American, Latino/a and Native scholars as they navigate their professional training. Further, she will talk about how institutional policies and climate that support mentors in providing kindness cues that affirm social inclusion may impact the integration experience for historically underrepresented college students, faculty, and administrators.

Lunch Break • 12:00 - 12:50 pm

1:00 pm - 1:50 pm

Mentoring in the C-Suite: What Do We Know and Where Do We Go?

Suzanne de Janasz • George Mason University

Mentoring is an important developmental experience for employees, and it is often integrated into part of organizations' training and career management efforts (Allen, Finkelstein, & Poteet, 2009). Meta-analytic evidence suggests that those who receive mentoring at work report more favorable job attitudes, higher compensation, better performance, and lower turnover compared to those who are not mentored (Allen et al., 2004; Eby, et al., 2008; Eby et al., 2013). Despite the rising number of mentoring studies in the literature, little is known about mentoring for those at the top of the organizational hierarchy, such as the c-suite. One reason for the lack of research on mentoring for c-suite executives might be due to the difficulty of gaining access to interested executives for research studies (Useem, 1995). Even when c-suite executives are included in empirical studies on mentoring, it is often about their role as mentors to other employees, or their reflection on how mentorship has helped them reached the top (Clutterbuck, 1999). Little research has examined if and how c-suite executives receive mentoring, despite the claim that everyone needs a mentor (Clutterbuck, 2014). Our research—combining qualitative and quantitative data analyses—looks at not only how c-suite executives benefit from having mentors, but also how the expected or preferred process of mentoring at the top is similar to and different from mentoring at other levels in organization. We also suggest some future directions based on our findings.

Tuesday, October 19, 2021

• Roundtable Sessions •

• 9:00 - 9:50 am •

Darling, N., Greany, C., Kegley, M., Woods, A., & Wood, K.E.

University of Cincinnati Blue Ash College

1. Empowering Women in Academia Via MidCareer Mentoring (WAMM): PostTenure Promotion

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

Patterson, C., Fowler, D., & Harlin, J.

Texas A&M University

2. The Culture of Mentoring Model: Implementing an Institution-Wide Mentorship Initiative

Determining and clearly communicating how an institution values and promotes mentoring is necessary. However, establishing an institution-wide culture of mentoring is challenging and complex. There is an alarming gap in the institutional mentoring literature, as little exists of how institutional mentorship initiatives implement continual and multifaceted support. An institution-wide mentorship model guides a culture of mentoring initiative at one university consisting of more than 15 colleges and schools, 65,000 students, and 3,000 faculty. In Fall 2019, Texas A&M University began implementation of a Culture of Mentoring initiative within and across campus. Higher education scholars and administrators describe the vision through an innovative model emphasizing five facets: community of mentors, mentorship development, mentoring plans, campus collaborations, and educational research. Through an iterative and collaborative implementation process, this model has already experienced revision on multiple occasions. The general commitment to mentorship across multiple campus collaborations has strengthened and informed the model. Developing a culture and climate that enables transformation through mentoring is important to higher education. As such, university administrators should approach any culture of mentoring change initiative thoughtfully, strategically, and collaboratively. However, while mentoring is often researched and generally understood, a notable research gap is how multilayered support and campus culture influence mentoring. This innovative model describes how a single research-intensive university is promoting a culture of mentoring within and across the institution.

Verden, C.

West Chester University

3. The Impact of an International Student Teaching Practicum on Novice Teachers' Perceived Ability to Teach in a Culturally Diverse Environment

This paper presents the results of a study involving undergraduate students from a university in the Northeastern United States who participated in a degree culminating student teaching practicum for two months on a remote island in The Bahamas. Through surveys and questionnaires these students, upon graduation, were followed as novice teachers and their reflections on how the study abroad experience prepared them to teach in culturally diverse environments back in the United States will be discussed. Coaching and mentoring partnerships were established with local teachers on the island and the paper explores these mutually beneficial relationships.

Couture, J., Gerke, J., & Knievel, J.

University of Colorado Boulder

4. Not Just for the New Kids: Mentoring for Mid-Career Academics

Many organizations have robust systems of support for new faculty, much of which is either officially or unofficially withdrawn at mid-career. It is at this point that professional narratives change unexpectedly, requiring shifts in job responsibilities that might redirect professional attention in a way that requires a new plan for growth and development. Career planning shouldn't stop just because an individual is no longer new to the field. This research focuses on mid-career mentoring in higher education, with a focus on academic librarians. Additionally, as demographic changes influence high level leadership, it is critically important to academia for mid-career faculty to prepare for potential advancement into senior leadership.

Focusing on the needs of mid-career faculty is rare in the area of mentoring and professional development. The phrase mid-career is, by its nature, vague, but can generally be understood as "after the distinct hurdles that characterize entry to an academic career and before another challenging period when aging and looming retirement confront senior academics" (Baldwin et al., 2005). The authors conducted a study of mid-career academic librarians to determine the existence and extent of formal and informal mentoring and professional development at public, R1, tenure-granting libraries. Based upon the outcomes of this research, the authors will summarize research findings and suggest strategies for institutions and individuals to help mid-career professionals identify their professional network and projected career growth and advancement, as well as where their current access to professional development might create gaps or barriers for reaching those goals.

Crawley, W., & Crawley, A.

University of West Florida

5. Intergenerational Reciprocal Mentoring: Dynamics and Impact

Mentoring has often been understood as a relationship between an older, more experienced mentor and a younger, less experienced protégé for the purpose of helping the protégé's career. This intergenerational dynamic was embedded in 22 sections of a university health science course taught across five years (2016-2021) where community seniors were paired with exercise science students. The course was designed to assist students in developing and understanding the complex physiology and psychological changes which accompany aging. Specifically, students participated in the prescription, supervision, and evaluation of an individualized strength training program designed for older adults. Qualitative analysis of course outcomes, including student-senior communications, interview feedback from mentees and mentors, and instructor reflections indicate positive outcomes for both student and senior participants. Specifically, mentees were found to enhance numerous career skills, to include practical application and enhanced satisfaction with the profession. Mentors and mentees reported numerous psychosocial functions, including personal growth, self-confidence, personal efficacy, and enhanced positive identity. Examination of course communications and follow-up interviews also evidenced identifiable patterns and phases of the mentor-mentee relationships. Including an intergenerational dynamic as part of a course necessarily invited enhanced complexity, as purposively matching student-senior participants was challenging across several variables (e.g., student capacity, compatibility of personalities, health and safety concerns). Future research agenda items include translating mentoring protocols to additional health-related courses and examining post-mentoring dynamics and outcomes. In addition, an in-depth exploration of the reciprocal value and processes of mentor-mentee relationships which influence growth, learning, and development merit attention.

Richardson, E., Gordon, J., Oetjen, R., Oetjen, D., & Fisher, D.

University of North Carolina-Wilmington and University of Central Florida

6. Intergenerational Micro-Mentoring: Addressing Ageism and Inclusion in the Workplace

Ageism, defined by Butler (1969) as "prejudice by one age group toward other age groups," relates to how individuals think (stereotypes), feel (prejudice), and act (discrimination) towards others or themselves based on age (Global Report on Ageism, 2021). The modern workplace often mirrors social attitudes surrounding aging (Lagacé, et al., 2019), resulting in prejudicial attitudes, discriminatory acts, and institutional policies and practices that spread stereotypical beliefs and perpetuate ageism (Global Report on Ageism, 2021). Ageist attitudes lead to reduced health outcomes and lower quality of life for older workers, resulting in increased costs to organizations (Global Report on Ageism, 2021).

López, N., Greenberg, M., Powers, K., Hutchison, E., & Zerai, A.

The University of New Mexico

7. Inclusive Mentoring: Equity and Diversity as Practice

Mentoring in higher education today demands our conscientious, consistent commitment to equity and inclusion. This roundtable presents statistical and narrative evidence of mentoring's role in the academic success of students who are non-traditional or who

identify as Black, Indigenous, People of Color (BIPOC), Sexual Orientation Gender Identity Expression (SOGIE), or People with Disabilities (PWD). Drawing on their expertise in pedagogy, administration, and consultation, our five contributors share strategies and tactics for inclusive mentoring of diverse student bodies. The purpose of this paper is to provide up-to-date information, data-driven strategies, and actionable tactics for mentors seeking more equitable and inclusive practices. Its contributors each provide reflections from a range of disciplinary expertise and institutional experience, but the contributors share a commitment to greater equity and inclusion in undergraduate and graduate education through critical reflexivity and community building and across diverse disciplinary and institutional contexts.

Tuesday, October 19, 2021

▪ Morning Concurrent Sessions ▪

CONCURRENT SESSIONS • 10:00 - 10:50 am

Stark, C., & Severn, K.

University of Colorado - Colorado Springs

8. Youth Mentor Programming: Cultivating Youth Resiliency and Digital Citizenship in a Virtual World

This digital citizenship research study includes the implementation of innovative interventions with “multiply marginalized” youth (Cyrus, 2017) participants (ages 10-18) in a therapeutic youth mentorship program at a university in the Rocky Mountain region. The project expanded upon experiential activities currently employed by the program, with the primary aim of enhancing youths’ knowledge and awareness of digital use habits, and skills to participate in safe self-regulated online engagement. Youth completed a pre-test and post-test with each of the four digital citizenship activities. These surveys assessed changes in the youth participants’ understanding of the learning objectives addressed during each activity. Pre and post test results reflected an increase in youths’ understanding of the factors that contribute to digital wellness, and knowledge of what constitutes user data and how to secure digital devices. At the completion of the program, youth also answered questions from the Youth Participant Survey (National Research Center, 2013) regarding their satisfaction with programming, and perceived changes in academic success, cultural competency, lifestyle, life skills and life choices, core values, sense of self, higher education readiness, and workforce skills. Results from the Youth Participant Survey (National Research Center, 2013) reflect a positive shift in cultural awareness, life choices, core values, sense of self, and workforce skills. The results of this study highlight the many ways that the program positively impact the growth and resiliency of youth participants. In a post Coronavirus Disease of 2019 (COVID-19) world, the ability to navigate technology is critical to one’s ability to persist in professional and social settings (Livari, Sharma, & Venta-Olkkonen, 2020). Digital resiliency is key to young people’s ability to persist in online environments (Przybylski et al., 2014). Youths’ increased digital skills, knowledge, and awareness over the course of this study confirm that digital citizenship is an area of intervention well suited to youth mentorship programming.

Pearson, M. A.

California Baptist University

9. Mentoring in a Hybrid, Pandemic Environment with an Understanding of the Adversity Quotient

The purpose of this proposed phenomenological study and the preliminary naturalist observation leading up to the study is to examine the importance of self-evaluation and confidence in a crisis to improve mentoring relationships. During the spring of 2020, the California Baptist University (CBU) student publication teams were required to move to online meetings and publications. Training on the adversity quotient helped to maintain the mentoring culture.

Background: A diverse team of faculty members led the publications, and CBU is a Hispanic serving institution. The established practice is to hold weekly Lancer Media Group (Student media group) meetings to mentor, collaborate, train, advise and assign stories for the newspaper, magazine, television broadcast team, and yearbook.

The adversity quotient training with the team began in December 2019 and continued through the spring and fall of 2020. Naturalistic observations show that this training helped prepare the students for the virtual work changes and provided a basis for high-quality relationships that supported 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. A questionnaire was distributed at the end of the term. The value of the adversity quotient training and the mentoring was clear. Naturalistic observation provided interesting affirming data.

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. They provided insight into successful mentoring relationships during difficult times. The observations support the idea that preparation for a crisis makes a difference and providing students with self-evaluative tools like the adversity quotient offers a way to boost confidence.

Stolz (1997) explained that there is a direct link in how one responds to adversity and mental and physical health. Publication 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. The naturalistic (or nonparticipant) observation was used to observe and evaluate the flow of behavior as students faced these new challenges. This serves as preliminary research for a phenomenological study.

Vogel, J., Kosick, P., & McShea, B.

Stockton University

10. Mentoring Webs: Intertwining Multiple Mentors and Mentees to Support STEM Students

This paper proposes an innovative mentoring model in which multiple mentors and mentees are intertwined to provide a web of support to maximize student success. In this model, mentees are provided broad foundational support from multiple mentors that increases directed responsiveness, mentees engage in reciprocal peer mentoring, and mentors engage in collegial peer mentoring to better respond to the needs of their mentees. The proposed model represents a significant change in approaches to mentoring at the university level and has shown to be a successful alternative to traditional mentoring. Student and faculty testimonials provide evidence of a successful model supporting students' personal and academic needs.

Jones, V.

Bethune - Cookman University

11. Understanding the Peer Mentoring Experiences of STEM Mentees at Two HBCUs

Despite ongoing efforts to broaden participation in science, technology, engineering, and mathematics (STEM), women, especially those who identify as racial and ethnic minorities, continue to be underrepresented. This underrepresentation substantially limits the diversity of talent within the U.S. and limits the ability of the U.S. to remain competitive in the global arena. As such, numerous calls exist that support the need for developing and examining methods for encouraging broader participation in STEM. Peer mentoring is one intervention that has demonstrated promise. As such, the current study examines the impact of participation in a virtual peer mentoring program on female mentees' sense of belonging, confidence, STEM self-efficacy, STEM identity, and intent to persist in STEM.

Vihlidal, A.

The University of New Mexico

12. The Enneagram Model, Healing Dance Arts, and the Decolonization of Dance at UNM

A leadership model, the Enneagram, is applied to connect three universities. The model's aim is to join forces to transform consciousness. The underlying motivation is to encourage the understanding of the traumas of colonization and thus begin the processes of decolonization in dance across the globe. The colonized view is the framework for teaching and judging dance in the US and other Western Nations. The colonized view of dance primarily guides an ideology that does not allow for equality and inclusion of non-western dance forms. This abstract offers a model of equality and inclusion. The decolonization of dance is to advance humanity. Provided herein is a mode of mentoring to initiate social change during the 14th Annual Mentoring Conference-Mentoring in an Interconnective World. The author argues that, through an event organized at the University of New Mexico (UNM), the Enneagram model can be used to map and guide the expert knowledge of staff and students at UNW, University of Washington (UW), and Kent State University (KSU) to teach them quickly and efficiently about the decolonization of dance and bring about healing through dance and theater arts.

Kawakami, A., Branscombe, J., & Sherrill, A.

Tarleton State University

13. The Pandemic and the University Experience: Expanding the Idea of Holistic Advising

The COVID-19 pandemic created an opportunity to expand the idea of holistic advising to consider how the socio-spatial entity can foster both students' and faculty's personal and professional growth. There is a need to assess the purpose of physical spaces within a university, the role a physical presence on campus plays in faculty-student relationships, and ways advising takes place as colleges and universities plan for post-pandemic operations. This study was framed as a combination of institutional ethnography, collaborative autoethnography, and as an instrumental single case study which played a supportive role to offer insights for advising and mentoring in post-pandemic university settings. The authors used their subjective judgment to select the topics which they considered worthwhile to examine mentoring and advising during the pandemic based on their self-reflexive journal writing. Advisors should use their experiences during the pandemic to improve interactions with students in a virtual or in-person setting. Educational institutions should promote these efforts through training and supporting faculty who advise student groups or participate in campus events. Social loss occurred alongside academic loss during the pandemic. Yet, participating in social events and accessing resources on the physical campus remain an important reason to be enrolled in a traditional university. This study expanded the idea of holistic advising to include the socio-spatial entity. This broadened understanding can further assist advisors in recognizing students' unique identities so they can thrive in both physical and virtual spaces. An advisor can self-examine their space and the atmosphere they create while advising to promote inclusiveness and student well-being. This is especially important for vulnerable students and for non-traditional students who may feel disconnected from the campus community.

Tuesday, October 19, 2021

• Afternoon Concurrent Sessions •

CONCURRENT SESSIONS • 2:00 - 2:50 pm

Cowin, K., & Newcomer, S.

Washington State University

14. "It was a risk ...": A Co-mentoring Network Emerges Between Teacher and Leader Candidates

Our research brings together Teacher Candidates (TCs) and Leader Candidates (LCs) in K-12 certification programs to create a safe space to practice collaborative conversations (CCs) about culturally sustaining, socially just pedagogy. During the CCs a co-mentoring network among the TCs and LCs began to emerge. Our research question: In what ways, if any, does the co-mentoring network, as established through CCs, contribute to the development of TCs and LCs as culturally sustaining, socially just educators? Our perspectives draw from foundational mentoring scholarship focusing on developmental mentoring relationships, specifically workplace mentoring (Dutton & Ragins, 2007; Kram, 1985; Ragins & Kram, 2007) and a refined definition of mentoring (Dominguez & Kochan, 2020). Data included video-recordings, instructor field notes, and assignments. Data was analyzed inductively for emergent themes, using open-coding and thematic delineation techniques (Merriam & Tisdell, 2016). The researchers engaged in analysis, meeting nearly every week cross-checking emergent themes and triangulating data. TCs and LCs were engaged in thoughtful and supportive CCs about culturally sustaining, socially just pedagogy. Themes from the CCs were risk taking, such as trying new teaching methods or making home visits, and worry about not doing enough or doing too much and burning out. Snippets from the CCs highlighting development of the co-mentoring network, processes used to create a safe space, and participant evaluations of their experiences will be detailed. Establishing a co-mentoring framework may help TCs and LCs share responsibility for the challenging but necessary work of enacting culturally sustaining, socially just pedagogy by creating a safe space for practicing difficult conversations, and addressing hierarchical power imbalances between teachers and school leaders. Learning to enact culturally sustaining, socially just pedagogy is a journey we hope these future teachers and school leaders will embrace together as a result of the co-mentoring network they have experienced.

Graham, M.

Brigham Young University

15. Mentoring as Adventure

I have always had an adventurous teaching and mentoring practice. Some of my most significant mentoring experiences have included glissading down glaciers in the Indian Himalaya, camping in the desert, trekking to Buddhist monasteries in Nepal, climbing sea stacks in the North Atlantic, sitting in airports, and sharing tea with Tibetan Buddhist monks. I am interested in the complex relationships among students, between students and teacher particularly in experience-based field studies. Mentored research is often one of the most significant educational experiences for students (Mung et. al, 2017; Riley, 2020; Roberts, 2018; Taniell & Jack, 2020). In the sciences, these experiences often take place in the lab or in field data collection. In art education, the art studio replaces the lab and data collection often uses arts-based research methodologies such as a/r/tography (Irwin, 2013). Rather than focusing on ethnographic descriptions, a research methodology based on an anthropological correspondence with others was used. Instead of striving for a detached, objective observation, the aim is to participate in the same generative movements in which others are engaged in (Ingold 2017). The approach to mentoring was a walking alongside, rather than providing an objective, dis-engaged relationship. In immersive practices such as walking, conceptual categories are not as significant as the physical positions and orientations that we feel in assuming these postures (Thrift, 2008). This paper describes these mentoring experiences and the impact they have had on student research and student learning.

Jones, V.

Bethune - Cookman University

16. BIPOC Males' Experiences in a Structured Virtual Peer Mentee Training Program

There is a continuing need to broaden participation in science, technology, engineering, and mathematics (STEM) in order to capitalize on the available pool of talent and to strengthen the United States' ability to maintain a competitive edge within the global economy. Despite myriad efforts to diversify the STEM workforce, men who identify as Black, Indigenous, and other People of Color (BIPOC) remain underrepresented. Mentoring, however, has been shown to be a promising strategy for encouraging participation of those who are historically marginalized. In this study and as part of a larger online peer mentoring program, male mentees engaged in a series of online training modules to prepare them for engaging as mentees in a peer mentoring program while simultaneously developing interest in STEM, self-efficacy in STEM, and sense of community within the STEM landscape. After completing the online training, focus groups and individual interviews were conducted and analyzed. Analysis yielded various themes indicating that participation in the online peer mentee training increased participants' interest in STEM, self-efficacy in STEM, and sense of community.

Côté, R., & Dawson, J.

University of Arizona - Tucson

17. From the Other Side: A Successful Remote Writing Program for Student Inmates

This paper showcases an ongoing, nearly five-year writing project involving a Latino inmate serving two life sentences, a university writing professor, and a graduate student majoring in mental health and rehabilitation. After spending three years in solitary confinement, the inmate reached out to a university requesting assistance with academic and personal writing. Due to COVID-19, what began as a traditional, snail mail, and in-person instructor-student writing tutoring and mentoring relationship transitioned into a peer project that relied on free technology, including App-based messaging. Paralleling previous approaches and experiences working with inmates (Appleman, 2013; Azrael, 1998; Chappell & Shippen, 2013; Pike & Adams, 2012; Tannenbaum, 2000; Thomas & Thomas, 2008; Toor, 2010), readers will explore the inmate's remarkable journey from novice writer to poet, fiction writer, GED reading and writing tutor, and blogger. An exploration of the teaching materials as well as reading and writing tasks will guide readers through the inmate's academic, personal, and creative writing skills development, which resulted in a website that showcases his writings and artwork. Assignments include activities such as short classical reading selections and self-paced PowerPoint tutorials from the university's Writing Skills Improvement Program (WSIP), housed in the College of Humanities. Through his website, the inmate offers a voice to the voiceless by spotlighting injustices and shortcomings in the Arizona Department of Corrections, Rehabilitation & Reentry. Excerpts from the inmate's academic work and personal letters reveal how this writing experience has positively impacted and changed his life. Because teaching materials and methods are easily replicable, they can be used successfully not only with inmates, but with anyone learning remotely, for they model how platforms and technology, like websites, tablets, and applications available on smartphones can be used to facilitate learning and growth as a reader and writer.

Soller, B., Sood, A., Mickel, N. Myers, O., & Tigges, B.

University of New Mexico, University of Oklahoma HSC, Arizona State University, and University of Maryland

18. Developmental Networks among Mentors and Mentees Involved in a Mentoring Intervention

The growing application of social network-based theories and methods (Burt et al., 2013) in scholarship on mentoring illustrates that mentoring goes beyond dyadic relationships comprising a senior mentor and a junior protégé (Higgins & Kram, 2001). However, limited data exist on the state of developmental networks of university faculty. This study examines developmental network characteristics among mentors and mentees participating in an ongoing intervention that aims to enhance career success through improved mentoring. Cross-sectional data come from 81 faculty mentors and mentees at three universities in the Southwestern United States. Using the online Modified Mentoring Network Questionnaire (MNQ), participants provided information on relationships with developers, who are people that have taken concerted action and provided professional and/or personal guidance to help participants advance in their careers. An individual's developmental network comprises relationships with developers. We conducted exploratory analyses examining key characteristics of mentors' and mentees' developmental networks. Participants received psychosocial and career support from an average of 4.9 developers (4.8 and 5.1 for mentors and mentees respectively) from 2.3 arenas (2.2 and 2.4 arenas for mentors and mentees respectively). While the most common arena was the respondents' current job/position (62%, 64% and 59% for all participants, mentors, and mentees respectively), developers were from graduate school (11%, 6% and 17%); prior jobs/positions (13%, 16% and 9%) and family (8%, 5% and 11%). Our preliminary findings suggest that developers are important for university faculty and that methods and insights from social network analysis can be applied to examine their support networks. As our study is part of an ongoing longitudinal intervention, these findings will inform future analyses that will examine change in developmental network characteristics and its impact on participants' careers.

Kopera-Frye, K.

New Mexico State University

19. Mentoring and Empowering Native American Students Through Experiential Learning

Of approximately 14,200 students at a medium sized Southwest university, 2.3% identify as Native American/Alaskan Native. It is very challenging for Native American students to leave their cohesive, tight-knit small community and go off to college. Two candidates of a Masters in Public Health degree receiving Sloan Foundation scholarships were completing their field experience at one of the Navajo Nation Indian Health Services Clinics. The reservation has been ravaged by COVID, i.e., slow arriving vaccinations, isolation, remote and rural terrain, losses of elders. Because of this, the students were empowered to address the need for community healing. Indigenous Ways of Knowing (IWOK) were critical for promoting the connection, strength, and resilience of the community; the two graduate students were mentored on revitalizing an IWOK-based program. The purpose of this paper is to describe a successful mentoring project utilized with Indigenous graduate students.

Alper, P.

Alper Portfolio Group/Teach to Work

20. Bringing Project Based Mentors into the Educational Fold

Most recently I authored a book entitled, Teach to Work, How a Mentor, a Mentee and a Project Can Close the Skills Gap in America. I'm excited to present my findings. My research has included interviewing corporations and educators extensively about integrating their two sectors with coverage on this topic within HR, Tech, Recruiting, Education, Leadership, and Business publications. Indeed, I have built a mentorship model for the Network for Teaching Entrepreneurship ("NFTE") and personally mentored youth for 20+ years. My own experiences and research, as well as the experiences and independent research of NFTE, are referenced in this paper.

The Project Based Mentorship® model stems from Project-Based Learning theories but the difference is integrating—two different generations and culturally diverse people—around something to “do.” While the mentor has vast experience in the project’s dimension and content, the mentee is the idea generator, the driver of implementation. Together they share a mutual goal of master planning to a deadline and preparing an oral defense with takeaways from the project’s completion. This experience mimics workplace relationships, assignments, timelines, and goals, with a greater assurance of the mentee’s success.

MENTOR: The formula for this connection works. Indeed, the mentorship role falls easily into the wheelhouse of the mentor with prep and training to start. Corporations such as MasterCard, Moody’s, EY, Pfizer, or Accenture have told me that the project-based mentor role adds to their corporate culture in myriad ways: it’s used to teach leadership skills, it contributes to hiring a “do-good” generation, it builds a pipeline of interest in their field, and it contributes to new hires.

MENTEE: The professional skills gained for the mentee in Project Based Mentorship® include:

- Critical thinking, Market penetration, Strategy
- Organization, Accountability, Grit
- Master Planning, Collaboration, Logic
- Forecasting, Public Communication, Ownership

Project Based Mentorship® is a unique approach to learning—pulling from the vast resources of skilled practitioners to support and educate the next generation by placing a Project at the center of an intergenerational relationship.

CONCURRENT SESSIONS • 3:00 - 3:50 pm

Salazar Montoya, L.

New Mexico Association of Latino Administrations

21. Equity, Diversity, and Opportunity: Benefits of a Mentorship Pipeline for School Leaders

The 4 Corners Association of Latino Administrators and Superintendents has aimed to develop a pipeline regionally to support, develop, and empower leaders within the Four Corners of the Southwestern United States. The four corners is an area of the Southwest that is inclusive of New Mexico, Utah, Arizona, and Colorado. The aim is to support leaders professionally by providing school leaders with mentorship, networking, and skill development. This model is supported by a research-based curriculum and a foundation for success.

This research was conducted utilizing a qualitative feminist research methodology known as pláticas. Fierreos and Bernal (2016) stated, “Pláticas move from method to methodology when they are embedded within the rich, analytical theory of Chicana feminism, engage contributors as knowledge creators essential to the meaning making process, draw on life experiences, and provide a potential space for healing”. Therefore, data was collected over the course of a year during the inaugural year of the ALAS 4 Corners Academy.

Mentors reported that providing formal professional development and engagement for mentees builds a strong foundation for professionals seeking upper-level administrative positions. Self-motivation was reported as a hallmark of the successful mentee. The mentee should be able to set his or her own goals, strive to actively seek feedback, ask questions, and keep an accurate record of progress while being provided a solid support system from like-minded professionals.

There are many benefits to a supportive professional pipeline, inclusive of mentorship, such as the infusion of professional learnings, personal development, improved job satisfaction, and improved job performance. Barriers exist, including the rapidly changing landscape of education, time constraints, lack of self-awareness, and generational and cultural differences. Additionally, throughout the span of a career, mentoring needs will change, as will mentors.

Hicks, S. C.

West Chester University

22. Three Theories: Developing a Comprehensive Advising System for Online Graduate Learners

The purpose of this presentation is to share the experiences of one academic advisor of four online graduate programs. This advisor re-imagined graduate, online advising then developed a system to meet the needs of 250+ advisees from diverse backgrounds and experiences. The presenter will share the range of experiences and the systematic process of developing the advising method currently in use.

After several failed attempts at using traditional developmental advising for online graduate students, this advisor created an advising system that combines the principles of Adult Learning Theory, tenets of Self-Directed Learning Theory, and principles of Developmental Academic Advising. This system is designed to meet the needs of 250+ online graduate students.

Students in graduate programs are there to fulfill a specific work-related goal or to move toward accomplishing a new career goal. This presentation outlines the process of moving one public university’s graduate program away from developmental advising to one that embodies the principles of andragogy combined with tenets of the Self-Directed Learning Theory to create meaningful advising experiences that are succinct and productive.

Johnson, P., Valad, J., Singleman, C., & Fernandez, E.

Queens College

23. The Impact of STEM Mentoring: Findings from Five Years of Research

The purpose of this presentation is to discuss the Human Development Internship experience and supporting the mentoring needs of student interns by our community partner sites. An explanation of the program requirements and expectations will be presented along with handbooks created for both student interns and sites. In addition, perspectives collected from students and site representatives will be shared. Virtual outlines of the internship program requirements and handbooks will be available. Since this is a program presentation, the effectiveness of the mentoring plan of the Human Development Internship at California State University, San Marcos will be evaluated by both intern and community site mentor feedback. Future evaluation will also include tracking successful career employment of graduates from this program. After compiling the feedback from both the interns and the associated community site mentors, it was obvious that pairing an intern with an appropriate mentor at a community site providing services in the desired career field of the intern was a positive and beneficial experience for both the intern and the community site. Effective development of required skills for career success is essential as university seniors prepare to enter the work field. Offering a supportive and beneficial mentoring experience for interns at a community site provides an opportunity to apply their academic knowledge, as well as learn additional skills and to network in their career field of choice.

Kennebrew, D., & Davis, C.

Prairie View A&M University

24. Faculty Strategies to Promote Mentoring Relationships with Underrepresented Student Populations

Mentoring involves an experienced individual (a mentor) educating, guiding, and counseling a less experienced person (a protégé) to help develop skills and realize dreams (Mondisa, 2018). Mentoring relationships can be powerful and life-altering. Oftentimes, these relationships become conduits of social and intangible capital that propagate success in individuals (Cedja & Hoover, 2010). Although mentoring makes a significant difference for first-generation and low-income students (Bettinger, 2011), there is a high level of insecurity when approaching faculty who can assist with academic advising, career mapping, or simply navigating the new college environment. To enhance student academic success, there are strategies that faculty can implement to proactively engage underrepresented student groups including minorities, first-generation, and low-income students. Researchers found that engagement strategies help to build productive mentor/protégé relationships that will increase student self-efficacy and persistence to graduation (DeAngelo, Mason, & Winters, 2015). The following article summarizes a literature review on faculty-student engagement and approaches to foster mentoring relationships with diverse student groups.

Mahoney, I., & Martin, J.

Old Dominion University

25. Mentoring Military Students: Creating a Culture for Academic Success

DISCLOSURE: The project was supported by Grant Number U2VHP33063 from the Health Resources and Services Administration (HRSA), an operating division of the U.S. Department of Health and Human Services. Contents are solely the responsibility of the authors and do not necessarily represent the official views of HRSA. Military students are entering college at increasing rates. Their unique characteristics and limited experiences navigating academia may contribute to feelings of isolation, a lack of identity on campus, and academic challenges. The purpose of this paper is to share a mentoring model to assist military affiliated students make this transition. Our model includes building social connections and environmental support systems to foster a welcoming climate and academic success for military students in health science programs. To facilitate social networks, students are admitted as cohorts and clustered for group projects. Faculty mentors coordinate student “mess hall” lunches to share academic success strategies and cultivate peer mentoring. Military memorabilia were added to enhance study spaces. Faculty training modules were developed to help faculty and preceptors better understand military culture and learning needs of veterans. Cohorts are acknowledged at our annual white coat ceremony and again at graduation with a military distinction cord. To date, 22 students have enrolled in our first two HRSA grant-funded veteran-focused cohorts. Seven students graduated in 2021 and 15 are scheduled to graduate in 2022. Recruitment for cohort three continues. Participants value the relationships they established during and beyond the mentoring sessions. Student performance evaluations in newly added military facility clinical rotation sites were positive. Finally, faculty members who completed training reported increased knowledge and confidence in their ability to mentor military students. Educators can expand this mentoring model to increase enrollment, retention, and graduation rates of all military affiliated students. Military veterans have been identified as ideal candidates for future roles as health care professionals because of their skills, leadership, and experience with team-based environments. Increasing the number of military graduates in health sciences majors may contribute to a more diverse, culturally competent healthcare workforce prepared to address the unique health care needs of veterans.

Swanson, K. W., & Caskey, M. M.

Academy School District 20 & Portland State University

26. A Kaleidoscopic View of Mentoring Dialogue and Practice

A kaleidoscopic metaphor illuminates the interplay of identities (e.g., teacher, scholar, care giver, partner) that produce an integrated academic identity. When turning the kaleidoscope, light and motion create beautiful and dynamic patterns—mandala. In a mentorship relationship, the kaleidoscopic metaphor exemplifies the practice of turning the scope to produce mandala and the dialogue to

reflect on the intricacies of its color and design.

Joining the academic community requires navigating teaching, scholarship, and service expectations, which can be a steep learning curve. The purpose of this paper is to present a phenomenological view on the roles that dialogue and practice play in mentoring scholarly writing and developing an academic identity. Women can experience the demands and challenges of academia differently than their male counterparts; overall women in academia teach more classes, serve on more committees, and are paid less than men (Pettit, 2020). Learning how to gain access to an academic community can be nebulous and unfair based on both gender and race. Thus, there is a need to intentionally invite women into this academic community of practice. This paper focuses specifically on mentorship for academic writing.

The cognitive apprenticeship model provides a framework to guide the mentor and the novice scholar; this model can help women mentor other women. A qualified mentor can guide their mentee through designing a scholarly agenda that is reasonable in its scope, acceptable to the institution, and sustainable over time. A writing practice in the company of a mentor can create a powerful apprenticeship toward the professional development of novice scholars.

Green, R., & O'mara, K.

Campbell University

27. Three Generations of Mentoring: Connecting Alumni, Peer Mentors, & First-Year Students

Albert Bandura's Social Learning Theory emphasizes the importance of observing and imitating the behaviors, attitudes, and reactions of others (Bandura, 1986). First-year students benefit from having a "model" from which to learn. Effectively, Peer Mentors can readily address the areas of community, identity, campus resources, academic experience, and psychosocial development. Peer mentor programs positively affect engagement and retention.

In addition, research shows that effective professional/alumni mentors affect career confidence, employability, retention rates, and campus/community engagement.

Many college mentoring programs pair students with either a peer mentor or an alumni mentor. This session will review a program which connects all incoming first-year students with both a peer and alumni mentor within a structured 15-week course environment. This three-level approach addresses community connection, engagement, and career development from day one. Using this model, Peer Mentors are paired with an Alumni Mentor, who also serves as an adviser to the freshmen mentees, offering a depth of advice, experience, and community.

This session introduces the execution and benefits of this model and the opportunities presented when all first-year students have meaningful relationships with peers and alumni from day one. We will discuss: Research regarding the effectiveness and benefits of both peer mentoring and professional/alumni mentoring; quantitative and qualitative results impacting retention and engagement; and experience over the past 10 years and new program components for Fall 2021.

CONCURRENT SESSIONS • 4:00 - 4:50 pm

Flores, J.

University of Houston

28. Connecting the Unconnected: Mentorship for Latin* Students in a Texas School

This study explored the mechanisms of mentoring relationships between public high school teachers and their Latin* students. The purpose was to create an ethnographic record of the specific ways that they had operationalized their roles as mentors and culture brokers for the benefit of their Latin* mentees in addition to capturing rich narratives about the mentoring process. Three teachers were selected who had years of experience working in predominately Latin* population schools and preferred relationship building in the classroom. They were interviewed about their methods for cultivating mentoring relationships and asked to provide narratives about successful mentoring relationships with specific Latin* students. The key findings for the study showed that mentoring Latin* students required the mentors to circumvent the structure of the school, teaching kids how to handle hostile work environments, connect their Latin* students with their families, and realized the advocacy needed of them as culture brokers to actualize as full mentors. What is a mentor, how the mechanisms of a mentoring relationship function, and the duties and responsibilities of a mentor are abstract and hazily defined. The ethnographic documentation of teachers acting as mentors for their Latin* students present a clear example to illustrate how abstract theory can translate into real-world practice. For schools to build upon the work that some teachers do, the administration must internalize the need for advocacy in the teacher-student dynamic.

Clark, M. S.

Bridgewater College

29. Mentoring Impression Management Through Online Portfolio Assignments

ePortfolios are used to encourage self-reflection (Cherfi & Szántó, 2018) and to assess competency (Bramley et. al., 2020) in various disciplines. However, these educational requirements often focus on student self-presentation without emphasizing the social construction of self and the opportunities online spaces provide to enact an authentic professional public persona. Structured appropriately, online portfolios afford an opportunity to mentor students in effective impression management throughout their careers through strategically sharing high-quality multimedia texts that meet audience needs and expectations. Students need guidance in analyzing online environments and producing effective messages. This paper relates how the professional identity development potential of ePortfolios have been explored in a graduate digital analytics course and an undergraduate public speaking

course. In the graduate course, students envisioned their online portfolios as media sites that provided value to visitors, drove traffic to their sites through social media campaigns and measured visitor content engagement. In the undergraduate course, students offered viewers informational and persuasive vlogs in their field as part of their ePortfolios. This paper offers mentors and teachers frameworks that encourage robust articulations of self and more advanced impression management skills in public online portfolios. These approaches can be employed across the curriculum in senior capstone courses or as ongoing projects that scaffold evolving student identities throughout their college development.

Kuniyoshi, C., & Schlatterer, J.

American Chemical Society

30. Individual Development Plans: Towards Equitable Mentorship and Career Guidance

Individual development plans (IDPs) are used by many mentors at academic institutions to support students and postdoctoral scholars in achieving their training and career goals (Figures 1-2). The assessment of IDP use is complicated by the different IDP ideologies, frameworks, and tools that exist. The American Chemical Society (ACS) has been a part of a number of initiatives focused on research and applications towards providing equitable mentorship and career guidance for chemical scientists. In 2015 ACS launched the ChemIDP.org site. This launch was followed by supportive workshops geared towards students and mentors navigating the IDP process. More recently the ACS received the NSF-funded Impact Indicators and Instruments for IDP (I3IDP) grant (Figure 2) to develop instruments to measure the impact of IDPs on the development of graduate students in STEM. The development of these assessment instruments for IDP use will facilitate the generation of comparable data within and across institutions to enhance the understanding of best practices in IDP use for undergraduates through postdoctoral scholars. IDPs may also help lower the career and training barriers that exists for underrepresented groups and facilitate healthy mentor-mentee communication and relationship building. Quantitative data on IDP use and efficiency in academia will help academic institutions and professional organizations to adjust their career and professional development offerings to better prepare mentees for job market entry. The I3IDP team collected qualitative data to develop psychometric instruments yielding in a survey toolkit. Data were gathered through interviews with subject matter experts and discussions with representatives from the STEM graduate education and career development communities. The results of this project coupled with earlier ACS initiatives focused on IDP processes of mentees sets the stage for a broader and more robust research base on the effective use of a variety of IDP tools and resources for students.

McMahan, J., Tinnin, K., Hedayati, A., & Gunawardena, C.

University of New Mexico & University of Colorado, Boulder

31. Exploring How Context and Diversity Influence Mentoring Relationships

Mentoring relationships influence progress and career development of individuals in a diverse workplace. Palsa & Rosser (2007) observed that while mentoring is a successful tool used in human resource development (HRD), research on mentoring relationships between genders, ethnicities, and cultures is limited. This interview-based qualitative study was conducted from the perspective of mentoring professionals to understand how context and diversity play a role in mentoring relationships, the effectiveness of diverse mentor-mentee relationships within various contexts, and potential advantages/disadvantages of diversity within mentoring relationships. To conduct this study, graduate student researchers interviewed five mentoring professionals at the 2018 UNM Mentoring Conference. Results showed that when mentors and mentees acknowledge and leverage their diversity within the context of their mentoring relationships, they both benefit. The results of this study identified eight recurring themes. The identified themes provide insights for both mentors and mentees. The themes will be discussed and implications for practice and suggestions for future research will be explored.

Bennett, M., & Hey, C.

Keuka College

32. Living Learning Community: Avenue for Wellness Mentorship on a Rural College Campus

College can be a time of psychological distress for many students due to the increasing levels of responsibility related to the transition to adulthood, role conflict in regard to personal and family relationships, and challenging academic endeavors (Blanco et al., 2014; Chung et al., 2011). Brockelman and Scheyett (2015) reported college students may experience mental health symptoms during this time. Although college campuses have recognized an increased need for behavioral health services, services are often underutilized by students (D'Amico et al., 2016). Peer mentorship is critical to forming meaningful relationships to combat raising academic and wellness concerns as students typically have reticence to seek help from their institution's professionals. Data indicated that out of 1,033 college students between the ages of 18 and 31 (62%) would first seek help from a friend rather than a parent (46%) or the counseling center (30%) (Laughlin & Robinson, 2004). Colvin and Ashman (2010) found peer mentor relationships resulted in individual benefits and feeling connected to the college campus.

Students on rural campuses located in communities with high poverty rates face increased behavioral health concerns as the outside community support, services, and strategies are restricted by geography and resources (Gale et al., 2019). The Living Learning Community (LLC) members and mentors develop high quality connections through on-campus community living, wellness-focused meetings, educational peer panels, and implementing wellness events across campus. Through peer-led events and becoming a member of a LLC, students can learn about wellness and ways to enhance his/her overall well-being.

Finger-Hoffman, C.

Wayne State University

33. A Case Study of Student Perceptions of in-Class Mentoring

This case study explored how faculty-led, in-class mentoring activities in four community college face-to-face business courses changed student perceptions of mentoring. The three questions addressed were in what way do student perceptions change: (a) if they have no experience with mentoring, (b) if they had a previous positive experience with mentoring, (c) if they had a previous negative experience with mentoring?

Mentoring is a personal experience as well as a complex concept; it lent itself to case study due to the ability to collect various forms of data. The in-class mentoring activities were designed using the theoretical foundations of social cognitive theory and Nora and Crisps' four constructs. There were multiple activities, projects, survey instruments and interviews throughout the semester. The study ran January 8 through May 5, 2020. Mid-March COVID-19 restrictions moved the courses online. This resulted in low end of the semester online survey completion and dependent T-tests run resulted in no significance.

Observations of participant groupings related to the research questions supported previous knowledge on mentoring. Some students without previous mentoring experience and no interest in mentoring learned from the mentoring workshop and activities, but still did not seek mentors. Students with positive previous mentoring experience also learned from the mentoring workshop and activities, continued with mentors.

Green, R., & O'Mara, K.

Campbell University

34. From Day One: Mentoring Within a Freshmen Seminar Course

Transitioning from high school to college is difficult for many students. Navigating a new environment, personal and academic responsibilities, social connections, and evolving values, while trying to reflect on goals and career fit, can be overwhelming. Research shows that pairing peer mentors with new college students has an impact on the student's identity, connectedness, academic success, and retention.

According to Collier (2017), benefits of peer mentoring include both availability and effectiveness, specifically regarding identity and credibility (Collier, 2017). Mentors and mentees are likely to share a community and perspective, and all freshmen can benefit from being encouraged by someone with shared experiences. Inserting peer mentors into a required course allows all students to make that connection, not just students who may have sought it out on their own or qualified based on a limited set of standards.

However, most college mentoring programs focus on pairing high-achieving or high-risk students with a peer mentor or a professional/alumni mentor. This paper reviews a program in which a peer mentor and alumni mentor are embedded in the required freshmen seminar course, allowing all first-year students to be connected with a mentor from "day one". In addition to understanding the interpersonal dimensions of mentoring mentees, the trained mentors lead their group of mentees through a semester-long team-based project, with advisement from an Alumni Mentor.

The paper addresses:

- Research regarding the effectiveness and benefits of mentoring on first-year students
- How to effectively embed peer mentoring into a freshmen seminar course
- Curricular and co-curricular ideas for a required peer mentor component and the mentor training program
- Quantitative and qualitative results impacting personal development, academic engagement, and retention.
- Experience over the past 10 years and new program components for Fall 2021



Wednesday, October 20, 2021

Plenary Sessions

9-9:50 am • 11-11:50 am • **Lunch Break** • 1-1:50 pm

9:00 am - 9:50 am

Ask Powerful Questions

Chad Littlefield • We and Me

Google's internal quest to build the perfect team found that the #1 indicator of high-performing, innovative teams is the psychological safety and trust that develop through social connections. Here's the thing. Our mentoring programs, meetings, classrooms, and curriculums are often focused on content—not connection.

In this fun, interactive session, Chad Littlefield, creator of the Connection Toolkit, will share practical tools on how to weave a web of interconnection in your mentoring using a profoundly underused tool: powerful questions. Chad is the co-author of the #1 Amazon Bestseller, *Ask Powerful Questions: Create Conversations that Matter*. You'll leave re-energized with new ways to better equip your staff, students, and curriculum.

Come prepared to purposefully engage in a Zoom Meeting (not Webinar) as Chad designs all his sessions for contribution—not just consumption.

11:00 am - 11:50 am

Positive Relationships Create Effective Mentors: Results from Facilitated Mentoring

Natasha Mickel • The University of Oklahoma - College of Medicine

Why Mentoring? Our faculty often inquire, why we should care so much about mentoring? Often one can forget or fail to see the vast number of people and resources that were available to them to make their career possible. This session will demonstrate effective strategies used to implement a faculty mentor initiative on a health sciences center campus. We will discuss the importance of mentoring and describe the fundamental mentoring competencies that foster an ideal mentor-mentee relationship. The presenter will further compare and contrast in-person and virtual mentor training using evidence-based outcomes as well as steps taken to advocate for establishing an institutional mentoring ecosystem.

Lunch Break • 12:00 - 12:50 pm

1:00 pm - 1:50 pm

Mentoring Matters, an Interview with Travis Kellerman

Tamara Thorpe • Real Leadership

This plenary will be a series of conversations led by Tamara Thorpe and feature Real Mentors, seasoned experts who share their experiences and expertise to help others learn, grow, and transition in a more diverse and interconnected world. These conversations will focus on the formation of developmental relationships, with an emphasis on the core principles of mentoring.

What's next? In an interview with tech entrepreneur, futurist and political activist Travis Kellerman, host and guest will share their experiences with mentoring and identify best practices to building and growing mentoring relationships. Travis will share how mentoring has forced him into dramatic personal growth and introspection and catapulted his newest venture in the political arena.

Together, we will explore how mentors and mentees, across industries, can develop successful mentoring relationships in both formal and informal contexts. Through our real mentoring stories, these plenary conversations will identify how to establish clear objectives, meet the needs of mentees, and measure the impact. Real Mentors will share their failures and triumphs, and how they have prepared to mentor and be mentored. This plenary series will be an opportunity to learn, laugh, and potentially cry, as we get real about mentoring in an interconnected world.

Wednesday, October 20, 2021

• Morning Concurrent Sessions •

Concurrent Sessions • 10:00 - 10:50 pm

Suskind, D.

Longwood University

35. Teachers as Writers, Writers as Teachers: The Power of TAW Groups

As professionals, we engage in the craft we teach. Baseball coaches bat and art teachers create. Yet, there are schools full of teachers who teach writing but do not write. When we teach what we do not practice, we become disempowered, falling back on prepackaged curricula instead of our own expertise. So how do you teach writing? The short answer is you write and the long answer is you participate in a Teacher-as-Writers group where you write on topics of your choice, share your writing and ask for response, connect what you are learning as a writer to how you teach writing in the classroom, and then serve as a support beam and mentor to fellow teachers. TAW groups grow out of the work of the National Writing Project, which is founded on the philosophy that teachers learn to teach writing by writing themselves and that writing is more than a skill; it is an opportunity to claim who you are on paper and use that insight to grow yourself, your students, and the world around you.

Dewey, A.

Bridgewater College

36. Mentoring Integrity: Helping Students Live Their Values

The purpose of this proposed phenomenological study and the preliminary naturalist observation leading up to the study is to examine the importance of self-evaluation and confidence in a crisis to improve mentoring relationships. During the spring of 2020, the California Baptist University (CBU) student publication teams were required to move to online meetings and publications. Training on the adversity quotient helped to maintain the mentoring culture.

Background: A diverse team of faculty members led the publications, and CBU is a Hispanic serving institution. The established practice is to hold weekly Lancer Media Group (Student media group) meetings to mentor, collaborate, train, advise and assign stories for the newspaper, magazine, television broadcast team, and yearbook.

The adversity quotient training with the team began in December 2019 and continued through the spring and fall of 2020. Naturalistic observations show that this training helped prepare the students for the virtual work changes and provided a basis for high-quality relationships that supported 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. A questionnaire was distributed at the end of the term. The value of the adversity quotient training and the mentoring was clear. Naturalistic observation provided interesting affirming data.

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. They provided insight into successful mentoring relationships during difficult times. The observations support the idea that preparation for a crisis makes a difference and providing students with self-evaluative tools like the adversity quotient offers a way to boost confidence.

Stolz (1997) explained that there is a direct link in how one responds to adversity and mental and physical health. Publication 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. The naturalistic (or nonparticipant) observation was used to observe and evaluate the flow of behavior as students faced these new challenges. This serves as preliminary research for a phenomenological study.

Uchida, H.

Hokkaido University

37. Evaluation of the Effectiveness of an Online Blended Approach for New Mentees

Research on e-mentoring recommends a blended approach that uses a combination of asynchronous and synchronous communication channels to complement each other's strengths and shortcomings (Chong et al., 2020). Based on studies of computer-mediated communication (CMC) (Day & Schneider, 2002; Sprecher & Hampton, 2017; Walther, 2011), this study formulates and tests the following hypothesis: the combination of text messaging and videoconferencing (e.g., Zoom) will be as effective as, or even more beneficial, for new mentees than will face-to-face meetings.

Findings did not support the empirical research that has demonstrated videoconferencing can be effective as, or even more beneficial than, face-to-face interactions (Day & Schneider, 2002). In particular, the findings in which videoconferencing could negatively influence students' self-confidence call for attention. Further research is necessary to replicate the results with a larger number of participants, exploring clearer explanations for the negative association between the use of videoconferencing and students' self-concepts.

Kuniyoshi, C., Schiavone, C., & Schlatterer, J.

American Chemical Society

38. Graduate Students in the Chemical Sciences: Career Interests, Plans, and Socialization

The American Chemical Society (ACS) conducted a survey of graduate students in the chemical sciences between May and October of 2019 (1). A total of 2,772 usable responses were received; of these, 2,534 (91%) were from doctoral degree students and 238 (9%) were from master's degree students. The survey consisted of 43 questions that focused on career interests and plans, graduate education competencies, and contextual factors such as advisors and mentors, resources, support, and satisfaction. Key findings of the survey included that students at both the master's and doctoral degree levels were most interested in careers in industry and that career choices of students are mostly influenced by their motivation to find work/life balance and their self-awareness. Positive characteristic behaviors that students cited as descriptive of their research advisor and mentors center around providing an appropriate level of research independence and recognition. The ACS Graduate Student Survey provided a snapshot of what is working and what is not in graduate education in the chemical sciences. The data gathered through this survey should serve as a catalyst for conversations among the numerous stakeholders that impact and are impacted by graduate education in the United States. Listening to the voices of the graduate students is essential if we are to attract and retain talented colleagues within STEM.

Labato, L., & Yang, D.

University of Connecticut

39. I See How You Feel: How Virtual Stickers Connect Us Emotionally Across Distance and Culture

During the COVID-19 pandemic, when mentoring in-person is greatly restricted, virtual stickers in mobile messaging provide a way to connect emotionally to mentees across the distance. This cross-cultural study aims to explore the use of virtual stickers by U.S. and Chinese participants in order to discover cultural differences related among young adults' use of stickers for interpersonal communication. It is hypothesized that young women and Asian participants use stickers more than young men and non-Asians. A sample of college students in the U.S. and China completed an online anonymous survey asking closed-ended questions about their use of virtual stickers in mobile messaging, including perceived ease of use, perceived usefulness, pre vs. post pandemic frequency of use, and general gender role beliefs. The results were analyzed for cultural and gender differences to discover virtual expression trends on the mobile messaging platform among young adults from different cultures on this interconnected globe. This study found that all students reported higher frequencies of sticker use in 2020 than 2019 or 2021, showing that virtual emotional expression in mobile messaging increased when physical distance increased. Women and Asian participants reported more sticker use than men and non-Asians. Mentors who understand differences in virtual expression through stickers based on culture, gender, or distancing will be better equipped in virtual mentoring to connect with mentees from a variety of social norms. This study increases understanding about cultural and gender impacts on sticker use in mobile messaging. Small shared moments electronically, made possible through virtual stickers, can serve as an important emotional connection tool for building the mentor-mentee relationship virtually, in a cross-cultural context, and in times of pandemic distancing, which has previously been understudied. Expanding upon social role theory, this study demonstrates how sticker use can be influenced by the social norms of the mentor's/mentee's culture.

Abramson, J., Kay, E., & Stokes, K.

University of Utah & Penultimate Advantage

40. Who's Zooming Who: Developing a Nationwide Cohort of Mentors**Acknowledgements**

Special thanks to the faculty leaders who have the foresight, passion, and dedication to mentoring excellence to develop and implement these programs: Ana Maria Lopez, MD, MPH, Donald Ayer, PhD, and Kolawole Okuyemi, MD, MPH.

GMaP is a national program designed to enhance and expand cancer health disparities research while promoting career development for underrepresented investigators, trainees, and students. Utilizing an evidence-based curriculum, training helps research mentors maximize the effectiveness of mentoring relationships and provides graduate, postdoc, and junior faculty insight into their mentor relationships and develop "mentoring up" skills. Training was adapted to a virtual platform in 2020 and made available to GMaP partners nationwide.

Participants were surveyed by the GMaP program, and quantitative and qualitative information was collected for immediate program improvement. GMaP utilized the CIMER Assessment Platform, an electronic survey platform housed in the Center for the Improvement of Mentored Experiences in Research (CIMER). Participants were asked to complete a standardized set of questions; results were shared with GMaP and added to a nationwide databank. Qualitative feedback was collected via survey comments and conversations. Fifty percent of participants had never received formal mentor training; no participant had > 9 hours total of mentor training prior to the fourteen hours of training provided over 5 weeks. 100% felt that it was a valuable use of time; 92% plan to make changes in their mentoring relationships. Findings were shared with the PIs, reported to the National Cancer Institute, program managers of similar NCI-funded programs and written into the continuation grant.

The transition to virtual delivery broadens training participation to a national cohort; in turn, this creates a pool of dedicated mentors for GMaP trainees and early-stage investigators. Training can easily be replicated in other GMaP regions and for similar programs; a national professional organization modeled their training on the delivery; and NCI feedback was very positive for leveraging resources to scale up opportunities. Ongoing opportunities for mentors to interact strengthens mentoring skills and commitment.

Wardwell, M., Finley-Bowman, R., & Bare, A.

Millersville University

41. Mentorship Matters: Fostering a Campus Culture of Student Mentorship

In 2018, Millersville University (MU) President Dr. Daniel A. Wubah shared his vision for a President's Mentorship Initiative. Its charge was to provide every student with the opportunity to work with a mentor and engage alumni as career mentors for current students. A task force convened to guide the development and implementation of the initiative and boost existing campus mentoring opportunities. The task force identified over two dozen active programs, both new and those more well-established. Most were small in scale and aimed at promoting the success, retention, and overall well-being of students in particular affinity groups. Assessments demonstrated the benefits of these existing programs, but a coordinating vision and universal student access were lacking. Opportunity gaps inevitably occurred. Based upon these findings, the task force recommended that Millersville's mentoring initiative – (1) support the expansion of relevant mentoring opportunities, (2) augment current ones, (3) facilitate cooperation among them, and (4) develop a centralized infrastructure to manage the financial and logistical needs of a university-wide culture of mentoring. This paper examines the evolution of this initiative and its outcomes over the last three years. The establishment of a Mentorship Office with a coordinating Advisory Committee and the launch of a broad-scale program for first and third-year students were short-term successes. Initial peer mentor connections were made with over 500 first year students and over 400 upper-division students with 100+ alumni career mentors. The longitudinal impact of these connections on student persistence, retention, social support, and career confidence continues to be monitored. MU's current strategic plan, Tradition and Transformation 2020-2025, solidifies the importance of these experiences in the Millersville lexicon, and will be highlighted during the 2021-2022 academic year in Mentorship Matters: A Year of Mentorship.

DeClouette, N.

Georgia College & State University

42. Joined at the HIP: High Impact Practices of a Mentor-led Model for Teacher Preparation

Through exploring the critical roles of mentor leaders in a field-based cohort model for teacher preparation, this paper highlights how mentor leaders facilitate and guide teacher candidates through the implementation of embedded High-Impact Practices (HIPs). High Impact Practices are evidence-based teaching strategies that typically require students to work closely with faculty members over an extended period of time on a project that is meaningfully connected to their college major. Engaging in high impact educational practices increases student persistence, retention, and graduation (Kuh, 2008; Kuh, 2016). High Impact Practices are considered, by some, to be the vehicle in which graduates achieve the learning outcomes that 21st century employers seek in new hires. Perhaps more importantly, HIPs provide opportunities for graduates to think critically and creatively in solving real world problems, to communicate effectively, and to work collaboratively in teams. These essential knowledge, skills, and dispositions are transferable to most areas of life.

Wednesday, October 20, 2021

• Afternoon Concurrent Sessions •

Concurrent Sessions • 2:00 - 2:50 pm

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

Washington State University, Kansas State University, Northern Arizona University, Columbus State University

43. Learning From Each Other: A Mentoring Network Explores Program Assessments

Mentoring researchers from four universities across the United States connected to collaborate and learn from each other's effective developmental mentoring programs (Fletcher & Ragins, 2007) forming their own mentoring network. Our research question: Analyzing our program assessment data, what effective mentoring practices were found in common across the contexts? The researchers' contexts are: new K-12 superintendents, aspiring K-12 principals, K-12 teachers/teacher induction, and peer-mentoring among pre-tenured university faculty. Our mentoring network used the Dynamic Model of Collaborative Mentorship (DMCM) as defined by Gut et al. (2020) as we learned about each other's mentoring practices and program assessment practices. Using DMCM as our framework, we deepened our understanding of our individual mentoring research, as well as our work together. Our analysis was informed by using open-coding and thematic delineation techniques, as we reviewed our data inductively for emergent themes (Merriam & Tisdell, 2006). From our analysis of our program assessment data, three overarching themes were found: relationships, trust, and skills. While each of our programs draw on different resources and practices, these three themes were found to have a dynamic interaction in the success of all our mentoring relationships. Our work as a network, drawing on the DMCM framework, continues to focus on assessment techniques to further understand the dynamic interaction of relationships, trust, and skills. We seek to continue our mentoring research by studying mentoring program assessment data and inviting others to join our mentoring network. A deeper understanding of how to work together as a DMCM network has enhanced our understanding of relationships, trust, and skills in mentoring relationships and in our mentoring programs. Our current mentoring skills focus on communication, active listening, asking for help, providing feedback, scheduling time, problem solving, decision making, and critical analysis.

Wells, K.

Washington State University Extension & Colorado State University

44. Masters of Extension Program Mentoring Model Translates Technical Knowledge into Practice

Regardless of industry, it is agreed on by many that mentoring is important to the success of new hires (Foote & Solem, 2009; Sorcinelli, 1994). The Cooperative Extension System is no exception (Mueller, 2020). Colorado State University's (CSU) Masters of Extension Education Program has developed a mentoring model designed to translate technical knowledge into practice. In one of the program's core courses, students and mentors meet weekly to discuss learning objectives. In Spring 2021, a case study looked at the mentoring experience from the point of view of the mentor, student mentee and graduate course instructor. The mentor, with eleven years of Extension experience, was matched with a student with no Extension experience. In this mentor/student pairing, the interconnectedness of the world played a major role in matching mentor with student. Through the mentoring process, the student gained a better understanding of the roles and responsibilities of Extension professionals as the mentor shared experiences, ideas, perspectives and advice that was grounded in her experience as an Extension professional. During the course, students share their mentor's input in weekly discussion posts, enabling all students to learn from each other's mentors. In this case study, technology connected two people living hundreds of miles apart and played an integral role in the relationship-building and information-sharing pieces of the mentoring process. This paper also looks at the role that culture plays in the mentor/mentee relationship.

Queen, L., Rivera, J., & Bluth, S.

Sam Houston State University

45. The ABC's of Career Development: Authenticity, Balance, and Challenge

This presentation will introduce practitioners to a triangular model of initiatives designed for the professional development of graduate students across campus. Presenters will summarize the kaleidoscope models design and challenges for both face-to-face and online workshop integration. Attendees will review new approaches with a focus on career and professional identity through change and uncertainty faced through the launch of an advisory board of career and industry professionals.

The ABC career development model utilizes a system of integrated, generative, and intentional interventions to guide students' personal and career development throughout their academic programs. ABC highlights three contributing structures to career readiness and focus – formative development, relationship building, and industry narratives. Utilizing an online community through the existing university learning management system (Blackboard), a graduate student writing lab, career support workshops, and industry professional career/job talk presentations, this presentation will provide an outline and discuss challenges.

First, these resources and programs facilitate scholars' career identity formation while integrating technology, pop culture, and personal narratives. Second, relationship building opportunities will demonstrate several collaborative interventions that unite students' distinct and intersectional identities. Third, real-world experience interventions to prepare students for productive, professional lives after graduate school will be outlined.

Many campus career initiatives addressing students' needs assume a standard undergraduate focus with entry level career needs. This

presentation will introduce the 'ABC' series of integrated, generative, and intentional interventions developed for underrepresented minority and first-generation graduate and professional students, involved in minority scholar mentoring programs.

Zhao, Z., & Brunhaver, S.

Arizona State University

46. Examining the Impact of Serving as Mentors on Leadership Development Among Former Engineering Graduate Student Mentors

Leadership is an essential component of engineering career success. Early-career engineers, however, reported lacking leadership skills entering the workplace. They then must acquire these skills on the job to fill the gaps. Educators have called for various ways to impart leadership to engineering students at all levels. Studies suggested that mentoring opportunities can provide an alternative approach for learning and practicing leadership.

NSF-funded engineering research centers (ERCs) offer opportunities for engineering graduate students to mentor summer research interns. The current study examined the experiences of 18 alumni from six different ERCs who served as summer program mentors. Their understandings of leadership and perceptions of how their research mentoring experiences influenced such understanding of leadership were examined through qualitative semi-structured interviews. The results suggest that the research mentoring experiences during their academic studies can help engineering graduate students advance their understandings of leadership. Notably, the mentoring experiences alone did not erase the leadership knowledge gap for all participants. Leadership mindset-focused elements need to be integrated into such experiences to extend the impact.

Klar, D. & Haskell, D.

University of Missouri – St. Louis

47. Implementing Mentoring for an Innovative Partnership: Alaska-Child Advocacy Studies

Trauma informed and healing centered victim service advocates are essential for Alaska Native communities and throughout Indian Country in the United States. The Alaska-Child Advocacy Studies program (AK-CAST), developed through a partnership of the University of Missouri-St. Louis and the University of Alaska-Fairbanks, provides training for Alaskan Native students through a Department of Justice, Office of Victim Services-funded grant entitled, Ting getiy dixet'a. Xogho tr'ixitonik. [The trail is awfully rough. We'll work at it together.] Through this 18-month program that utilizes mentoring as a major component, Alaskan students receive a national child advocacy certification. Bi-weekly virtual group mentoring led by Indigenous faculty and incorporating Indigenous Elders provides a vehicle for shared learning, social integration, intentional consideration and inclusion of cultural customs, as well as ongoing collaboration and networking that enable the program to thrive. The mentoring model and framework, which include components of long-standing shared learning and social integration mentoring models, is critical in addressing the most pressing challenges to American Indian and Alaskan Native (AI/AN) students today. These challenges include reducing feelings of isolation, intentionally considering cultural customs and traditional values' intersection with the course material, and addressing conflicts that arise between academic obligations and family and tribal community responsibilities. Quarterly self-report surveys provide evaluative information that has been used to revise the program model (for example, the addition of a traditional opening for all sessions, including classes and the necessary education regarding such for non-native students and faculty). A number of challenges, including internet accessibility and the impact of the intensity of trauma-focused content are being addressed. In a time of growing virtual interactions and intentional educational partnerships, key recommendations are provided for projects such as this, involving long-distance virtual training and a goal of authentic acceptance and inclusive programming with substantial cultural diversity.

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

University of New Mexico

48. Factors Related to Faculty Work Life Balance as a Reason to Leave a School of Medicine

Mentoring can help promote faculty retention at academic health centers (AHCs), which in turn, is important to optimize patient care and reduce replacement costs. Nationally "work life balance" (WLB) is identified by faculty as a reason to leave (ARTL) AHCs (Alexander & Lang, 2008). To help mitigate faculty attrition at AHCs, we examined work life balance as a reason to leave (WLB-ARTL) and other associated factors at the University of New Mexico School of Medicine (UNM SOM). Faculty responses from 255 faculty that left UNM SOM between July 2017 and December 2020 were analyzed using logistic regression with the outcome WLB-ARTL. Distributions of each variable were tabulated. Odds ratio associations from logistic regression between WLB-ARTL and each variable were obtained. Multivariate logistic regression modeling was performed with backward selection at $p < 0.05$. Of the 255 faculty who exited University of New Mexico School of Medicine (UNM SOM), 25% had WLB-ARTL, 48% were women, 72% were physicians, 58% were clinician educators, and 13% were from racial/ethnic underrepresented minorities (URMs). Multivariate modeling found four factors with increased WLB-ARTL: compensation, time for academic pursuits, spousal and family support; and dislike of patient care conditions and environment. Two factors with lower WLB-ARTL were better leadership and periodic reviews addressing job satisfaction. Gender, URM, and physician status were not found to be significant. Similar to previous studies (Whittaker et al., n.d.), we found that WLB-ARTL at UNM SOM was associated with specific "work" and "life" factors. Faculty retention efforts should focus on "work" factors such as providing protected time for academic pursuits and improving patient care conditions, and "life" factors such as addressing compensation and supporting families.

Canfield-Weber, T.

Wichita State University Tech

49. Holistic Mentoring for Academic and Financial Aid Suspended Students in Higher Education

Higher education administrators are responsible for assisting suspended students' reentry into an institution if their suspension appeal is granted. Interventions and retention efforts vary, but one effective method may be faculty/student mentoring. The purpose of this study was to assess the effects of structured faculty/student mentoring on students who had been on academic or financial aid suspension, or both, and whose appeal to return to college had been granted. Results indicated that mentoring might positively impact students' GPA and perceived study skills, but that mentoring might not impact students' frequency of completion of academic goals and perceived time management skills. This study substantiates the need for holistic interventions that support students suspended for academic or financial aid reasons. Furthermore, the study highlights collaborative relationships between financial aid, administrators, and faculty, and how that model positively impacts first-generation, minority, and adult learners.

Rackley, R., & Hammer, J.

Texas A&M University

50. Physically Distant but Virtually Connected: Mentoring Novice Educators in Online Classrooms

In the spring semester of 2021, faculty at a Tier I research university collaborated with administrators at a large urban school district to place 112 preservice teachers in classes being taught virtually and face-to-face by certified teachers. The virtual placements served two purposes: to prepare pre-service teachers to teach in a virtual environment and to provide a field experience for pre-service teachers that otherwise was not possible due to the pandemic restrictions. This research expresses the views of the faculty mentors who taught methods to the preservice teachers, the reflective responses from preservice teachers and the evaluations and the reflections of the mentor hosting teachers who allowed the pre-service teachers into their classrooms.

Concurrent Sessions • 3:00 - 3:50 pm**Cowin, K.**

Washington State University

51. Pandemic Lessons: Yes, You Can Create Co-mentoring Circles Over Zoom

After six years of study refining co-mentoring circles, a successful process for co-mentorship among aspiring school leaders in a face-to-face K-12 principal certification program, the co-mentoring circle process moved online during the COVID-19 pandemic. The research questions: What were co-mentoring circle participants' assessment of meeting online over Zoom? What adaptations learned in the online environment might enhance the co-mentoring circle experience whether face-to-face, online, or in a hybrid format? Mentoring perspectives focused on developmental aspects of the formation of the mentoring relationship, specifically workplace mentoring (Ragins & Kram, 2007); co-mentoring definitions from Kochan and Trimble (2003) and Mullen (2005); and a refined definition of the term mentoring by Domínguez and Kochan (2020). Data include written participant evaluations, interviews, and field notes. Data were analyzed inductively for emergent themes, using open-coding and thematic delineation techniques (Merriam & Tisdell, 2016). Co-mentoring circle participants overwhelmingly affirmed that the processes used to form the co-mentoring circle could be carried out effectively over Zoom. An emergent theme was the participants' surprise that a co-mentoring community could be formed without ever meeting in person. In fact, being able to meet virtually allowed some participants to attend circles online when they would not have been able to attend face-to-face due to travel conditions or family or work obligations. Time invested in all the processes used to form the co-mentoring circle were instrumental in the participants' assessment of and effectiveness of the co-mentoring completed in the circle. The processes included: establishing group agreements, evaluating communication skills, learning to give and receive feedback, holding confidentiality, developing trust, using reflection, and sharing personal stories of expertise and core values. These processes will be explained in detail, inviting others to consider their use in their mentoring programs.

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

Louisiana State University

52. Mentor Teachers Operating in an Interconnected Manner: Programmatic Lessons from Research

Providing mentor teachers with mentoring and coaching and subsequently exploring their perceptions are important aspects of the teacher education field. Mentoring pre-service teachers during the culminating capstone experience, commonly called student teaching, is vital yet challenging work. Given that a lack of mentoring and induction support is often cited in the literature as reasons that motivate new teachers to leave the profession within the first five years of beginning their teaching careers (Gujarati, 2012; Kearney, 2015; Ingersoll, 2013), the role of mentoring emerges as a crucial aspect of teacher education. When a policy shift resulted in a typical semester experience expanding into a year-long residency, the classic issues of matching and selection practices, emotional support, communication, time, and change and conflict were scrutinized within the mentor teacher-intern relationship during student teaching. This case study focuses on 60 teachers' perceptions of these issues post-pandemic.

Villanueva, S., Daub, A., & Huber, T.

Texas A&M International University

53. At a Gallop, not a Walk: How POSSE Opens Doors for Female Graduate Students

Professional Opportunities Supporting Scholarly Engagement (POSSE), a program for graduate students in and graduates of the College of Education, Texas A&M International University, Laredo, Texas, works towards empowering and mentoring women and first-generation college students to earn graduate degrees and pursue academic and research opportunities. During the COVID-19 pandemic, members have collaborated on projects dedicated to mentoring, researching, and community engagement: (a) participating in Feed My Starving Children service and research; (b) crafting virtual presentations and celebrations; (c) collecting data and researching; (d) presenting at juried conferences and publications of peer-reviewed, scholarly articles; and (e) serving as reviewers as well as both managing and content editors on journals and book series. Through POSSE-mentored projects and accomplishments, members have not only worked towards changing the world but are changing statistics about women earning graduate degrees and pursuing research opportunities.

Patterson, C., & Fowler, D.

Texas A&M University

54. A Case for Mentorship in Doctoral Education: Interview with Potential Employers

Doctoral program (re)design is a challenging process heavily influenced by external pressures associated with workforce development. The innovative Transformative Doctoral Education Model (TDEM) distinctly emphasizes mentorship and offers a fresh perspective for graduate education administrators to review their doctoral programs. With TDEM guiding the program (re)design and research, this qualitative case study explored how potential employees in life sciences considered doctoral education mentoring. TDEM recently guided the curriculum (re)design process in one poultry sciences doctoral program at a research-intensive university. As part of this process, a diverse sample of potential employers (n=11) participated in semi-structured interviews by educational researchers and doctoral (re)design facilitators. Potential employers represented the applied industry, higher education, and regulatory employment sectors. Specifically, responses related to mentorship as part of TDEM were coded and analyzed. These research findings affirmed potential employers considered mentorship as critical to a doctoral student's career preparedness. Additionally, potential employers acknowledged mentorship exists in many forms such as internship experiences, research environment, and skill building. Mentorship and mentoring resources like the individual development plan were recommended for doctoral students to align two other TDEM elements, transferable skills with career planning. Overall, the findings support the expanded mentorship vision within TDEM. These preliminary findings offer early insights into the practicality of TDEM and program (re)design. Interview data confirmed the model's vision for mentorship within and across doctoral education, including the value of mentorship outside of a traditional academic setting. Potential employers identified mentorship resources and shared recommendations that indicated a doctoral student can be both a mentor and a mentee. This research is relevant for the field of life sciences.

Rubio-Zepeda, J. Zavala, D., & Henning M.

University of Wisconsin

55. Takeaways from Mentoring Programs at a PWI in the Midwest, 2008-2021

Mentoring programs for historically minoritized students are high impact practices that require human and financial capital to be successful at predominantly white institutions (PWIs). Mentoring programs provide opportunities for institutional and social capital for students who often do not have access to those opportunities. At the University of Wisconsin La Crosse, the Eagle Mentoring and Hekima Scholars Programs (second- and third-year retention programs) serve as model programs to focus on the academic retention and persistence of students of color. The programs provide high quality social and cultural experiences through experiential learning opportunities, including visits to graduate schools and cultural hubs. Additionally, the programs are designed to guide students throughout their journey in college and provide resources and understanding of attending a PWI four-year institution.

Faculty plays an integral role in students' undergraduate development, especially for minoritized students. For many students of color at PWIs, a sense of belonging and "enoughness" play a critical role in their development. Through the exposure of experiential learning opportunities granted to them by mentoring programs, students' cultural and social awareness heightens, giving them a better understanding of both themselves and the world around them. Both programs at UWL improve access to and the quality of postsecondary education. They also provide a form of entry and interconnectedness for students' growth and competitiveness in a global workforce. Both programs assist economically disadvantaged second and third-year students of color and first-generation students.

The panel will share their successes and opportunities of developing and sustaining both mentoring programs from 2008 to today, respectively. In addition, the panel will provide examples in which administrators and staff can advocate for the creation and support of mentoring programs at PWIs from a holistic perspective.

Kohlenberg, R.

University of North Carolina - Greensboro

56. Wellness and Life Coaching in the United States: Has the Time Come for Licensing Standards?

Although life coaching is a relatively recent field, the prevalence of practitioners is astonishing. In 2020, 17,768 reported life coaches practiced in the United States (IBISWorld, 2020). In 2020, that number includes only life coaches who self-identified as practitioners

or were certified through some type of course of study. The number of life coaches grew in 2020 by 0.5%. Although the predicted increase of practitioners for 2021 was 0.8%, the profession has experienced a 1% decline. Life coaches in the United States are estimated to earn over \$2 billion: the growth in numbers is second only to Information Technology. Other sources estimate as many as 20,000 coaches in the United States practice. Yet, the field is largely unregulated and unlicensed.

Confusion exists as to who life coaches are and what they can offer. The concept of life coaching is not well understood by the general population. Common misconceptions equate life coaches as being mystics, psychics, palm and tarot readers, spiritual advisors, etc. Likewise, the difference between life coaching and those who are counselors, psychotherapists, and analysts generally is not well understood. The fact that coaching may encompass such broad specialty areas such as business, marketing, career development, leadership, personal appearance, health and wellness, physical training, and others is equally misunderstood.

Considering the estimated number of coaches in the United States and the variety of specialties, the question of certification and a standard licensure has been raised. The problem is: how to create a standard licensing process that can include the various areas and specialties. Furthermore, professional licensing typically in any field involves, among other things, endorsement by state legislatures, establishment of licensing boards, creating standards, and developing procedures and processes for issuing and maintaining licensing. The cost of establishing standard licensing is a consideration for life coaching as well.

Pollock, G., Abrahamson, J., & Carney, P.

Penultimate Advantage, Texas Tech University, and Loyola University - Chicago

57. Virtual Mentoring: You'll Never Walk Alone

Acknowledgements. The authors appreciate the input of Antoinette "Toni" Blair and Melissa Li for their assistance with manuscript review; past and current Mentoring Committee members for contributing to all aspects of the Mentoring Program; Faye Farmer, liaison to the NORDP Board of Directors for support, and NORDP Board members who recognize that #NORDPMentoringMatters and support mentoring of Research Development Professionals through their leadership.

Mentoring is an important benefit of professional associations, especially those that are volunteer-led, foster development of emerging fields, and support members' professional development. The National Organization of Research Development Professionals (NORDP) was established in 2010 to support the emerging research development field. An innovative formal mentoring program organized for virtual delivery and sustained by volunteers enables NORDP to build and sustain mentoring connections. After the initial small-scale program, NORDP re-launched a formal mentoring program in 2016. Matches in this geographically dispersed virtual program are based on shared interests and professional goals. Components of the one-year program include: algorithm-based mentor-mentee matching, onboarding tools and webinars, periodic mentor-mentee check-ins, interactive, virtual programs to support mentors and mentees, and mentor training adapted from the Center for the Improvement of Mentored Experiences in Research (CIMER). Applicants are matched on targeted criteria, including pillars of research development, skills and abilities. Participation has steadily increased and 82% of respondents were either satisfied or very satisfied (2019-21). In 2019-20, 72% of respondents intended to continue the relationship beyond the one-year commitment.

Annual surveys of mentors, mentees, and volunteer committee members support continual program and process improvement. The mentoring committee was awarded NORDP's inaugural Innovation Award in May 2021 in recognition of leveraging unique skills and resources to kick-start innovation in research development. Because the program was virtual from inception, the focus over the last year has been to increase opportunities to mitigate isolation. Ideas and best practices are shared to promote and develop high quality connections, providing a model for other volunteer-led professional associations to develop virtual mentoring programs.

Fillerup, G., Masada, G., & Schilling, D.

Western University of Health Sciences

58. Succession Planning: A Multi-Generational Approach to Building a New Faculty Member in a Graduate Level Program

Throughout every professional's journey, there are various roles and responsibilities an individual learns and assumes as they grow in experience and advance in rank. With each "new step" and progression "up the ladder", the individual matures as a professional. With each transition, the professional advances beyond their initial set of roles and responsibilities, adopting the role of mentor, where two critical processes must take place: (1) evaluation of the position previously held, for any needed modifications for improved outcomes and (2) preparation of the mentee to promote an improved likelihood of success. Through evaluation of the position previously held, the mentor is allowed the opportunity to identify any role specific challenges, so that the necessary adjustments can be made, thereby allowing for improved efficiency, enhanced effectiveness, and a smoother transition process for the mentee into their novel set of roles and responsibilities, along with increased role satisfaction on behalf of the mentee. This session will detail the multi-generational approach to building a new faculty member. Kram's "Mentor Role Theory" and Byrne's "Similarity-Attraction Paradigm" are frameworks that support the mentorship process utilized in the development of each mentor, which subsequently influenced the development of the mentee and new faculty member (Byrne, 1971; Kram, 1985). Data supports the maintenance of effectiveness in teaching, increased role responsibilities compared to the previous appointment, and a structured progression throughout a faculty member's time in their new role. This educational session will detail the process of new faculty mentorship, which is evident and can be seen throughout generations. Furthermore, highlighted will be the development of each mentee into their role as mentor.

Concurrent Sessions • 4:00 - 4:50 pm

Patterson, C., & Harlin, J.

Texas A&M University

59. Valuing Faculty Mentoring: A Review of Mentorship Awards at a R1 University

One approach colleges and universities can implement to reward high quality mentoring is a mentorship award across all levels, disciplines, and populations of an institution. However, little is known about how institutions describe and promote mentoring awards. This preliminary research informs the institution-wide culture of mentoring initiative at one research-intensive university. Mentorship is a valuable part of the higher education landscape and faculty, graduate students, and postdocs all benefit from a mentor. Researchers investigated publicly available data from institutional and college-level mentorship award programs emphasizing faculty to faculty mentorship (n=10) at a single research-intensive university. The faculty mentorship criteria align with an on-going faculty mentorship development initiative. Findings were analyzed across multiple variables, including the nomination process, selection criteria, and level of recognition. Preliminary findings indicate that the most common ways mentorship is celebrated include public recognition and monetary awards. These awards, which assert qualities such as selflessness and dedication are critically important in high quality mentorship. Awards also require letters of recommendation from various audiences, often with the mentee's voice valued as highly as leadership and administration. These preliminary findings suggest higher education practitioners are beginning to formalize the recognition and language of high quality mentorship. As mentorship continues to be a topic with multiple definitions, this research argues that "good mentorship" can also be defined by comparing the mentorship qualities most often used as criteria when institutions determine mentoring awards. At present, most of the mentorship awards are associated with medicine programs and disciplines. Therefore, this scholarship extends the literature by providing examples of what quality mentoring looks like at a research-intensive university.

Marquez, R. L., & Gallegos, T.E.

Western New Mexico University

60. Using InTASC Standards to Video-Coach an Instructional Assistant in a Rural Ukrainian School

Instructional coaching can be challenging, even problematic, if it is not well-structured, does not follow a well-defined framework, does not share leadership, and is not a positive experience for both coach and teacher candidate. Additional challenges such as geographic distance and distinct cultural differences between educator and school population, and the experience may be less than optimal. This project examined the effectiveness of a distance learning, video-coaching model utilizing evidence based coaching practices and Interstate New Teacher Assessment and Support Consortium (InTASC) standards as a framework to coach an American pre-service teacher candidate volunteering as an instructional assistant in a rural elementary school in Ukraine. Additionally, this project examined the effectiveness of using the Internet, a virtual meeting platform, and video technology as tools with which to engage instructional coaching, teacher preparation, and pedagogical training.

Baugh, D., & Willbur, J.

His Heart Foundation and The Leadership Mentoring Institute

61. Mentoring Thrivers: Creating the Most Reachable, Teachable Aha Moments to Build Resilience

Creating an environment in which students thrive is a challenging task on the best of days. But when all the components come together, you are able to reach children in magical ways. A "light bulb moment" if you will. In this session we will take attendees on a journey to explore what is possible to do in a mentoring environment to help build resilient learners. We will share insights as well as research and experience-based strategies to help students thrive. Our program, MentorSuccess™, focuses on mentoring students from Kindergarten through 5th grade.

We will share quantifiable results as well as social-emotional growth. We will discuss research by Michele Borba on Thrivers and why some kids struggle and others shine. We will also share how we have incorporated Ellen Galinsky's seven essential life skills every child needs into our mentoring program. We use mentoring to help children fulfill their potential and develop a growth mindset.

We have developed an exciting tool, the Learning Pathway Generator, that enables us to design customized one-on-one lesson plans that incorporate each student's interests, reading level, and desired leadership skills using award-winning literature, games, and materials. With results spanning over three years and 300 students in different school settings, our approach is a proven way to inspire and create success in children.

Zanetell, B.

The University of New Mexico - Taos

62. Bridging the Gap: 2-Year to 4-Year Transfer and Degree Completion in the Sciences

The University of New Mexico - Taos (UNM-Taos) is a rural community college establishing itself as a regional hub to launch careers in Natural Resources Management (NRM). Offering 2-year associate degrees, UNM-Taos provides student supports in collaboration with a Strategic Transfer Network with 4-year regional institutions to shepherd students through transfer and B.S. degree completion

in fields such as Wildlife Biology, Forestry, Environmental Sciences, Water Resources, and Geology. The goal of the program is to help meet the national demand for NRM graduates and increase graduation and employment rates for all program participants, and more specifically minority students. After seven years of implementation, the NRM program has achieved a 69% transfer success rate which well exceeds the national average of 14% and a 92% job placement rate in field of study amongst program graduates earning a B.S. degree.

Honeycutt, J.

Northeast State Community College

63. Inclusive Excellence Peer Mentoring and Student Success: A Propensity Score Analysis

This paper will describe the 2020-21 Northeast State Community College Inclusive Excellence Peer Mentoring Program (IEM) and provide quantitative data regarding successes and challenges based on 2020-21 outcomes from each of the three targeted student populations: Pell-eligible/low-income students; underprepared students; and students of color. Further, we have analyzed the potential impact of active participation in IEM peer mentoring (5+ interactions with the assigned mentor across one academic year) vs. minimal participation (< 5 interactions with the assigned mentor across one academic year), using propensity score matching, a statistical technique that matches treatment cases, in this case active participants, with one or more control cases, minimally active participants, using each participant's propensity score. Propensity score matching creates a sub-sample of minimally active participants whose past academic achievements and academic potential approximate the academic profile of active participants. Propensity score matching addressed self-selection bias by controlling for the following six confounding variables: high school GPA, Pell-eligible/low-income status, learning support requirements, gender, age, and ethnicity. The major findings of the propensity score analysis indicate that volume of mentor/mentee interactions have no significant impact on student learning outcomes even as peer mentoring participation in general appears to have a positive impact on student success and retention. These results suggest a need for further research into specific and tailored mentoring activities that may facilitate higher retention rates and improve academic performance.

Weitlauf, J., & Hager, M.

Stanford University

64. Tele-Training Platforms Enhance Mentorship, Support, and Developmental Networks

The Department of Veterans Affairs (VA) Health Services Research and Development (HSR & D) Career Development Award Enhancement Initiative (CDAei) is a long-standing tele-training platform serving the professional developmental needs of early career clinician scientists within VA. A hub-site facilitates a monthly cyber-seminar series, a virtual mentoring toolkit, and a national mentoring network. The purpose of this project was to adapt this platform to meet emergent professional development needs of early career clinician scientists during the pandemic. An iterative (pandemic onset, Time 1 or T1; six months, Time 2 or T2) self-report needs assessment evaluated early career clinician scientists' (N = 65) needs for mentorship, support, and networking. The assessment featured rank-ordered, forced-choice questions and opportunities for open-ended responses. At each interval, responses were categorized by theme: e.g., informational, psychosocial, and mentoring needs. High frequency responses guided the development of new cyber-seminars as well as adaptations to the online toolkit. Lowered academic productivity emerged as the highest frequency concern at both time points. Psychosocial needs (e.g., coping, stress management, self-care) were also high priorities at T1, but diminished over time. VA research leadership and the CDAei team developed and implemented five "Coping with Covid-19" cyber-seminars to address these high-frequency concerns. Post seminar evaluation data revealed both attendees' high satisfaction with the seminars and their perception that this series provided a safe forum for their concerns to be heard and addressed.

Sulentic Dowell, M., & DiCarlo, C.

Louisiana State University

65. Mentoring Writing in Interconnected Ways: Demystifying Productivity and Publishing

Mentoring writing is difficult, demanding, and challenging work. The purpose of this manuscript is to introduce strategic, targeted scholarly writing productivity supports as mentoring for inexperienced doctoral candidates, new scholars, and apprentice researchers through a writing mentoring framework. Scholarly, academic writing can be mystifying. Writing research, strategies, activities, and concrete suggestions for increasing writing productivity are discussed and demonstrated through the writing mentoring framework.

Krebs, M., & Torrez, C.

The University of New Mexico

66. Mentoring through Reflective Practice: Exploring Teacher Transformation

The purpose of this paper is to share the components of a five-semester graduate program that mentors PK-12 teachers through their own transformations in teaching. Graduate students spend five semesters studying their own practice, researching issues of concern, making necessary improvements in their teaching, then implementing action research projects to realize positive outcomes with their students. The authors share stories of students who truly transformed their teaching through this guided reflective practice process.

Wednesday, October 20, 2021

Plenary Sessions

• 5:00 pm -7:00 pm •

Brunhaver, Samantha

Arizona State University

67. Junior Engineering Faculty's Perceptions on Effective Faculty Mentorship Practices

Effective faculty mentorship is critical in the success of junior-level engineering faculty. Yet, faculty rarely receive explicit training on mentoring junior faculty through the tenure-track process, which may cause junior faculty to struggle to navigate their professional and personal roles. The current qualitative investigation addresses two main questions: 1) what are junior faculty's perceptions of effective faculty mentorship, and 2) how are these perceptions shaped by their current and previous mentoring relationships? Tenure-track engineering faculty completed a brief, online screening survey before being selected to participate in a 90-minute, one-on-one semi-structured interview that utilized a critical incident approach. Faculty interviewees were asked to share incidents in which they sought mentorship from more senior faculty within the following domains building on theories of academic socialization: a) their professional responsibilities, b) the social and people aspects of their job, and c) intersections between their personal and professional lives. Thematic analyses of the interview transcripts revealed patterns related to effective mentorship practices. Key themes included the importance of having a network of mentors to meet all faculty needs and leveraging the professional achievements of faculty mentors. Faculty interviewees also reflected on their own mentorship approaches, stating the importance of incorporating empathy, openness, and willingness to listen into their practice due to either positive or negative experiences with their own faculty mentors. The findings from this research suggest the need for (1) more explicit training on effective mentoring for junior faculty and (2) facilitation of formal and informal mentoring relationships that can meet all of junior faculty's varied professional and personal needs.

Darling, N., Greany, C., Kegley, M., Woods, A., & Wood, K.E.

University of Cincinnati Blue Ash College

68. Empowering Women in Academia via MidCareer Mentoring (WAMM): PostTenure Promotion

Research has shown that women in academia are underrepresented at the rank of full professor, and explorations on paths to success include qualitative approaches that comprise women's voices and mentoring to provide support (Alexander & Shaver, 2020; Anderson et al., 2020; Petersen et al., 2020; Young et al., 2017). Inspired by university-sponsored workshops that engage women academics in discussions regarding pursuit of post-tenure promotions, six female associate professors at a Midwestern open-access college took the initiative to create monthly peer-mentoring sessions to pursue full professorship. They agreed to pilot a peer-mentoring group, Women Academics Mid-Career Mentoring (WAMM), that encourages self-empowerment and maximizes collaboration. The mentoring sociocognitive framework provided academic and social support amongst the women participants (Pruitt et al., 2010). A mid-career development plan survey obtained from previous university workshops was reviewed to determine goals and outline department-specific guidelines. The mentoring program lasted four years, from 2017-2021, for faculty participants from biology, business, mathematics, modern language, nursing, and physics departments. Despite the timespan coinciding with pandemic remote-learning for the last year, each participant met WAMM pilot goals, successfully submitting their promotion dossiers. Participants supported each other on a variety of levels, providing feedback and encouragement related to research, professional activities, service, and teaching. Work-life balance was a significant issue, and informal sessions were established to create academic expertise resources as well as emotional support. Each faculty received full professorship, and we submitted feedback to our college to promote future workshops that encourage underrepresented faculty to attain higher academic rank.

Daub, A.

Texas A&M International University

69. Conducting a Virtual Participatory Action Research Inquiry: Teaching During COVID-19

When COVID-19 hit the United States, the pandemic first halted and then transformed education, transferring it to a virtual platform. The pandemic spotlighted existing inequities, emphasizing the need to "ensure inclusive and equitable quality education ... for all" (UN, 2015, p. 21). A research team of graduate students and their mentoring professor set out to learn about educators' experiences with teaching during COVID-19. They initiated a virtual participatory action research, focus group inquiry to answer research questions provided by the educational organizations "International Council on Education for Teaching" (ICET) and "MESHGuides." The researchers interviewed sixteen educators in a focus group inquiry and analyzed responses using a constant comparative method of analysis (Maykut & Morehouse, 1994). In this paper, preliminary findings are shared. Educators reported challenges they encountered when transferring curriculum, strategies, and pedagogical mindsets to a virtual platform. Despite these challenges, they demonstrated leadership and commitment, emphasizing the significance of building collaborative relationships with parents and colleagues in a virtual setting. Many teachers supported parents in this changed educational environment, provided technological support and guidance, and reassured them that they were "in this together." The significance of this inquiry is twofold: (a) through listening to teachers' voices, the research team aims at identifying ways to provide equitable education in a post-COVID world, and (b) it establishes a model for conducting a virtual participatory action research inquiry

Fillerup, G., Masada, G., & Schilling, D.

Western University of Health Sciences

70. Succession Planning: A Multi-Generational Approach to Building a New Faculty Member in a Graduate Level Program

Throughout every professional's journey, there are various roles and responsibilities an individual learns and assumes as they grow in experience and advance in rank. With each "new step" and progression "up the ladder", the individual matures as a professional. With each transition, the professional advances beyond their initial set of roles and responsibilities, adopting the role of mentor, where two critical processes must take place: (1) evaluation of the position previously held, for any needed modifications for improved outcomes and (2) preparation of the mentee to promote an improved likelihood of success. Through evaluation of the position previously held, the mentor is allowed the opportunity to identify any role specific challenges, so that the necessary adjustments can be made, thereby allowing for improved efficiency, enhanced effectiveness, and a smoother transition process for the mentee into their novel set of roles and responsibilities, along with increased role satisfaction on behalf of the mentee. This session will detail the multi-generational approach to building a new faculty member. Kram's "Mentor Role Theory" and Byrne's "Similarity-Attraction Paradigm" are frameworks that support the mentorship process utilized in the development of each mentor, which subsequently influenced the development of the mentee and new faculty member (Byrne, 1971; Kram, 1985). Data supports the maintenance of effectiveness in teaching, increased role responsibilities compared to the previous appointment, and a structured progression throughout a faculty member's time in their new role. This educational session will detail the process of new faculty mentorship, which is evident and can be seen throughout generations. Furthermore, highlighted will be the development of each mentee into their role as mentor.

Fleenor, M.

Roanoke College

71. Grounded Mentoring as a Pathway for Program-Building

Within an academic institution, faculty-based mentoring contains a variety of connotations and possibilities. Over the past ten years, the physics program at a small, liberal arts college has employed a framework of grounded mentoring with an undergirding goal of program-building. Unlike a "develop-at-any-cost" approach that some programs might take, grounded mentoring views every member as a potential contributor and equal receiver of the program's fruitfulness. Grounded mentoring facilitates existing interconnections, while it also invites potential relational avenues. Two particular sources inform the values and practices for this mentoring approach. While cohort interactions are guided by several reinterpretations of the Rule of St. Benedict, aspirational trajectories of individual development are addressed through the philosophy of Deleuze and Guattari (DnG). Specific postures for mentors glean from both sources. Even though these sources may seem antiquated and/or juxtaposed, they serve well the concept of grounded mentoring as it invites growth for both individuals and cohorts.

Fruit from a flourishing program presents itself as a continuing work of mastery, but this doesn't imply a lack of short range successes within three relational levels of mentoring. New major implementation within a level of administrative mentoring, mid-career faculty development programming within a level of peer mentoring, and increasing underrepresented STEM populations within a context of student mentoring are all discussed. At all of these levels, relational postures from both Benedictine living and DnG are re-imagined and applied.

Frick, K.

Johns Hopkins Carey Business School

72. Value-Based Mentor Matching: A Framework and Proposed Evaluation in Health Services

In an era of consistent, increased stress on healthcare workers mentoring programs that can improve retention are critical. This paper develops an economic model to motivate healthcare organizations' decisions to invest in improvements in formal mentor matching while considering the costs of the improvements. The proposed framework and evaluation plan can be tested and (if appropriate) applied in health care settings to inform organizational investments in mentoring programs. Research suggests the quality of mentoring perceived by protégés depends more on ex post perceptions of shared values than demographics (Burgess et al., 2018, p 200). Formal mentoring programs using assigned mentor-protégé matching may benefit from ex ante values-based matching, which is already a feature in some mentoring software. Those leading mentoring programs must determine whether the costs of administering a questionnaire eliciting personal values and adding those data to the matching process would be outweighed by the value of the personal and organizational outcomes accompanying improved matches. The evaluation plan includes comparing mechanisms of eliciting personal values; developing a matching algorithm adding values data to demographic and career data; comparing matching based on all specific values, categories, or subsets; documenting the cost of administering the values elicitation instrument and increased cost of using a more complex matching algorithm; documenting and calculating a monetary value of improved individual (relational and career) and organizational outcomes; and comparing organizational benefits and costs. Values-based mentor matching has the potential to increase the value of a formal mentoring program to mentors and protégés, to the units in which they work, and to the organizations for which they work. Communication about these improvements throughout an organization has the potential to expand mentoring programs, which sometimes lack sufficient mentors, if more potential mentors choose to participate after being convinced their time will be used in more valuable ways.

Fuller, K.

California State University - San Marcos

73. Meeting the Mentoring Needs for Local, State, National, and International Internships

The purpose of this presentation is to discuss the Human Development Internship experience and supporting the mentoring needs of student interns by our community partner sites. An explanation of the program requirements and expectations will be presented along with handbooks created for both student interns and sites. In addition, perspectives collected from students and site representatives will be shared. Virtual outlines of the internship program requirements and handbooks will be available to conference participants.

Harlin, J., & Patterson, C.

Texas A&M University

74. Institutionalizing High Quality Graduate Mentoring: Process and Implementation

Texas A&M University transitioned graduate programming from an office to a graduate and professional school in January 2021. Part of this transition included a renewed institutional focus and commitment to high quality graduate mentoring. Researchers will engage in a discussion of the process used to make this transition, highlighting the opportunities and challenges related to this transformative work. Process evaluation was used for this case, allowing the researchers to consider drivers, barriers, and lessons learned. This process began in 2018, with a small group traveling to peer institutions to examine best practices in graduate education. Using a shared-governance approach, stakeholders from across the institution were then engaged through a task force and subcommittee structure. At the forefront of all of these conversations were ways to improve mentoring for our graduate students. A review of literature and exploration of other graduate program mentoring efforts resulted in the development of a graduate mentoring framework. A diverse and cross cutting advisory committee was formed to provide feedback and input on the framework and determine future directions of mentoring initiatives. A three-year plan was developed in consultation with the advisory group which includes facilitator development, workshop delivery plans, and strategies to monitor progress of graduate and professional student mentoring. Making institutional changes that impact the mentoring practices for graduate and professional students across a large public university is challenging work. There is little literature and guidance on the best way to approach these changes. Other institutions can benefit from learning about the process and implementation of these changes at Texas A&M University so that best practices and shared-governance approaches can lead to more informed decision making by university leaders.

Howell, C., Villanueva, K., & Douglas, N.

University of North Carolina - Charlotte & Fayetteville State University

75. Doctoral Mentoring Relationships in STEM Programs: Faculty Perspectives

Mentorship has been established in the literature as being salient to degree completion for doctoral students. Mentoring primarily focuses on the extended academic development of a less experienced student by a more experienced faculty scholar. Federal governance policies have enabled greater participation in STEM by underrepresented populations, and as a result, enrollments in doctoral STEM programs by groups underrepresented in STEM have increased, but their success, frequently hinges on support resources such as quality mentorship (Millett & Nettles, 2006). A substantial commitment to high quality mentoring is needed to best prepare doctoral students for high skilled careers requiring innovation. This paper explores the perceptions of STEM doctoral faculty from three institutions in the southeastern part of the United States to understand their knowledge of STEM doctoral mentoring.

This work seeks to improve STEM doctoral education by focusing on the mentorship relationship, an experience that is vital to matriculation, degree completion, and career planning (Millett & Nettles, 2006). Using a qualitative multiple embedded case study design, the researchers interviewed and surveyed STEM doctoral faculty about their perceptions of STEM doctoral mentoring. This article focuses on five key findings from the qualitative interviews. STEM doctoral faculty: (a) have difficulty differentiating mentoring responsibilities from and in addition to advising; (b) have limited mentoring training opportunities; (c) see mentoring more exclusively as development of science knowledge; (d) lack meaningful understanding of the role of culture in mentoring; and (e) lack deep understanding of the importance of relational connections with mentees.

Kennebrew, D., & Davis, C.

Prairie View A&M University

76. Faculty Strategies to Promote Mentoring Relationships with Underrepresented Student Populations

Mentoring involves an experienced individual (a mentor) educating, guiding, and counseling a less experienced person (a protégé) to help develop skills and realizes dreams (Mondisa, 2018). Mentoring relationships can be powerful and life-altering. Oftentimes, these relationships become conduits of social and intangible capital that propagate success in individuals (Cedja & Hoover, 2010). Although mentoring makes a significant difference for first-generation and low-income students (Bettinger, 2011), there is a high level of insecurity when approaching faculty who can assist with academic advising, career mapping, or simply navigating the new college environment. To enhance student academic success, there are strategies that faculty can implement to proactively engage underrepresented student groups including minorities, first-generation, and low-income students. Researchers found that engagement strategies help to build productive mentor/protégé relationships that will increase student self-efficacy and persistence to graduation (DeAngelo, Mason, & Winters, 2015). The following article summarizes a literature review on faculty-student engagement and approaches to foster mentoring relationships with diverse student groups.

Kuniyoshi, C., Schiavone, C., & Schlatterer, J.

American Chemical Society

77. Graduate Students in the Chemical Sciences: Career Interests, Plans, and Socialization

The American Chemical Society (ACS) conducted a survey of graduate students in the chemical sciences between May and October of 2019 (1). A total of 2,772 usable responses were received; of these, 2,534 (91%) were from doctoral degree students and 238 (9%) were from master's degree students. The survey consisted of 43 questions that focused on career interests and plans, graduate education competencies, and contextual factors such as advisors and mentors, resources, support, and satisfaction. Key findings of the survey included that students at both the master's and doctoral degree levels were most interested in careers in industry and that career choices of students are mostly influenced by their motivation to find work/life balance and their self-awareness. Positive characteristic behaviors that students cited as descriptive of their research advisor and mentors center around providing an appropriate level of research independence and recognition. The ACS Graduate Student Survey provided a snapshot of what is working and what is not in graduate education in the chemical sciences. The data gathered through this survey should serve as a catalyst for conversations among the numerous stakeholders that impact and are impacted by graduate education in the United States. Listening to the voices of the graduate students is essential if we are to attract and retain talented colleagues within STEM.

Kuniyoshi, C., Schlatterer, J.

American Chemical Society

78. Individual Development Plans: Towards Equitable Mentorship and Career Guidances

Individual development plans (IDPs) are used by many mentors at academic institutions to support students and postdoctoral scholars in achieving their training and career goals (Figures 1-2). The assessment of IDP use is complicated by the different IDP ideologies, frameworks, and tools that exist. The American Chemical Society (ACS) has been a part of a number of initiatives focused on research and applications towards providing equitable mentorship and career guidance for chemical scientists. In 2015 ACS launched the ChemIDP.org site. This launch was followed by supportive workshops geared towards students and mentors navigating the IDP process. More recently the ACS received the NSF-funded Impact Indicators and Instruments for IDP (I3IDP) grant (Figure 2) to develop instruments to measure the impact of IDPs on the development of graduate students in STEM. The development of these assessment instruments for IDP use will facilitate the generation of comparable data within and across institutions to enhance the understanding of best practices in IDP use for undergraduates through postdoctoral scholars. IDPs may also help lower the career and training barriers that exists for underrepresented groups and facilitate healthy mentor-mentee communication and relationship building. Quantitative data on IDP use and efficiency in academia will help academic institutions and professional organizations to adjust their career and professional development offerings to better prepare mentees for job market entry. The I3IDP team collected qualitative data to develop psychometric instruments yielding in a survey toolkit. Data were gathered through interviews with subject matter experts and discussions with representatives from the STEM graduate education and career development communities. The results of this project coupled with earlier ACS initiatives focused on IDP processes of mentees sets the stage for a broader and more robust research base on the effective use of a variety of IDP tools and resources for students.

Lin, C., & Ho, V.

Texas Woman's University

79. Fostering Excellence in Teaching and Leadership with a Nursing Faculty Mentorship Program

The shortage of nursing faculty is a priority concern; thus, efforts to recruit, develop, and retain faculty are essential. The College of Nursing at Texas Woman's University developed a Nursing Faculty Mentorship Program based on faculty development surveys and requests from potential faculty applicants. The nursing faculty mentorship program and curriculum was designed following the National League for Nursing's Nurse Educator Competencies and the CON promotion and tenure criteria.

The program was implemented during the COVID-19 pandemic with all activities and meetings occurring via virtual platforms. Each new faculty mentee (n= 12) was paired with an experienced faculty mentor (n= 12) creating 12 dyads. Each program cohort spans one academic year. Mentor-mentee dyads are guided through the process with a comprehensive curriculum combining monthly dyad meetings with bimonthly group workshops and book clubs. To promote inclusiveness in teaching and service, the curriculum incorporated such workshops as appreciative inquiry and holistic admissions. The mentoring dyads and activities have enhanced relationships and sense of community.

Formative and summative evaluation included satisfaction surveys, mentee committee membership and leadership roles, promotion and tenure, attrition rates, and service to the community and profession. Mentees are prepared to take the Certified Nurse Educator exam upon completion of the program.

Program evaluations have revealed that both mentors and mentees (100%) strongly agree or agree that the mentorship program was beneficial. Mentees (63%) and mentors (53%) reported that the program helped develop leadership skills. Regarding teaching outcomes, mentees (83%) and mentors (67%) strongly agreed that the mentorship program resulted in innovative teaching changes. Mentors and mentees have been recognized with micro-credentialing, monetary awards and mentor and mentee excellence awards. Further retention and leadership metrics will continue to be measured through the mentees' first cycle of promotion and tenure.

Mahoney, I., & Martin, J.

Old Dominion University

80. Mentoring Military Students: Creating a Culture for Academic Success

The project was supported by Grant Number U2VHP33063 from the Health Resources and Services Administration (HRSA), an operating division of the U.S. Department of Health and Human Services. Contents are solely the responsibility of the authors and do not necessarily represent the official views of HRSA.

Military students are entering college at increasing rates. Their unique characteristics and limited experiences navigating academia may contribute to feelings of isolation, a lack of identity on campus, and academic challenges. The purpose of this paper is to share a mentoring model to assist military affiliated students make this transition. Our model includes building social connections and environmental support systems to foster a welcoming climate and academic success for military students in health science programs. To facilitate social networks, students are admitted as cohorts and clustered for group projects. Faculty mentors coordinate student "mess hall" lunches to share academic success strategies and cultivate peer mentoring. Military memorabilia were added to enhance study spaces. Faculty training modules were developed to help faculty and preceptors better understand military culture and learning needs of veterans. Cohorts are acknowledged at our annual white coat ceremony and again at graduation with a military distinction cord.

To date, 22 students have enrolled in our first two HRSA grant-funded veteran-focused cohorts. Seven students graduated in 2021 and 15 are scheduled to graduate in 2022. Recruitment for cohort three continues. Participants value the relationships they established during and beyond the mentoring sessions. Student performance evaluations in newly added military facility clinical rotation sites were positive. Finally, faculty members who completed training reported increased knowledge and confidence in their ability to mentor military students.

Educators can expand this mentoring model to increase enrollment, retention, and graduation rates of all military affiliated students. Military veterans have been identified as ideal candidates for future roles as health care professionals because of their skills, leadership, and experience with team-based environments. Increasing the number of military graduates in health sciences majors may contribute to a more diverse, culturally competent healthcare workforce prepared to address the unique health care needs of veterans.

Marquez, R. L., & Gallegos, T.E.

Western New Mexico University

81. Using InTASC Standards to Video-Coach an Instructional Assistant in a Rural Ukrainian School

Instructional coaching can be challenging, even problematic, if it is not well-structured, does not follow a well-defined framework, does not share leadership, and is not a positive experience for both coach and teacher candidate. Additional challenges such as geographic distance and distinct cultural differences between educator and school population, and the experience may be less than optimal. This project examined the effectiveness of a distance learning, video-coaching model utilizing evidence based coaching practices and Interstate New Teacher Assessment and Support Consortium (InTASC) standards as a framework to coach an American pre-service teacher candidate volunteering as an instructional assistant in a rural elementary school in Ukraine. Additionally, this project examined the effectiveness of using the Internet, a virtual meeting platform, and video technology as tools with which to engage instructional coaching, teacher preparation, and pedagogical training.

A series of Feedback Forms accompanied real-time video meetings to provide a tool for facilitating and encouraging authentic dialog, delivering personalized feedback, sharing leadership of instructional improvement, documenting progress, and creating a positive experience for both coach and instructional assistant/teacher candidate. The results of this project demonstrate that the possibilities for effective video-coaching and technology-based pedagogical training are limitless and transcend geographic borders and cultural contexts.

Mottaleb, M.

United States Navy

82. Best Practices in the Implementation of Mentoring Model Through Community of Practice: The Case of Armed Forces and Systematic Mentoring

Purpose: This study seeks to provide an implementation model of using a community of practice (CoP) in building a systematic organizational mentorship program. The multidisciplinary literature suggests that CoP is a systematic approach that can enhance mentorship in an organization.

Research Methodology and Design: This research uses a qualitative content analysis approach. Studies indicate that mentorship needs a well-established conceptualized framework. Therefore, the purpose of this study is twofold. First, the study shows substantial nexus between mentorship on the one hand and (CoP) on the other hand. Second, the study also examines best practices, mainly from the military models of mentorship, which provides an excellent example of a practical mentorship framework.

Findings: The preliminary findings suggest that the CoP concept should enhance the organizational mentorship programs. Investigating several implementation models of CoP indicate that CoP is one of the best practice models in organizational management that can lead to establishing an efficient mentoring methodology in an organization.

Significance of the Study: This study provides an implementation roadmap based on rigorous content and theoretical analysis, leading to better connecting theories and practice of mentorship programs. This suggested implementation is based on careful analysis of several implementation models and academic studies.

Patterson, C., & Fowler, D.

Texas A&M University

83. A Case for Mentorship in Doctoral Education: Interviews with Potential Employers

Doctoral program (re)design is a challenging process heavily influenced by external pressures associated with workforce development. The innovative Transformative Doctoral Education Model (TDEM) distinctly emphasizes mentorship and offers a fresh perspective for graduate education administrators to review their doctoral programs. With TDEM guiding the program (re)design and research, this qualitative case study explored how potential employees in life sciences considered doctoral education mentoring. TDEM recently guided the curriculum (re)design process in one poultry sciences doctoral program at a research-intensive university. As part of this process, a diverse sample of potential employers (n=11) participated in semi-structured interviews by educational researchers and doctoral (re)design facilitators. Potential employers represented the applied industry, higher education, and regulatory employment sectors. Specifically, responses related to mentorship as part of TDEM were coded and analyzed. These research findings affirmed potential employers considered mentorship as critical to a doctoral student's career preparedness. Additionally, potential employers acknowledged mentorship exists in many forms such as internship experiences, research environment, and skill building. Mentorship and mentoring resources like the individual development plan were recommended for doctoral students to align two other TDEM elements, transferable skills with career planning. Overall, the findings support the expanded mentorship vision within TDEM. These preliminary findings offer early insights into the practicality of TDEM and program (re)design. Interview data confirmed the model's vision for mentorship within and across doctoral education, including the value of mentorship outside of a traditional academic setting. Potential employers identified mentorship resources and shared recommendations that indicated a doctoral student can be both a mentor and a mentee. This research is relevant for the field of life sciences.

Patterson, C., Harlin, J., & Fowler, D.

Texas A&M University

84. Mentoring in Artificial Intelligence and Materials Science: Applying a New Doctoral Model

Today's ambiguous environment in the fields of artificial intelligence and materials science demands flexibility across traditional doctoral education domains. The Transformative Doctoral Education Model (TDEM) is designed as an effective and flexible framework that distinctly emphasizes mentorship. Educational researchers and practitioners envision how the TDEM can be applied within the emerging context of artificial intelligence for materials and materials for artificial intelligence, thereby promoting meaningful mentorship experiences internal and external to the curriculum. TDEM is guided by the emerging notion to shift doctoral education into a more learner-centered environment. Though TDEM is largely conceptual to date, model aspects like mentorship, research, and transferable skills are emphasized in current programs and collaborations. The original TDEM framework will be customized to align with doctoral education needs specific to materials science and artificial intelligence. Mentorship cross-cuts the model and emphasizes external and immersive learning experiences that prepare scholars for tomorrow's unknown. This scholarly endeavor would provide clear application of the innovative model specific to the cutting-edge fields of data science, materials science, and artificial intelligence. We will prepare an assessment plan that uses a mixed method, multidisciplinary approach to test the model's utility and impact. We will conduct exploratory research through focus groups with mentors and mentees in the related doctoral programs, as well as implement longitudinal mentorship competency assessments. Rapid advances at the intersection of artificial intelligence and materials science indicate the need for a customizable doctoral education framework like TDEM. This new model distinctly enhances current doctoral education practice by advocating for an expanded mentor network to promote transferable skills that complement technical development. An iteration of this doctoral education model and cross-cutting mentorship experiences can be effective in the emerging STEM fields of artificial intelligence and materials science.

Patterson, C., Fowler, D., & Harlin, J.

Texas A&M University

85. The Culture of Mentoring Model: Implementing an Institution-Wide Mentorship Initiative

Determining and clearly communicating how an institution values and promotes mentoring is necessary. However, establishing an institution-wide culture of mentoring is challenging and complex. There is an alarming gap in the institutional mentoring literature, as little exists of how institutional mentorship initiatives implement continual and multifaceted support. An institution-wide mentorship model guides a culture of mentoring initiative at one university consisting of more than 15 colleges and schools, 65,000 students, and 3,000 faculty. In Fall 2019, Texas A&M University began implementation of a Culture of Mentoring initiative within and across campus. Higher education scholars and administrators describe the vision through an innovative model emphasizing five facets: community of mentors, mentorship development, mentoring plans, campus collaborations, and educational research. Through an iterative and collaborative implementation process, this model has already experienced revision on multiple occasions. The general commitment to mentorship across multiple campus collaborations has strengthened and informed the model. Developing a culture and climate that enables transformation through mentoring is important to higher education. As such, university administrators should approach any culture of mentoring change initiative thoughtfully, strategically, and collaboratively. However, while mentoring is often researched and generally understood, a notable research gap is how multilayered support and campus culture influence mentoring. This innovative model describes how a single research-intensive university is promoting a culture of mentoring within and across the institution.

Patterson, C., & Harlin, J.

Texas A&M University

86. Valuing Faculty Mentoring: A Review of Mentorship Awards at a R1 University

One approach colleges and universities can implement to reward high quality mentoring is a mentorship award across all levels, disciplines, and populations of an institution. However, little is known about how institutions describe and promote mentoring awards. This preliminary research informs the institution-wide culture of mentoring initiative at one research-intensive university. Mentorship is a valuable part of the higher education landscape and faculty, graduate students, and postdocs all benefit from a mentor. Researchers investigated publicly available data from institutional and college-level mentorship award programs emphasizing faculty to faculty mentorship (n=10) at a single research-intensive university. The faculty mentorship criteria align with an on-going faculty mentorship development initiative. Findings were analyzed across multiple variables, including the nomination process, selection criteria, and level of recognition. Preliminary findings indicate that the most common ways mentorship is celebrated include public recognition and monetary awards. These awards, which assert qualities such as selflessness and dedication are critically important in high quality mentorship. Awards also require letters of recommendation from various audiences, often with the mentee's voice valued as highly as leadership and administration. These preliminary findings suggest higher education practitioners are beginning to formalize the recognition and language of high quality mentorship. As mentorship continues to be a topic with multiple definitions, this research argues that "good mentorship" can also be defined by comparing the mentorship qualities most often used as criteria when institutions determine mentoring awards. At present, most of the mentorship awards are associated with medicine programs and disciplines. Therefore, this scholarship extends the literature by providing examples of what quality mentoring looks like at a research-intensive university.

Pearson, M. A.

California Baptist University

87. Mentoring in a Hybrid, Pandemic Environment with an Understanding of the Adversity Quotient

The purpose of this proposed phenomenological study and the preliminary naturalist observation leading up to the study is to examine the importance of self-evaluation and confidence in a crisis to improve mentoring relationships. During the spring of 2020, the California Baptist University (CBU) student publication teams were required to move to online meetings and publications. Training on the adversity quotient helped to maintain the mentoring culture.

Background: A diverse team of faculty members led the publications, and CBU is a Hispanic serving institution. The established practice is to hold weekly Lancer Media Group (Student media group) meetings to mentor, collaborate, train, advise and assign stories for the newspaper, magazine, television broadcast team, and yearbook.

The adversity quotient training with the team began in December 2019 and continued through the spring and fall of 2020. Naturalistic observations show that this training helped prepare the students for the virtual work changes and provided a basis for high-quality relationships that supported 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. A questionnaire was distributed at the end of the term. The value of the adversity quotient training and the mentoring was clear. Naturalistic observation provided interesting affirming data.

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. They provided insight into successful mentoring relationships during difficult times. The observations support the idea that preparation for a crisis makes a difference and providing students with self-evaluative tools like the adversity quotient offers a way to boost confidence.

Stolz (1997) explained that there is a direct link in how one responds to adversity and mental and physical health. Publication 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. The naturalistic (or nonparticipant) observation was used to observe and evaluate the flow of behavior as students faced these new challenges. This serves as preliminary research for a phenomenological study.

Santana, E.

Young Physician Initiative

88. Innovative Mentorship Structure and the Young Physician Initiative (YPI)

The path to becoming a physician is a long and arduous journey that involves intense dedication and determination. In order to successfully pursue medicine, a student must begin preparing throughout college, and for many students, a lack of resources and guidance makes this task seem impossible. Given the required financial commitment and preparation required for medical school, many individuals from underprivileged and underserved backgrounds have not attained the same opportunities as others to pursue medicine. This reality is illustrated in the current healthcare industry; there is an evident disparity regarding the number of underrepresented minorities practicing medicine. Further, the lack of involvement and acknowledgment of this disparity is reflected in the statistics as the AAMC reports that a mere 15% of practicing U.S. physicians come from an underrepresented background. This shortage of physicians coming from an underrepresented background has been linked to disproportionately higher risks in adverse healthcare outcomes in racial, ethnic, and socioeconomic minorities (Van Dyke 2018, CDC 2019), despite significant advances in medicine and public health over recent decades. In order to address this issue and increase diversity in medicine, the Young Physician Initiative (YPI) created a mentorship program to increase diversity among practitioners and inspire students from underrepresented backgrounds to pursue medicine. Notably, the YPI achieves this mission by sending student and physician mentors to underserved communities to foster young and diverse interests in medicine. The mentorship strategy was adopted as numerous studies illustrate that this form of guidance leads to more career growth, and further, those who are mentored are more likely to mentor in the future, creating a solid pipeline of potential support (Cronin, 2020). Since its establishment in 2016, the YPI has spread to 2 middle

schools, four high schools, and seven colleges across the state of Georgia, working with several hundred students each semester. The consistent and efficient efforts have been further recognized by various organizations such as the AHA, CNN, USA Today, and the George HW Bush Foundation.

Saturn, S., Cortes, C., & Begay, D.

University of Portland

89. Peer, Reverse, and Reciprocal Mentorship for Effective Diversity and Inclusion Advocacy and Care

Purpose

When it comes to matters of diversity and inclusion, it is transformative to employ a unconventional approach to the mentorship of Queer, Transgender, Black, Indigenous, and People of Color (QTBIPOC). With an open mind and open heart, reserve and reciprocal mentorship is an invaluable tool for QTBIPOC students to share their lived experiences to help faculty gain a better understanding of the best ways to support students from underserved backgrounds inside and outside of the classroom.

Framework proposed

Reverse and reciprocal mentorship of QTBIPOC students and faculty involves a collaborative model to allow for strategic ways to navigate the systems of oppression in predominantly white institutions (PWI). Qualitative and quantitative data can inform the better methods for hiring and retention of QTBIPOC students, staff, and faculty, and lead to progressive and informed curricula reform, mental health offerings, and justice and equity programming to allow for advocacy, processing, and healing.

Testing and evaluation

Testing involves creating novel policies and procedures with QTBIPOC student leaders from identity and activist groups. This includes implementing new hiring and recruitment practices across the university and building a community of care to handle systemic racism, sexism, and queermisia across campus. Evaluation takes place by looking at changes to the candidate pools and hires for new faculty lines on campus and the success of building a community of care to meet the needs of students who are marginalized and harmed at their PWI.

Significance

Student bodies are becoming increasingly diverse and it is important to be on the pulse of the struggles of both mentors and mentees. Now that the world has become more interconnected during the COVID-19 pandemic, we can weave in lessons and approaches of how we can build sustainability and community so that we can continue to be of service to ourselves and those who need community, care, and advocacy.

Land Acknowledgement

Although the authors and readers of this piece are in different places geographically, this is an opportunity to model mentorship by paying tribute to the original inhabitants of the land. Please see <https://native-land.ca/> to see the Indigenous caretakers of the land. The authors currently reside in Oregon, and one, Devonna Begay, left her Navajo tribe in Arizona to start a new journey at the University of Portland.

We acknowledge the land on which we sit and which we occupy at the University of Portland. "The Portland Metro area rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River creating communities and summer encampments to harvest and use the plentiful natural resources of the area." (Portland Indian Leaders Roundtable, 2018). We take this opportunity to thank the original caretakers of this land.

Seidman, A.

A Childs World Education Centers

90. The 4.B.E.L.S. - The 4 Brain Essential Learning Steps for Inclusive Environments

Everyone has a brain; however, many do not understand the complexity and power of it. This is a research-based method that illustrates how to use brain research to effectively instruct and communicate with every participant/student whether it be in a mentoring format, in the classroom, during presentation events, and in workplace interactions. The 4B.E.L.S. is an instructional process that enables mentors, teachers, coaches, presenters, and administrative leaders with the tools for positive communication. Being a mentor is the ultimate opportunity to differentiate instruction and guidance. The process develops emotionally safe educational and working interaction creating an environment that respects diversity and inclusion while promoting an anti-bias culture. A learning and work environment that is emotionally safe promotes diversity, inclusion, and understanding of cross-cultural relationships for all participants. Educators and leaders learn the importance of diverse perspectives and behaviors that are a result of the differences of each person's long-term memory storage. The concepts and ideas of the 4.B.E.L.S. process fosters the development of high-quality positive connections.

Smith, S.

Dalton State College

91. A Tale of Mentoring: A Journey Towards Development, Learning, and Collaboration

The focus of this research study is to discuss the initial process of developing mentorship practices during the training of nontraditional secondary STEM teachers. The study will explore the following questions: 1) What process creates an effective mentoring program? 2) How will the mentoring program look in year one? 3) How are mentors selected? 4) What supports are provided for mentors/scholars? 5) How are mentors/scholars matched? 6) What are characteristics of a good mentor? Findings from the study will impact future practices and decisions in the development of the program.

Swanson, K. W., & Caskey, M. M.

Academy School District 20 & Portland State University

92. A Kaleidoscopic View of Mentoring Dialogue and Practice

A kaleidoscopic metaphor illuminates the interplay of identities (e.g., teacher, scholar, care giver, partner) that produce an integrated academic identity. When turning the kaleidoscope, light and motion create beautiful and dynamic patterns—mandala. In a mentorship relationship, the kaleidoscopic metaphor exemplifies the practice of turning the scope to produce mandala and the dialogue to reflect on the intricacies of its color and design.

Joining the academic community requires navigating teaching, scholarship, and service expectations, which can be a steep learning curve. The purpose of this paper is to present a phenomenological view on the roles that dialogue and practice play in mentoring scholarly writing and developing an academic identity. Women can experience the demands and challenges of academia differently than their male counterparts; overall women in academia teach more classes, serve on more committees, and are paid less than men (Pettit, 2020). Learning how to gain access to an academic community can be nebulous and unfair based on both gender and race. Thus, there is a need to intentionally invite women into this academic community of practice. This paper focuses specifically on mentorship for academic writing.

The cognitive apprenticeship model provides a framework to guide the mentor and the novice scholar; this model can help women mentor other women. A qualified mentor can guide their mentee through designing a scholarly agenda that is reasonable in its scope, acceptable to the institution, and sustainable over time. A writing practice in the company of a mentor can create a powerful apprenticeship toward the professional development of novice scholars.

Vihilidal, A.

The University of New Mexico

93. The Enneagram Model, Healing Dance Arts, and the Decolonization of Dance at UNM

A leadership model, the Enneagram, is applied to connect three universities. The model's aim is to join forces to transform consciousness. The underlying motivation is to encourage the understanding of the traumas of colonization and thus begin the processes of decolonization in dance across the globe. The colonized view is the framework for teaching and judging dance in the US and other Western Nations. The colonized view of dance primarily guides an ideology that does not allow for equality and inclusion of non-western dance forms. This abstract offers a model of equality and inclusion. The decolonization of dance is to advance humanity. Provided herein is a mode of mentoring to initiate social change during the 14th Annual Mentoring Conference-Mentoring in an Interconnective World. The author argues that, through an event organized at the University of New Mexico (UNM), the Enneagram model can be used to map and guide the expert knowledge of staff and students at UNW, University of Washington (UW), and Kent State University (KSU) to teach them quickly and efficiently about the decolonization of dance and bring about healing through dance and theater arts.

Villanueva, S.

Texas A&M International University and Texas Tech University

94. Changemaking Benefits: Virtually Transitioning a Graduate Program through Mentorship

The purpose is to show how a graduate-level program is virtually transformed through mentoring. With the required changes that came with the pandemic, Professional Opportunities Supporting Scholarly Engagement (POSSE) members from Texas A&M International University's (TAMIU) College of Education worried that COVID-19 would put an end to their scholarly endeavors. Fortunately, leading members virtually continued providing "research experience[s] that [were] outside of the traditional classroom" (Lyman, 2018, p. 25), helping students grow as scholars and global citizens. POSSE offers graduate students opportunities to further their knowledge and experience in their scholarly work and their engagement towards making this world a better place. POSSE focuses on the following principles: they believe in creating a culture of community engagement and change, they are conceptually grounded in the spirit of Paulo Freire, and they are experientially committed to the United Nations' (2015) Sustainable Development Goals. COVID-19 forced many people to pause their work towards making this world a better place; however, POSSE believe that because of COVID-19, they must not pause; instead, they must act now, more than ever. POSSE, through professor and peer mentoring, pushed forward through this life-changing time. As changemakers, they continue working for those without voices.

Villanueva, K., & Douglas, N.

University of North Carolina - Charlotte

95. Doctoral Mentoring Relationships in STEM Programs: Faculty Perspectives

Mentorship has been established in the literature as being salient to degree completion for doctoral students. Mentoring primarily focuses on the extended academic development of a less experienced student by a more experienced faculty scholar. Federal governance policies have enabled greater participation in STEM by underrepresented populations, and as a result, enrollments in doctoral STEM programs by groups underrepresented in STEM have increased, but their success, frequently hinges on support resources such as quality mentorship (Millett & Nettles, 2006). A substantial commitment to high quality mentoring is needed to best prepare doctoral students for high skilled careers requiring innovation. This paper explores the perceptions of STEM doctoral faculty from three institutions in the southeastern part of the United States to understand their knowledge of STEM doctoral mentoring.

This work seeks to improve STEM doctoral education by focusing on the mentorship relationship, an experience that is vital to matriculation, degree completion, and career planning (Millett & Nettles, 2006). Using a qualitative multiple embedded case study design, the researchers interviewed and surveyed STEM doctoral faculty about their perceptions of STEM doctoral mentoring.

This article focuses on five key findings from the qualitative interviews. STEM doctoral faculty: (a) have difficulty differentiating mentoring responsibilities from and in addition to advising; (b) have limited mentoring training opportunities; (c) see mentoring more exclusively as development of science knowledge; (d) lack meaningful understanding of the role of culture in mentoring; and (e) lack deep understanding of the importance of relational connections with mentees.

Villanueva, S., Daub, A., & Huber, T.

Texas Tech University and Texas A&M International University

96. *At a Gallop, not a Walk: How POSSE Opens Doors for Female Graduate Students*

Professional Opportunities Supporting Scholarly Engagement (POSSE), a program for graduate students in and graduates of the College of Education, Texas A&M International University, Laredo, Texas, works towards empowering and mentoring women and first-generation college students to earn graduate degrees and pursue academic and research opportunities. During the COVID-19 pandemic, members have collaborated on projects dedicated to mentoring, researching, and community engagement: (a) participating in Feed My Starving Children service and research; (b) crafting virtual presentations and celebrations; (c) collecting data and researching; (d) presenting at juried conferences and publications of peer-reviewed, scholarly articles; and (e) serving as reviewers as well as both managing and content editors on journals and book series. Through POSSE-mentored projects and accomplishments, members have not only worked towards changing the world but are changing statistics about women earning graduate degrees and pursuing research opportunities.

Waye, C.

Columbus Technical College

97. *Servant Mentorship: Leading from a Follower's Point of View*

The purpose of this research is to challenge leaders to indulge in the role of a follower to lead successfully. The development of this study is based upon a personal quote, "As a mentor/leader you have to be willing to follow. How do you expect to lead if you don't know where your team plans to go?" This study will help to understand how the personal attributes of each individual allow leaders to lead based on team-oriented goals. These are goals either set by the team or must be completed in a team formation. Acknowledging the various skillsets of each member, the leader can then determine the strengths and weaknesses, delegating tasks accordingly. The methodology used for this study is qualitative research using existing data. Using this type of leadership style leaders and mentors alike can maintain authority, power, and respect of their staff/mentees at a higher level by involving the team in decision-making and understanding their stance. Leading from a follower's perspective embraces the team's attributes of diversity while creating a win-win leader & follower relationship. Developing this type of leadership style heightens levels of trust, adjustability to change, and commitment amongst subordinates or mentees. The significance of being a servant leader not only gives the team a sense of responsibility and accountability, but it helps to build their ability to lead. Leading your team from follower's perspective, allows one to observe, identify, and create a proactive strategic plan. This type of leadership style helps leaders see potential issues and benefits from the follower's perspective, while the team gains a sense of responsibility from task delegation. Working in a servant leadership capacity, teaches the leader the value of humility and understanding to view problems and decisions from the lower-level management.

Keywords: Servant leadership, change management, followership

Weitlauf, J.

Stanford University

98. *Tele-training Platforms Enhance Mentorship, Support, and Developmental Networks*

The Department of Veterans Affairs (VA) Health Services Research and Development (HSR & D) Career Development Award Enhancement Initiative (CDAei) is a long-standing tele-training platform serving the professional developmental needs of early career clinician scientists within VA. A hub-site facilitates a monthly cyber-seminar series, a virtual mentoring toolkit, and a national mentoring network. The purpose of this project was to adapt this platform to meet emergent professional development needs of early career clinician scientists during the pandemic. An iterative (pandemic onset, Time 1 or T1; six months, Time 2 or T2) self-report needs assessment evaluated early career clinician scientists' (N = 65) needs for mentorship, support, and networking. The assessment featured rank-ordered, forced-choice questions and opportunities for open-ended responses. At each interval, responses were categorized by theme: e.g., informational, psychosocial, and mentoring needs. High frequency responses guided the development of new cyber-seminars as well as adaptations to the online toolkit. Lowered academic productivity emerged as the highest frequency concern at both time points. Psychosocial needs (e.g., coping, stress management, self-care) were also high priorities at T1, but diminished over time. VA research leadership and the CDAei team developed and implemented five "Coping with Covid-19" cyber-seminars to address these high-frequency concerns. Post seminar evaluation data revealed both attendees' high satisfaction with the seminars and their perception that this series provided a safe forum for their concerns to be heard and addressed.

Welch, J.

Indiana University

99. *Facilitated Peer Mentoring for Physicians During Malpractice Lawsuits: A Logic Model Framework*

Physicians in malpractice lawsuits are at risk for Medical Malpractice Stress Syndrome (MMSS) which is defined as acute distress

(anxiety, depression), increased burnout, and poor personal and/or professional wellness caused by medical malpractice litigation (Sanbar & Firestone, 2007). This proposal offers a framework to plan and evaluate a physician-facilitated peer mentoring program for physician defendants using a quasi-experimental pre-post design to determine change in acute distress symptoms and burnout. The logic model framework outlines the components involved to develop a facilitated peer mentoring program for physicians who have been named in malpractice lawsuits (Garringer, 2013). The framework includes current conditions, inputs (resources and investments), outputs (participants and activities/interventions), outcomes (short term, intermediate, long term), as well as assumptions and external factors to consider. This program will be modeled after a feasibility study that examined peer support as an intervention for emergency medicine physicians conducted in 2020 (Nault Connors et al., 2021). The framework will be implemented and evaluated in a department of emergency medicine with two small groups of physicians recruited by invitation from the Vice Chair of Clinical Affairs. The 12-month study calendar includes training, recruitment, and virtual 60-min facilitated peer mentoring sessions every 4-8 weeks. Outcome measures include feeling better after the session (Participant-rated Global Impression of Change), acute distress symptoms (SPADE Symptom Screener and PROMIS measures), provider burnout (Maslach Burnout Inventory), and MMSS customized symptom checklist. This novel approach advances mentoring practices in healthcare by addressing a recognized need by providing a safe, confidential space to discuss symptoms of MMSS (while avoiding specific lawsuit details) and to provide peer support around a shared experience.

Wotring, A.

Indiana State University

100. Faculty Mentoring: Lessons Learned and Recommendations

Mentoring at the university level can be thought of as developing relationships between junior and senior faculty members. Scholarship conducted on the effectiveness of mentoring programs has shown conflicting evidence. Both positive and negative outcomes of mentoring are found in related literature (Sands, Parson, & Duane, 1991). Substantially more scholarship papers report positive outcomes, but most agree mentoring rarely achieves its full potential. Reasons for this include equal access, conflicting objectives of those involved, and attempts to force the mentoring process. Common methods of mentoring include pairing junior faculty with senior faculty, having voluntary, open mentoring sessions and using a more highly structured mentoring curricular approach. All mentoring approaches have limitations, and the amount of time necessary for effective mentoring is a primary concern in higher education settings.

Mentoring in higher education can also be difficult, in part, due to the inherent hierarchy that occurs based on rank, tenure, and administrative roles. Assistant, Associate, and Professors may have different views of what the mentoring process should entail. In general, it is recommended that mentoring be established through a sequence of programs built into the organizational structure in a way that supports rather than forces the process. The process should be mutually beneficial with the development of agreed upon objectives at the start of the mentoring process. Additionally, the process should be supported, or at least not discouraged, at an administrative level to encourage meaningful participation so that all involved can benefit from the relationships (Zeind, Zdanowicz, MacDonald, Parkhurst, King, & Wizwer, 2005).



Thursday, October 21, 2021

Plenary Sessions

11:00-11:50 am • **Lunch Break** • 1:00-1:50 pm

11:00 am - 11:50 am

Interrupting Microaggressions and Reducing Negative Impacts on Access to Higher Education

Assata Zerai • University of New Mexico

Research has shown that racial and intersectional microaggressions (RIMAs), “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial (slights and insults toward people of color” (Sue, et al., 2007) are a threat to creating more inclusive climates in higher education.

Though RIMAs can be subtle and may be dismissed by perpetrators (Harwood, et al 2010, 2012), their effects can affect Black, Indigenous, and People of Color (BIPOC, to include Latinx/Hispano, Asian American and Pacific Islander (AAPI), and multiracial individuals) emotionally and physically (Pierce 1969, 1970, 1974; Solorzano 1998; Sue, et al 2003; Sue 2010). This presentation adds to the vast racial microaggressions literature (Sue et al 2007; Lewis 2019) by describing how such experiences are shared by students who are persons with disabilities (PWD), and who are lesbian, gay, bisexual, transgender, queer/questioning, intersex and asexual (LGBTQIA) and may be amplified when a student occupies a combination of marginalized social locations. Further in this presentation tools are offered for interrupting racial and intersectional (PWD- and LGBTQIA-focused) microaggressions to colleagues in student and academic affairs, with the hope that participants can work collectively to become more effective mentors and thus improve the learning environment for students in higher education.

Lunch Break • 12:00 - 12:50 pm

1:00 pm - 1:50 pm

Developing Leader Identity: How Can Multiple Mentors Help to Develop Diverse Leaders?

Rajashi Ghosh • Drexel University

In today's dynamic work environment marked with constant changes and uncertainty, individuals need to take a self-directed approach to managing their careers and developing leadership skills. Mentoring relationships are an important human resource development (HRD) tool that impart portable skills, knowledge, and abilities needed for one's career advancement across organizational boundaries. In the wake of the changes in the career landscape in recent years such as increasingly diverse workforce and heightened awareness of social justice, shortened job tenures, and reliance on technology due to the impact of Covid-19, it is critical to examine how Mentoring can be customized to build resilience and develop skills needed to cope and thrive as leaders amidst the unprecedented complexity and ambiguity surrounding us. In the current times, it is inconceivable to think that one type of mentor can meet all of a leader's development needs. This talk would share the latest research and practice on how different types of Mentoring Models (e.g., Traditional and Relational Dyadic Mentoring, Multiplex Mentoring relationships, Developmental Networks) can be used for developing leaders and how the challenges that are inherent in Diversified Mentoring Relationships (DMRs) can be addressed.

Thursday, October 21, 2021

• Roundtable Sessions •

• 9:00 - 9:50 am •

Smith, S.

Dalton State College

101. A Tale of Mentoring: A Journey towards Development, Learning, and Collaboration

The focus of this research study is to discuss the initial process of developing mentorship practices during the training of nontraditional secondary STEM teachers. The study will explore the following questions: 1) What process creates an effective mentoring program? 2) How will the mentoring program look in year one? 3) How are mentors selected? 4) What supports are provided for mentors/scholars? 5) How are mentors/scholars matched? 6) What are characteristics of a good mentor? Findings from the study will impact future practices and decisions in the development of the program.

Crawley, W., & Kollar, E.

University of West Florida

102. Development and Implementation of a College 'Surround and Support' Mentoring Model

Research has identified distinct differences across generations, with the most recent cohort of college-going students advancing from Millennials (born 1981-1996) to Generation Zers (born 1997-2012). Research has denoted Gen-Zers as the purpose-driven generation, with a significantly higher percentage than prior generations self-reporting a desire to 'matter' and to 'make an impact on the world' (60% vs. 39%). Such value expressions call upon postsecondary educators to respond with communication and support strategies that drive meaningful and fulfilling university experiences. To nurture such an environment, leaders at the college under review in this case study developed a multi-pronged mentoring model, with each student having a specified professional academic advisor, purposeful faculty mentor, and an opportunity to engage with a near-peer (an upper-class mentor). As such, this model was termed a surround and support mentoring strategy. This model was purposely developed and implemented across a four-year timeframe, adding progressive layers of student support each academic year.

The current research offers insights into the impetus to develop a 'surround and support' model, a description of the model, and various strategies to onboard it over time. The leaders of the college sought to provide all the college's students an academic advisor and a purposeful faculty mentor. Further, the goal was to pair 100 'first-time in any college' students with near-peer mentor. This manuscript highlights how these goals were achieved. In addition, challenges encountered in practice as well as solutions, opportunities, and lessons learned to date will be reviewed. Finally, plans to advance and sustain a surround and support college mentoring model will be provided.

Broman, C.

Alma College & Michigan State University

103. Does Mentorship Matter? Mentoring Outcomes and Educational Achievement

Studies have identified a positive relationship between mentorship, the acquisition of social capital, and student achievement outcomes. Mentoring is important for college attendance, retention and student achievement outcomes. We use the framework of Critical Race Theory to address the issue of what we refer to as 'network access'. We use Add Health longitudinal data to address the issue of who mentors and the longitudinal outcomes of mentoring on academic achievement outcomes.

Bozan, K.

Duquesne University

104. Growth Mindset in the Classroom: An Intervention Study During the COVID-19 Pandemic

Students' ability to perform well during the COVID-19 pandemic greatly depends on their mindset and learning style. Students taking online or Hyflex classes faced unique challenges. Students with a stronger growth mindset, believe they have the ability to complete tasks successfully and they demonstrate greater cognitive engagement. This empirical repeated measures study evaluates students' belief in their ability after the instructor engaged teaching techniques to increase their growth mindset in a higher education setting. This intervention study measured students' self-reported growth mindset before, during, and after the instructor used techniques throughout the semester to foster a growth mindset in the classroom. We also observed the score in a control group, a different class, where these techniques were not used. We used repeated measures or within-subjects ANOVA with a control group to measure the mean differences in the self-reported growth mindset items score. We found that in the class that the instructor used techniques to foster a growth mindset the students reported significantly higher growth mindset scores. A stronger growth mindset is linked to self-regulated learning, which is found to impact behaviors to reach educational goals. We offer recommendations to teachers and administrators to promote a growth mindset in the classroom as it is an effective way to stimulate students to reach their academic goals. It is especially significant during times when students are remotely taking classes and facing unique and new challenges.

Marshall, P. & Ferry, L.

Arizona State University

105. A Novel Approach to Academic Mentoring: Cohort Mentoring with Changing Mentors

Academic mentoring of students by faculty is a common component of many STEM programs. Indeed, the National Science Foundation S-STEM Scholarship Program requires faculty academic mentoring as a component of any funded scholarship award. Academic mentoring is separate from course advising and research mentoring. Academic mentoring can encompass career exploration, skill building, networking, and other career competencies. Academic mentoring often involves a one-on-one match with a faculty member and a student. This type of relationship can be beneficial, or it can lead to dissatisfaction on the part of either or both parties, depending on the structure of the program, the time commitment involved, and the fit of the two parties. There can also be serious drawbacks to a one-on-one model that center around fit, expertise (of mentor), and growth (of student). We are deploying a novel method for academic mentoring for our S-STEM scholarship program, NSF Award #1742038, Transfer to Interdisciplinary sciences at New College, or TRAIN. Students attend a one-credit class for academic mentoring in our program. The faculty mentor and the class focus, the latter of which is some aspect of student growth, changes each semester and is developed over the entire semester. We believe this allows students to acquire a wide variety of skills and opportunities, exposes the students to many more faculty, and allows students to forge a deeper relationship with many more faculty than the one-on-one model, resulting in a robust network for the student. Surveys, interviews, and written work were used to gauge student and instructor satisfaction, outcomes of the mentoring program, and success of the model.

Garcia, N., & Medina, A.

West Texas A&M University

106. HiFlex Mentoring: Combining Face-to-Face Interactions and E-Mentoring in Higher Education

As remote interactions in higher education become more prevalent, identifying opportunities and challenges in interpersonal relationships between faculty, staff and students becomes valuable. There is no single blueprint for student success; thus, using face-to-face and online interactions to complement each other is essential in addressing students' unique mentorship needs. With that said, this study contributes to the research on computer-mediated communication (CMC) and its application to the advancement of mentorship interactions to promote student success. In this article, the four mentorship models outlined by Buell (2014) are used to conceptualize mentoring practices. These models, characterized by different levels of interpersonal hierarchy and goals, serve as a framework in identifying best practices for face-to-face and CMC mentoring interactions. The mentoring models are used to determine the strengths upon which practitioners can build programs. Thus, this study aims to provide suggestions for HiFlex, or highly flexible, mentoring programs that combine face-to-face and e-mentoring approaches to promote student success in higher education. Interpersonal relationships develop slower via CMC; thus, e-mentoring practices must be sustainable to become a tool to improve, rather than restrict, outcomes. The findings of this study indicate that CMC can enhance interactions when there are clear expectations for the mentoring experience, when a mutual interpersonal comfort has evolved naturally from interactions, and when there is a commitment from both the mentor and the mentee.

Dotson, C.

Middle Tennessee State University

107. The Essential for Peer Mentoring: COVID 19 and Beyond

The 2019 Coronavirus (COVID-19) global pandemic presented many challenges and daily life disruptions. Colleges and universities were not immune from the impacts of COVID-19 and responded quickly, canceling in-person classes and campus events, moving exclusively to online classes, and instituting physical distancing policies. These challenges and disruptions contributed to the campus experience of students who were isolated from peers and faculty/staff supports. As a result of COVID-19 disruptions on the college experience, peer mentoring became essential.

Proposed is a pilot peer mentorship program for members of an undergraduate social work student organization and additionally include professional mentorship opportunities. The professional mentors will be former members of the student organization who are now working in the profession. Mentees and mentors will establish contact monthly. The objectives of the peer mentoring process will be to provide: (a) orientation to the academic discipline and student organization, (b) emotional support, and (c) role modeling. Pairing-Upper division students with lower division students in an undergraduate social work program. Professional mentors by the desired field of practice and/or population served of the mentee. Descriptive data collected (i.e., gender, race/ethnicity, frequency of contact, increased knowledge of the academic discipline and student organization, emotional support, and role modeling, field of practice, and/or population served). Pre and post evaluations of the mentees and mentors will occur each semester through a Qualtrics survey.

The National Association of Social Workers identified eight ethical concerns for social work professionals during the recent pandemic. Three of those ethical concerns undergird this proposal: (1) practice self-care, (2) have a plan, and (3) educate and communicate. Peer mentoring offers students an opportunity to strengthen connections through a collegiate and mutually beneficial environment. This model will emphasize the importance of social work professionals in adjusting to and transforming healthy means towards daily living and being effective practitioners.

Brondyk, S.

Hope College

108. Using Loose-Coupling to Make the Case for Differentiated Mentor Preparation

This paper uses the organizational theory of loose-coupling to analyze mentor development. According to Weick (1976), loosely-coupled systems have a controlling source and fragments that are managed by the source. Shulman (1983) offers that loosely-coupled systems function well because the institutional level does not prescribe every action of those at other levels, but neither are the implementers free to do as they please. This type of system necessitates some combination of obligation and freedom. In loosely-coupled systems, like Educator Preparation Programs (EPP), leaders provide supports like knowledge, skills and training, but then trust their mentors to interpret the role, act independently, and use their professional judgment to meet their needs of candidates. The key here is that variation is expected. The situated, fluid nature of the work demands flexibility—mentoring moves cannot be prescribed as each candidate requires different types of support, requiring mentors to react to situations as they arise. This variation has implications for mentor development as each mentor brings to the practice their own experiences and personality. Knowledge and skills can be taught, but each person will enact them differently depending on their own personal stance and the needs of their candidates. This calls into question one-size-fits-all approaches to mentor development and suggests that a more differentiated and individualized approach might more adequately meet the learning needs of mentors.

Thursday, October 21, 2021

▪ Morning Concurrent Sessions ▪

▪ 10:00 - 10:50 am ▪

Vandermaas-Peeler, M., Moore, J., & Allocco, A.

Elon University

109. A Constellation Model for Mentoring Undergraduates During COVID-19

Mentoring relationships are intentional, sustained, reciprocal, and dynamic, shifting over time to adapt to new contexts, identities, and skills. Conceptualizing mentoring beyond a traditional one-to-one mentor-mentee model, we utilized a mentoring constellations framework with collaborative co-mentoring among faculty, staff, community partners, and other students. As part of a larger mentoring initiative, this study examined perceived changes in mentoring relationships within interconnected constellations during COVID-19, in the context of a relationship-rich undergraduate educational model. In a comprehensive institutional survey, all first- and fourth-year students were asked to identify mentors in their constellations (e.g., faculty, staff, global/community partners, alumni). Semi-structured interviews were conducted with 59 undergraduates and 31 faculty and staff mentors regarding the ways the pandemic influenced their mentoring relationships across contexts (e.g., student employment, undergraduate research). A case study of a multi-year, experientially rich, and academically rigorous program was developed to afford in-depth analyses of constellation frameworks in practice. Analyses yielded these primary themes: 1) scaffolded programming and a diverse set of mentors in an interconnected constellation positively impacted students' and mentors' experiences; 2) skilled mentoring during the pandemic required a dynamic, individualized balance of mentoring practices, taking into account unique aspects of students' identities and projects; and 3) the considerable reduction of in-person relational mentoring was associated with significant challenges, occasionally offset by opportunities to deepen existing relationships and expand the constellation. The findings highlight the potential of collaborative, interconnected mentoring constellations to support students' personal and professional development during a global health crisis. Within multi-year, scaffolded programs, students benefitted from the support of peers, staff, faculty, and global community partners, particularly when mentors were agile and adapted to new contexts. There are also challenges incurred in implementing a constellation model for undergraduate mentoring, including scalability and capacity, particularly during the pandemic and when forming new relationships.

Coleman, D.

University of St. Mary

110. Transformational Leadership in Higher Education: A Reflective Analysis

This paper is a reflective account regarding the characteristics and values of transformational leadership in higher education during a doctorate-level mentorship. This reflection presents ideas, artifacts, and other supporting evidence to develop and enhance leadership skills as interpreted through experiences interviewing Simmons College Department Chair, Dr. Wayne Meaux.

Brondyk, S., & Capel, V.

Hope College

111. Intensive Support Model: An Alternative Vision of Mentoring

Both higher education institutions and public schools faced new realities in 2020 and 2021 due to COVID-19. This embedded case study examined how one long-standing teacher preparation/P-12 partnership re-invented its clinical experience to meet

the needs of learners. This paper describes how one professor and two teachers worked collaboratively throughout the year to mentor teacher candidates as they, in turn, coached third grader students. The teacher candidates in this study were in a capstone course at a small liberal arts college. Typically, candidates fulfill their 50-hour placement in one of many P-12 classrooms, but this intensive support model placed all 50 teacher candidates (across two semesters) in one third-grade classroom, providing extra support to both the teacher and students as they shifted to a face-to-face/online hybrid model. Data collection included pre- and post-assessment math scores, survey data, and semi-structured interviews of both candidates and third-graders. Results show that the third-grader students benefited from this individualized, consistent instruction, while the preservice teachers gained experience planning and teaching in multiple content areas and improved their ability to develop instruction to meet the needs of a specific learner. This study contributes one example of an alternative type of clinical experience that offers a different way to support P-12 students, while simultaneously providing teacher candidates with meaningful opportunities to teach. It also illustrates how Educator Preparation Programs and P-12 teachers can collaborate to design creative experiences that meet the needs of both of their learners.

Patterson, C., Fowler, D., & Harlin J.

Texas A&M University

112. Mentoring in Artificial Intelligence and Materials Science: Applying a New Doctoral Model

Today's ambiguous environment in the fields of artificial intelligence and materials science demands flexibility across traditional doctoral education domains. The Transformative Doctoral Education Model (TDEM) is designed as an effective and flexible framework that distinctly emphasizes mentorship. Educational researchers and practitioners envision how the TDEM can be applied within the emerging context of artificial intelligence for materials and materials for artificial intelligence, thereby promoting meaningful mentorship experiences internal and external to the curriculum. TDEM is guided by the emerging notion to shift doctoral education into a more learner-centered environment. Though TDEM is largely conceptual to date, model aspects like mentorship, research, and transferable skills are emphasized in current programs and collaborations. The original TDEM framework will be customized to align with doctoral education needs specific to materials science and artificial intelligence. Mentorship cross-cuts the model and emphasizes external and immersive learning experiences that prepare scholars for tomorrow's unknown. This scholarly endeavor would provide clear application of the innovative model specific to the cutting-edge fields of data science, materials science, and artificial intelligence. We will prepare an assessment plan that uses a mixed method, multidisciplinary approach to test the model's utility and impact. We will conduct exploratory research through focus groups with mentors and mentees in the related doctoral programs, as well as implement longitudinal mentorship competency assessments. Rapid advances at the intersection of artificial intelligence and materials science indicate the need for a customizable doctoral education framework like TDEM. This new model distinctly enhances current doctoral education practice by advocating for an expanded mentor network to promote transferable skills that complement technical development. An iteration of this doctoral education model and cross-cutting mentorship experiences can be effective in the emerging STEM fields of artificial intelligence and materials science.

Parker, M. J.

University of Houston - Downtown

113. Training Undergraduates to Assume Leadership Positions

Numerous programs are associated with leadership development (Blanchard, 2021; Blanchard and Hershey, 1969; Petri, 2014). These systems of leadership induction/transfer occur primarily once individuals enter their career space. UHD Scholars Academy offers a leadership training program for undergraduates as a year-long program involving first an off-site retreat of a full weekend, challenge course elements focused on team-building and individual low/high challenges, upon return to the university campus monthly meetings, and active learning experiences with mentees. As well as an on-site, face-to-face and virtual Peer Led Team Learning (PLTL) training session lasting 15 weeks or one semester. In the last two years the PLTL training has become foundational to scaling up the leadership training across the Scholars Academy program and UHD in a general sense.

Dolan, L., Khalil, A., & Kell, C.

Community College of Rhode Island

114. Mentoring as Foundation for Faculty Success and Student Retention

This paper discusses a faculty-mentoring program for new and adjunct faculty at the Community College of Rhode Island (CCRI), and how this program has been a boon to student success during the pandemic. The literature on student retention shows that strategies—such as social integration, academic advising, and student support services—have consistently had positive effects on students' completion rates before Covid-19. However, the same student success models have faced serious challenges during the pandemic, fueling an urgent need for more creative ways to boost student enrollment and success rates. The faculty-mentoring program at CCRI provide a venue to offset a sudden decline in enrollment and boost an already weakened approach to retention.

Wojton, J., & Mumpower, L.
Embry-Riddle Aeronautical University

115. Current Practices in a STEM University: Toward a Networked Mentoring Approach

We use findings from interviews with all chairpersons at our university to identify subsequent strategies and interventions to best support a mentee-driven, network mentoring approach for junior and underrepresented faculty at a STEM-focused university. We interviewed all chairpersons at our university in order to document current practices, attitudes, and understanding among departmental leaders. We analyzed the response trends and made plans to implement interventions to establish opportunities for junior faculty to participate in network mentoring.

All 16 department chairs agreed that mentoring is important and can be a factor in the department's and individual's success, as well as important to attracting and retaining diverse faculty. However, only half have implemented a system for facilitating mentoring within their departments and all have only considered traditional one-to-one pairings. Definitions of what constitutes a mentoring relationship were varied in ways that have led us to conclusions about how best to support mentoring activities on our campus.

STEM faculty is "predominantly male and White or Asian" (Jones, et al., 2018, p. 40), and "only 10.1% of STEM faculty is from underrepresented minorities," according to a National Science Foundation-funded study from the Association of Public and Land-grant Universities (Stewart, 2020). Our project strives to support junior and under-represented faculty at our university through a network mentoring approach. Documenting our research and subsequent decisions in support of a network mentoring approach would be of use to universities with a similar demographic and similar goals regarding the retention of diverse faculty.

Thursday, October 21, 2021

▪ Afternoon Concurrent Sessions ▪

▪ 2:00 - 2:50 pm ▪

Patterson, C., & Harlin, J.
Texas A&M University

116. Institutionalizing High Quality Graduate Mentoring: Process and Implementation

Texas A&M University transitioned graduate programming from an office to a graduate and professional school in January 2021. Part of this transition included a renewed institutional focus and commitment to high quality graduate mentoring. Researchers will engage in a discussion of the process used to make this transition, highlighting the opportunities and challenges related to this transformative work. Process evaluation was used for this case, allowing the researchers to consider drivers, barriers, and lessons learned. This process began in 2018, with a small group traveling to peer institutions to examine best practices in graduate education. Using a shared-governance approach, stakeholders from across the institution were then engaged through a task force and subcommittee structure. At the forefront of all of these conversations were ways to improve mentoring for our graduate students. A review of literature and exploration of other graduate program mentoring efforts resulted in the development of a graduate mentoring framework. A diverse and cross cutting advisory committee was formed to provide feedback and input on the framework and determine future directions of mentoring initiatives. A three-year plan was developed in consultation with the advisory group which includes facilitator development, workshop delivery plans, and strategies to monitor progress of graduate and professional student mentoring. Making institutional changes that impact the mentoring practices for graduate and professional students across a large public university is challenging work. There is little literature and guidance on the best way to approach these changes. Other institutions can benefit from learning about the process and implementation of these changes at Texas A&M University so that best practices and shared-governance approaches can lead to more informed decision making by university leaders.

Artis, D.
University of California - San Diego

117. An Interdependent Multi-Office Approach To Student Success

This abstract demonstrates a team-structured approach to whole person student development. The Student Retention and Success team at the University of California, San Diego hosts many independent but connected programs, including TRIO and locally funded programs, that can be leveraged to support students' progress to the degree. Students flourish in an environment that begins with a complementary support network from recruitment to post-baccalaureate success. First-generation, low-income, and underrepresented students at a competitive R1 university such as the University of California, San Diego must often navigate a large diffuse university structure to find resources useful to them at all stages of their careers. The Student Retention and Success Team at the University of California, San Diego demonstrates the effectiveness of a continuity of care for these students. The SRS model can be replicated at other large R1 universities with missions to involve first-generation, low-income, and underrepresented students into support networks and student-centered, multicultural welcoming co-curricular activities and programs that are designed to be both independent high-impact practices and interconnected paths to success.

Fleenor, M.

Roanoke College

118. Grounded Mentoring as a Pathway for Program-Building

Within an academic institution, faculty-based mentoring contains a variety of connotations and possibilities. Over the past ten years, the physics program at a small, liberal arts college has employed a framework of grounded mentoring with an undergirding goal of program-building. Unlike a “develop-at-any-cost” approach that some programs might take, grounded mentoring views every member as a potential contributor and equal receiver of the program’s fruitfulness. Grounded mentoring facilitates existing interconnections, while it also invites potential relational avenues. Two particular sources inform the values and practices for this mentoring approach. While cohort interactions are guided by several reinterpretations of the Rule of St. Benedict, aspirational trajectories of individual development are addressed through the philosophy of Deleuze and Guattari (DnG). Specific postures for mentors glean from both sources. Even though these sources may seem antiquated and/or juxtaposed, they serve well the concept of grounded mentoring as it invites growth for both individuals and cohorts.

Fruit from a flourishing program presents itself as a continuing work of mastery, but this doesn’t imply a lack of short range successes within three relational levels of mentoring. New major implementation within a level of administrative mentoring, mid-career faculty development programming within a level of peer mentoring, and increasing underrepresented STEM populations within a context of student mentoring are all discussed. At all of these levels, relational postures from both Benedictine living and DnG are re-imagined and applied.

Gibson, C., & Howard, L.

The Ohio State University & Marshall University

119. Professional Learning to Promote Disability Awareness

One of the most important challenges facing educational developers and leaders of faculty is creating greater awareness of the full range of aspects of diversity and inclusion. One of those dimensions, disabilities among students, is not well addressed in mentoring programs for new or experienced faculty. Drawing on the principles of Universal Design for Learning (UDL) and a field-tested mentorship model for new faculty developed in Ohio State’s FIT (Foundations, Impact and Transformation) mentoring program, a new prototype curriculum that includes a Diversity, Equity, and Inclusion (DEI) focus on disability awareness is presented as a proof of concept for educational developers and academic leaders.

The UDL principles of Multiple Means of Representation, Multiple Means of Action and Expression, and Multiple Means of Engagement are incorporated into the prototype curriculum both as standalone unit to address disability awareness among faculty mentees, as well as touchpoints for discussing broader pedagogical issues to address the needs of all learners. The curricular elements for a year-long mentoring program for new faculty are presented and a proposed means of assessing changes in faculty understanding of UDL design principles through the mentoring program itself is included in the paper.

Sood, A., Myers, O., & Tigges, B.

University of New Mexico & Arizona State University

120. Faculty Rating of the Importance and Availability of Organizational Mentoring Climate

Organizational climate is the shared perception of and the meaning attached to the policies, practices, and procedures employees experience. University faculty can assess their organizational mentoring climate (OMC) using recently published, reliable, and valid OMC importance (OMCI) and availability (OMCA) scales. Factors affecting the OMC’s importance and availability are, however, not known. By studying these factors, organizational leaders can determine whether and how to change the OMC to improve faculty mentoring outcomes. In this cross-sectional study, 300 faculty from the University of New Mexico (Main, Health Sciences Center [HSC] and branch campuses) and Arizona State University (a non-HSC campus) completed the online OMCI and OMCA scales, each with three subscales: Organizational Expectations, Mentor-Mentee Relationships, and Resources. OMCI scale items were rated from very unimportant (1) to very important (5); and, for OMCA, -1 (no), 0 (don’t know), 1 (yes).

The study used linear regression analysis after normalizing the scales to $M=0$ and $SD=1$. Although not explicitly targeted for recruitment, the respondents were predominantly women, non-Hispanic White, senior, tenure-track faculty members who were neither providing mentoring nor receiving mentoring. In the multivariable models, women faculty attached greater importance to mentoring climate components than men. HSC faculty and those receiving mentoring reported greater availability of mentoring climate components than their respective counterparts. Underrepresented minority (URM) faculty did not rate OMCI or OMCA differently than non-URM faculty. Faculty subgroups in this study attached varying levels of importance to the OMC and rated the availability of climate components differently. Factors impacting the importance of the OMC differed from those affecting the perceived availability of the climate components. Based on their relative importance and lack of availability, organizational leaders should create, modify and implement structures, programs, and policies to improve organizational mentoring expectations, mentor-mentee relationships, and mentoring resources, thereby strengthening their OMC.

Acerra, D., & Horowitz, H.

Northampton Community College

121. Mindful Travel Mentors-Finland: Becoming Global Citizens

Mindful Travel Mentors provided a transformative, global learning experience engaging traditional and non-traditional social work students, faculty, and professionals. This immersive intercultural experience was designed to develop mentor relationships among participants and with our social work partner in Finland. Traveling together as a group provided unique networking opportunities

for all participants. The planned and unplanned parts of the trip offered rich opportunities for participants to come together as a supportive community. The travel experience encouraged participants to leave their comfort zone and organically created reasons for mentorship roles to emerge. Experiencing a new culture together sparked robust discourse throughout the ten-day experience. Each adventure forced participants to re-examine their assumptions and reframe their beliefs with cultural learning and new insights for problem solving. Assessment included intentional mindful processing at the start and end of each day. Reflecting exercises were led by the faculty and social work mentors on the trip. Embodied narratives unfolded and culminated with the final reflection where each participant was asked to share a photo from the trip to discuss their experience. Learning to be a global citizen requires understanding ourselves and how we are interconnected to those around us in our local communities, country, and worldwide.

Mottaleb, M.

United States Navy

122. Best Practices in the Implementation of Mentoring Model Through Community of Practice: The Case of Armed Forces and Systematic Mentoring

Purpose: This study seeks to provide an implementation model of using a community of practice (CoP) in building a systematic organizational mentorship program. The multidisciplinary literature suggests that CoP is a systematic approach that can enhance mentorship in an organization.

Research Methodology and Design: This research uses a qualitative content analysis approach. Studies indicate that mentorship needs a well-established conceptualized framework. Therefore, the purpose of this study is twofold. First, the study shows substantial nexus between mentorship on the one hand and (CoP) on the other hand. Second, the study also examines best practices, mainly from the military mentorship models, which provide an excellent example of a practical mentorship framework.

Findings: The preliminary findings suggest that the CoP concept should enhance the organizational mentorship programs. Several implementation models of CoP indicate that CoP is one of the best practice models in organizational management that can lead to establishing an efficient mentoring methodology in an organization.

Significance of the Study: This study provides an implementation roadmap based on rigorous content and theoretical analysis, leading to better connecting theories and practice of mentorship programs. This suggested implementation is based on careful analysis of several implementation models and academic studies.

Keywords: CoP, Best practice, community of practice, organizational management, leadership, military

Concurrent Sessions • 3:00 - 3:50 pm

Babcock, A., & Cummins, L.

Northcentral University

123. Building Faculty Mentoring Communities in the Online Environment

This paper focuses on the application of the communities of practice theoretical framework (Dominguez & Hager, 2013; Wenger, 1999) in the creation of faculty mentoring communities at one online university. While onboarding can provide initial training, faculty members require ongoing support networks to enhance professional development and organizational engagement (Eisner, 2015); and, to inspire continuous improvement as essential members of the educational team. Building informal communities of practice comprised of faculty members, each bringing expertise to the mentoring faculty group can emerge into mentoring communities of practice (Goerisch, et al., 2019). The need for ongoing, informal support structures becomes more critical within online institutions when seeking to ensure long-term faculty development and subsequent student learning. Building on the concepts supportive of situated learning in communities of practice (Lave & Wenger, 1991), the following elements are discussed: (1) group mentoring, (2) mentor as facilitator, (3) multidirectional modeling and learning, (4) inclusion through open membership and self-selection, and (5) fluid leadership. Researchers discuss the application of these mentoring methods in building three faculty mentoring communities of practice: (1) faculty mentoring community, (2) qualitative support mentoring community, and, (3) quantitative support mentoring community. Also presented is the use of community of practice strategies in creating mentoring communities, and the organic growth of mentoring opportunities that continue to evolve from established mentoring communities.

Jensen, J.

Humboldt State University

124. Accountability Teams as a Tool for Peer Mentorship for Social Work & Nursing Students

A rural university added a distributed learning option that allowed students to pursue a degree in social work through technology-based formats that minimize the need for traditional campus-based attendance. Studies report that students in online education programs experience isolation, loneliness and missing opportunities to see and talk with each other (Aseron et al., 2013; Barney, 2013). Students in this program reported experiencing these challenges as well.

Accountability Teams are a concept that has arisen within a variety of contexts, including entrepreneurs seeking co-motivation, writing groups, and online diet or fitness challenges.

The distributed learning social work program developed a structure to help students feel more connected to each other and to their coursework. Students are placed in small teams at the beginning of their academic program. They stay with these teams for one year, participating in regular semi-structured meetings and activities.

Students in a Master's in Social Work program and a Bachelor's of Science in Nursing program were assigned to accountability

teams for each year of their degree program. The Accountability Team model was evaluated through content analysis of biweekly team reports. At the end of the first year, students were asked qualitative questions to better understand their experience in their respective programs.

Online learning models are pervasive following the COVID-19 pandemic. The use of Accountability Teams provides a structure for strengthening the implicit curriculum in the online learning community through scaffolded and developmental activities that strengthen the student-to-student bond, deepen learning and increase academic persistence. In addition, they act as a designated group for goal setting, peer feedback and resource discovery to support students in their learning.

Howell, C., Villanueva, K., & Douglas, N.

University of North Carolina - Charlotte & Fayetteville State University

125. Doctoral Mentoring Relationships in STEM Programs: Faculty Perspectives

Mentorship has been established in the literature as being salient to degree completion for doctoral students. Mentoring primarily focuses on the extended academic development of a less experienced student by a more experienced faculty scholar. Federal governance policies have enabled greater participation in STEM by underrepresented populations, and as a result, enrollments in doctoral STEM programs by groups underrepresented in STEM have increased, but their success, frequently hinges on support resources such as quality mentorship (Millett & Nettles, 2006). A substantial commitment to high quality mentoring is needed to best prepare doctoral students for high skilled careers requiring innovation. This paper explores the perceptions of STEM doctoral faculty from three institutions in the southeastern part of the United States to understand their knowledge of STEM doctoral mentoring.

This work seeks to improve STEM doctoral education by focusing on the mentorship relationship, an experience that is vital to matriculation, degree completion, and career planning (Millett & Nettles, 2006). Using a qualitative multiple embedded case study design, the researchers interviewed and surveyed STEM doctoral faculty about their perceptions of STEM doctoral mentoring. This article focuses on five key findings from the qualitative interviews. STEM doctoral faculty: (a) have difficulty differentiating mentoring responsibilities from and in addition to advising; (b) have limited mentoring training opportunities; (c) see mentoring more exclusively as development of science knowledge; (d) lack meaningful understanding of the role of culture in mentoring; and (e) lack deep understanding of the importance of relational connections with mentees.

Driscoll, D.

Purdue University

126. Preparing STEM Graduate Students to be Effective and Inclusive Virtual Mentors

The COVID-19 pandemic caused most universities across the U.S. to host virtual-only summer research programs. This created an abrupt need for mentoring workshops that would help graduate student, who would soon be mentors, think about mentoring virtually. The purpose of this presentation is to describe how we prepared STEM graduate students to be effective and inclusive virtual mentors to undergraduate students participating in summer research programs.

The framework used to create 'virtual twist' workshops was to consider important principles for mentoring (i.e., show your mentee that you care about building a mentoring relationship), and then make adaptations to approximate what you will do if you can only mentor virtually. These principles were presented to mentors, along with exercises and tools, to help them be more mindful and overcome challenges posed by mentoring virtually. The emphasis was on four topics critical to mentoring effectively and inclusively when virtual: 1. Forging positive mentoring relationships, 2. Improving communicating, 3. Understanding cross-cultural mentoring, and 4. Building inclusive mentoring teams.

In early summer of 2020, several groups of STEM graduate students—soon to be mentors—participated in our mentoring workshop series. In addition, several individuals with expertise in engineering education participated in explanatory sessions and/or as observers in the workshop series. Feedback from the graduate students as well as educators supports adapting mentor training materials to include a 'virtual twist.'

The COVID 19 pandemic only fast-forwarded what was already happening around the world, providing an unexpected opportunity for graduate students to 'get a jump' on growing their virtual mentoring skills. It also provided the incentive and means for more educators to study virtual mentor training, as we did in 2020. Based on our initial findings, we recommend using a 'virtual twist' framework in future workshops as it equips graduate students—who often have never mentored and/or never mentored virtually before—to do their best to include, inspire, teach, and befriend their undergraduate mentees whether they are in-person or virtual.

Frick, K.

Johns Hopkins University

127. Value-Based Mentor Matching: A Framework and Proposed Evaluation in Health Services

In an era of consistent, increased stress on healthcare workers mentoring programs that can improve retention are critical. This paper develops an economic model to motivate healthcare organizations' decisions to invest in improvements in formal mentor matching while considering the costs of the improvements. The proposed framework and evaluation plan can be tested and (if appropriate) applied in health care settings to inform organizational investments in mentoring programs. Research suggests the quality of mentoring perceived by protégés depends more on ex post perceptions of shared values than demographics (Burgess et al., 2018, p 200). Formal mentoring programs using assigned mentor-protégé matching may benefit from ex ante values-based matching, which is already a feature in some mentoring software. Those leading mentoring programs must determine whether the costs of administering a questionnaire eliciting personal values and adding those data to the matching process would be outweighed by the value of the personal and organizational outcomes accompanying improved matches. The evaluation plan includes comparing mechanisms of eliciting personal values; developing a matching algorithm adding values data to demographic

and career data; comparing matching based on all specific values, categories, or subsets; documenting the cost of administering the values elicitation instrument and increased cost of using a more complex matching algorithm; documenting and calculating a monetary value of improved individual (relational and career) and organizational outcomes; and comparing organizational benefits and costs. Values-based mentor matching has the potential to increase the value of a formal mentoring program to mentors and protégés, to the units in which they work, and to the organizations for which they work. Communication about these improvements throughout an organization has the potential to expand mentoring programs, which sometimes lack sufficient mentors, if more potential mentors choose to participate after being convinced their time will be used in more valuable ways.

Moore, J., & Miller, P.

Elon University

128. Supporting Integrative Learning Through a Mentoring Toolkit for High-Impact Practices

Elon University has a long-standing history of engaging students in high-impact practices (HIPs; Kuh, 2008). All Elon graduates complete at least one sustained experiential learning experience (e.g., study away, undergraduate research, internship). This ongoing commitment led us to ask: How can Elon further enrich student learning, foster integrative learning, and advance the potential of graduates through HIPs? In response, Elon's Experiential Education Advisory Committee engaged in an iterative visioning activity to extend mentoring excellence for HIPs.

With input from students and faculty, we developed a mentoring toolkit. The Facilitating Integration and Reflection through the Elon Experiences (FIRE2) Toolkit positions students to assume agency over their education by challenging them to develop their own educational mission and a plan to execute that mission. Prominent pieces of this toolkit include the formation of a constellation of mentors, developmental prompts, and a framework for regular interactions that help students make meaning of their experiences. The Toolkit was collaboratively developed by the offices and faculty leaders associated with each Elon Experience. We subsequently invited student feedback via a series of focus groups before piloting the Toolkit in select majors and programs. In this presentation we will focus on survey and interview data from faculty, staff, and students who participated in pilots, including academic advisors, undergraduate research mentors, and first-year students and their peer educators in a first-year advising seminar.

Randy Bass (2012) advocates for a team-based approach to supporting students' integration of learning across their disparate college experiences. The FIRE2 Toolkit supports the many faculty, staff, and peers in a student's mentoring constellation as they foster this integration, and the toolkit can be adapted for varied mentoring program types (e.g., Crisp et al., 2017) while facilitating best practices for mentoring undergraduates (Campbell, 2010; Shanahan et al., 2015).

Willbur, J.

His Heart Foundation

129. Mentoring Mentor Leaders: Mentoring Resilience

There is a tremendous need for leadership development today that blends both research and practical experience. This presentation will present a proven approach based on thirty years of experience from both large and small corporations and several non-profit foundations and organizations. The presentation will briefly review the five essentials to effective and exceptional leadership, but then focus on mentoring resilience. Research results from studies on H-Factor in personality will be shared. Case studies will be analyzed.

This paper will study the resilience and resourcefulness of the leader. Why is this important? The effective leader takes optimistic ownership of obstacles and can turn them into opportunities. They are mentally tough. They face into failure and use their reverses to move forward. According to researchers like Duckworth it matters how much grit they show.

Concurrent Sessions • 4:00 - 4:50 pm

Jensen, J.

Humboldt State University

130. Crossing Divides: Connecting Graduate Students To A Rural Tribal Community

Students in a Master's of Social Work degree program are required to complete a practice-based service-learning project for leadership, creativity, self-direction, professional mentorship and community engagement. Through their project, students have the opportunity to achieve a level of deepened knowledge and skills around a specific need identified by a community partner. This study focused on one such project done in partnership with a tribally chartered non-profit that provides behavioral health interventions to Native American youth.

The researcher examined whether a practice-based service learning experience solely through the use of technology-based interventions would lead to meaningful learning outcomes. Data was collected through the use of a survey given to the graduate students. In this students indicated their perceived attainment of the MSW Program Competencies in relation to their project.

The project resulted in the creation of a youth-led community based coalition focused on addressing suicide and substance use among Native youth on a rural reservation. Graduate students partnered with youth to initiate and develop the community-based coalition and to design a curriculum to train Native youth in becoming peer mentors and leaders of community change. All graduate students successfully completed the project and passed their comprehensive exam demonstrating mastery of the MSW Program Competencies.

Engaging in community-based service learning in rural and Indigenous communities had significant challenges due to COVID-19 restrictions but this was not a unique experience. Historically these communities have benefitted less from university-based service learning projects than communities that are home to the campus. Developing a strong pedagogy for connecting students with rural and Indigenous communities through technology-based approaches will help to build capacity and deepen the learning of the

students.

Griggs, D.

Columbus State University

131. Missing Assessments: Constructing an Assessment Tool for Co-Mentoring

Claims of mentoring success have been called into question resulting from a lack of assessment tools used to evaluate mentoring relationships and programs (Dougherty & Haggard, 2010; Ng et al., 2020; Tottleben & Deiss, 2015). The lack of longitudinal and holistic evaluations of mentoring practices creates concerns that ethical issues in mentoring are inadequately documented (Dougherty & Haggard, 2010; Ng et al., 2020). Most studies, and therefore research assessment tools, fail to address the evolving nature of mentoring or more than one mentoring variable (Ng, 2020). The purpose of this study was to identify an assessment method through a literature review that could be used to evaluate an informal, collaborative co-mentoring relationship between industry employees and teachers. When one could not be found, I created an assessment framework and survey tool that considers co-mentoring relationships holistically and longitudinally.

McQuaid, P., & Cervantes, S.

California Polytechnic State University & Secure Smart Solutions, LLC

132. Mentoring Cybersecurity Professionals

Data breaches are increasingly challenging our infrastructure and privacy. As more and more of what we do on a daily basis involves being in the digital or cyber world, the risk rises each time we transact business this way. Now more than ever, government, businesses and citizens need to be positioned to fight off cyberattacks and improve the quality of our nation's cybersecurity. The severe shortage of cybersecurity workers in the United States, as well as globally, puts our digital privacy and the nation's critical infrastructure at risk. Cybersecurity positions comprise 32-45% of the United States' tech workforce, yet it is estimated that almost 500,000 -700,000 cybersecurity jobs are unfilled in the United States. As society transacts more in the cyber realm, the need for cybersecurity professionals expands and the gap grows wider. It is the newest bend to the digital divide; there are not enough cybersecurity professionals to secure our infrastructure. Cybersecurity professionals must keep learning if they are to reach the top of their field. Identifying and mentoring people inside your organization to uncover their desire and develop their talent for cybersecurity is imperative to grow the workforce and secure our nation's critical infrastructure. This paper discusses these issues and suggests a range of options to both attract new employees and keep those you have.

Saturn, S., Cortes, C., & Begay, D

University of Portland

133. Peer, Reverse, and Reciprocal Mentorship for Effective Diversity and Inclusion Advocacy and Care

Purpose

When it comes to matters of diversity and inclusion, it is transformative to employ a unconventional approach to the mentorship of Queer, Transgender, Black, Indigenous, and People of Color (QTBIPOC). With an open mind and open heart, reverse and reciprocal mentorship is an invaluable tool for QTBIPOC students to share their lived experiences to help faculty gain a better understanding of the best ways to support students from underserved backgrounds inside and outside of the classroom.

Framework proposed

Reverse and reciprocal mentorship of QTBIPOC students and faculty involves a collaborative model to allow for strategic ways to navigate the systems of oppression in predominantly white institutions (PWI). Qualitative and quantitative data can inform the better methods for hiring and retention of QTBIPOC students, staff, and faculty, and also lead to progressive and informed curricula reform, mental health offerings, and justice and equity programming to allow for advocacy, processing, and healing.

Testing and evaluation

Testing involves creating novel policies and procedures with QTBIPOC student leaders from identity and activist groups. This includes implementing new hiring and recruitment practices across the university and building a community of care to handle systemic racism, sexism, and queermisria across campus. Evaluation takes place by looking at changes to the candidate pools and hires for new faculty lines on campus and the success of building a community of care to meet the needs of students who are marginalized and harmed at their PWI.

Significance

Student bodies are becoming increasingly diverse and it is important to be on the pulse of the struggles of both mentors and mentees. Now that the world has become more interconnected during the COVID-19 pandemic, we can weave in lessons and approaches of how we can build sustainability and community so that we can continue to be of service to ourselves and those who need community, care, and advocacy.

Land Acknowledgement

Although the authors and readers of this piece are in different places geographically, this is an opportunity to model mentorship by paying tribute to the original inhabitants of the land. Please see <https://native-land.ca/> to see the Indigenous caretakers of the land. The authors currently reside in Oregon, and one, Devonna Begay, left her Navajo tribe in Arizona to start a new journey at the University of Portland.

We acknowledge the land on which we sit and which we occupy at the University of Portland. "The Portland Metro area rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River creating communities and summer encampments to harvest and

use the plentiful natural resources of the area.” (Portland Indian Leaders Roundtable, 2018). We take this opportunity to thank the original caretakers of this land.

Seidman, A.

A Childs World Education Centers

134. The 4.B.E.L.S. - The 4 Brain Essential Learning Steps for Inclusive Environments

Everyone has a brain; however, many do not understand the complexity and power of it. This is a research-based method that illustrates how to use brain research to effectively instruct and communicate with every participant/student whether it be in a mentoring format, in the classroom, during presentation events, and in workplace interactions. The 4B.E.L.S. is an instructional process that enables mentors, teachers, coaches, presenters, and administrative leaders with the tools for positive communication. Being a mentor is the ultimate opportunity to differentiate instruction and guidance. The process develops emotionally safe educational and working interaction creating an environment that respects diversity and inclusion while promoting an anti-bias culture. A learning and work environment that is emotionally safe promotes diversity, inclusion, and understanding of cross-cultural relationships for all participants. Educators and leaders learn the importance of diverse perspectives and behaviors that are a result of the differences of each person's long-term memory storage. The concepts and ideas of the 4.B.E.L.S. process fosters the development of high-quality positive connections.

Friday, October 22, 2021

Post-Conference Workshops

8:00-10:50 am • Lunch Break (12:00-12:50 pm) • 2:00-4:50 pm

8:00 am - 10:50 am • 2:00 pm - 4:50 pm

Bridging Differences for Better Mentoring: Creating Safety and Trust in Mentoring Relationships

Lisa Fain • Center for Mentoring Excellence

We all know that mentoring relationships have the potential to help us achieve better performance, create more work/life satisfaction, and be more likely to take risks. We also know that to reap these benefits, we need to have trusted mentoring relationships, where mentor and mentee can show up authentically, have difficult conversations, and share their struggles. Join this workshop to learn how to build safety and trust in your mentoring relationships so you can lean into, learn from, and leverage the differences between you and your mentoring partner – and make the most of your mentoring relationships.

Lunch Break • 12:00 - 12:50 pm

8:00 am - 10:50 am • 2:00 pm - 4:50 pm

5 Steps to Design and Implement an Effective Mentoring Program

Laura Lunsford • Campbell University

This workshop will take you through the 5 steps to design an effective mentoring program. It is designed for new and experienced program managers who wish to maximize their mentoring program effectiveness. Learning the 5 steps will save you time and trouble in launching a successful program. We will first focus on designing 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 discuss 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. Bring your program materials if you have them developed.

This fun, interactive workshop will review case studies and participant examples to engage in learning that 'sticks'.

This morning session will cover:

Step 1: Identify the "Why"

Step 2: Map Your Theory of Change

Step 3: Recruit and Prepare the Right Participants

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.

Friday, October 22, 2021

Plenary Sessions

11:00-11:50 am • Lunch Break (12:00-12:50 pm) • 1:00-1:50 pm

11:00 am - 11:50 am

Mentoring Matters, an Interview with Celestina Garcia

Tamara Thorpe • Real Leadership

This plenary will be a series of conversations led by Tamara Thorpe and feature Real Mentors, seasoned experts who share their experiences and expertise to help others learn, grow, and transition in a more diverse and interconnected world. These conversations will focus on the formation of developmental relationships, with an emphasis on the core principles of mentoring.

To close this series, Tamara will interview one her most essential mentors Celestina Garcia. Celestina is the author of the recently published, *We Blaze the Trail*, an Ontological Coach, and vital source of empowerment for her community, colleagues, and mentees. Together, we will discuss how to evaluate the success of a mentoring relationship and, when necessary, how renegotiate a new cycle of mentoring. Participants will gain a better understanding of the approaches that can be used at various stages of the mentoring process to assess not only the quality of the mentoring relationship, but also its impact. Together, we will explore how mentors and mentees, across industries, can develop successful mentoring relationships in both formal and informal contexts. Through our real mentoring stories, these plenary conversations will identify how to establish clear objectives, meet the needs of mentees, and measure the impact. Real Mentors will share their failures and triumphs, and how they have prepared to mentor and be mentored. This plenary series will be an opportunity to learn, laugh, and potentially cry, as we get real about mentoring in an interconnected world.

Lunch Break • 12:00 - 12:50 pm

1:00 pm - 1:50 pm

Mentoring the Whole Person - The 7 Pillars of Interconnectedness

Michael Diettrich-Chastain • Arc Integrated

This session is based on the best-selling book *Changes* - which outlines the 7 pillars of our lived experience and how they influence our ability to navigate change. In this experiential session, the speaker explores the 7 pillars and connects them to understanding how to mentor the "whole person" within a mentoring relationship.

Participants can expect:

- To leave with a clear understanding of the 7 pillars that influence change and how apply them to mentoring
- To connect with one another in real time to explore how the 7 pillars come to life in a real conversation
- To leave with a tool that they can use immediately in their mentoring relationships to help drive exponential results

See How You're Connected With Other Presenters



Ann Betz
Santa Fe, NM



Assata Zerai
Albuquerque, NM



Chad Littlefield
Asheville, NC



Dionne Clabaugh
Pasadena, CA



Laura Lunsford
Wilmington, NC



Lisa Fain
Seattle, WA



Mica Estrada
San Francisco, CA



Michael Diettrich-
Chastain
Asheville, NC

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HOW IT WORKS

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

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

Find Mentoring Professionals in Your Area



Natasha Mickel
Oklahoma City, OK



Rajashi Ghosh
Philadelphia, PA



Suzanne de Janasz
Fairfax County, VA



Tamara Thorpe
Albuquerque, NM



Celestina Garcia
Albuquerque, NM

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Rachael Riley Lorenzo
Santa Fe, NM



Travis Kellerman
Albuquerque, NM

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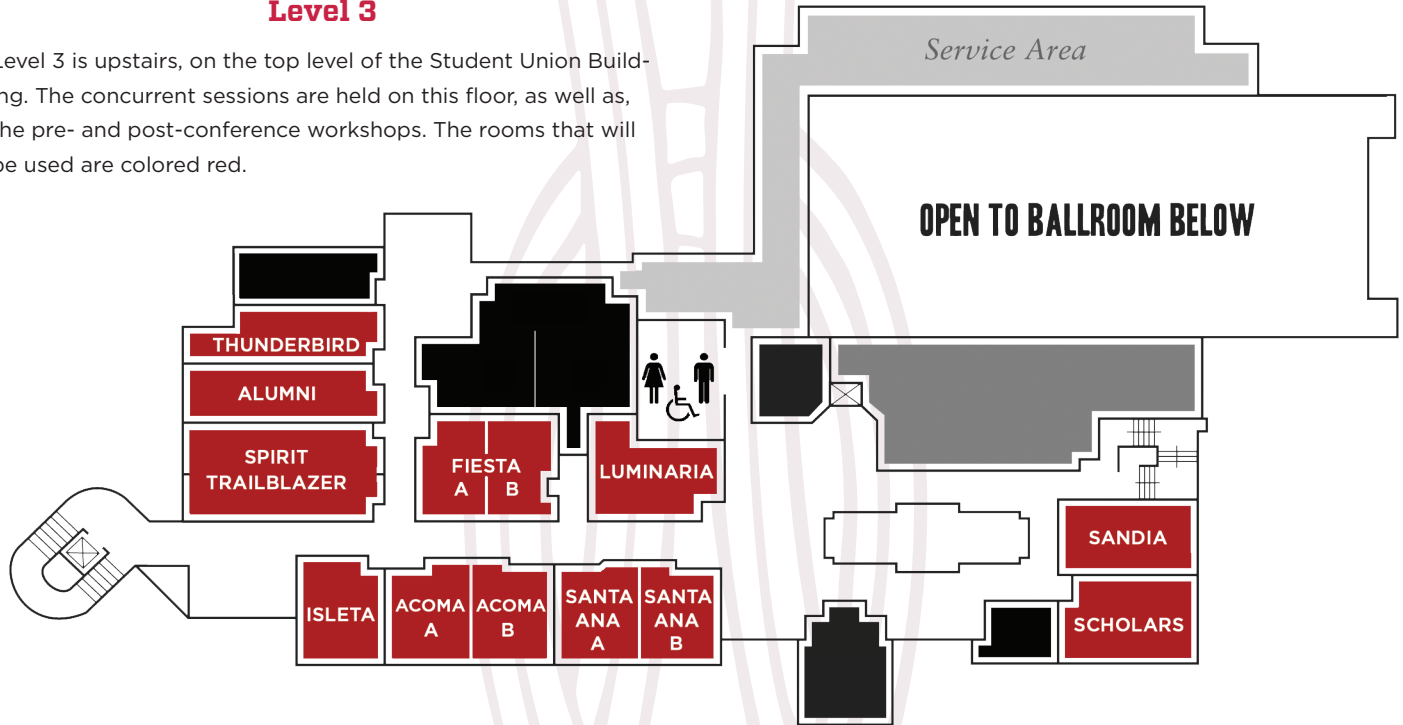
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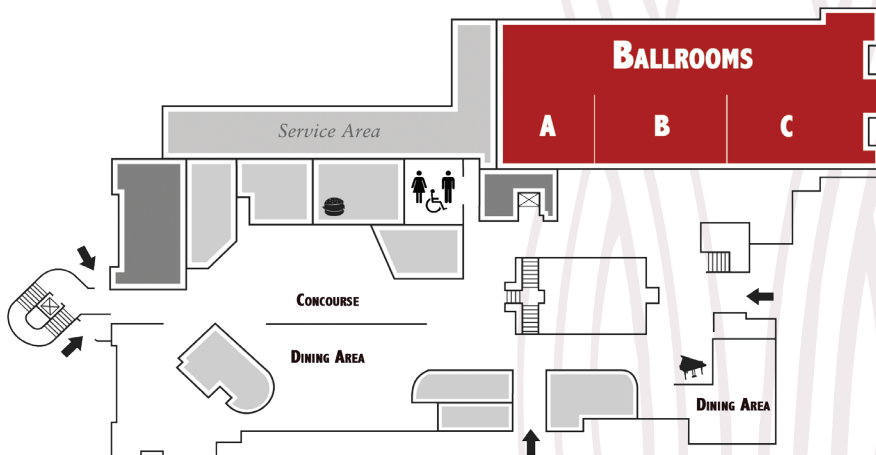
Conference Venue Maps - Student Union Building

Level 3

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

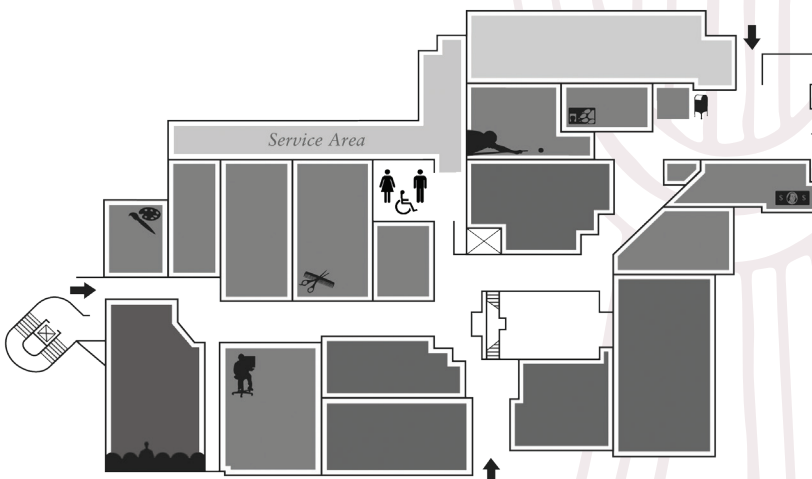


Level 2



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

Level 1



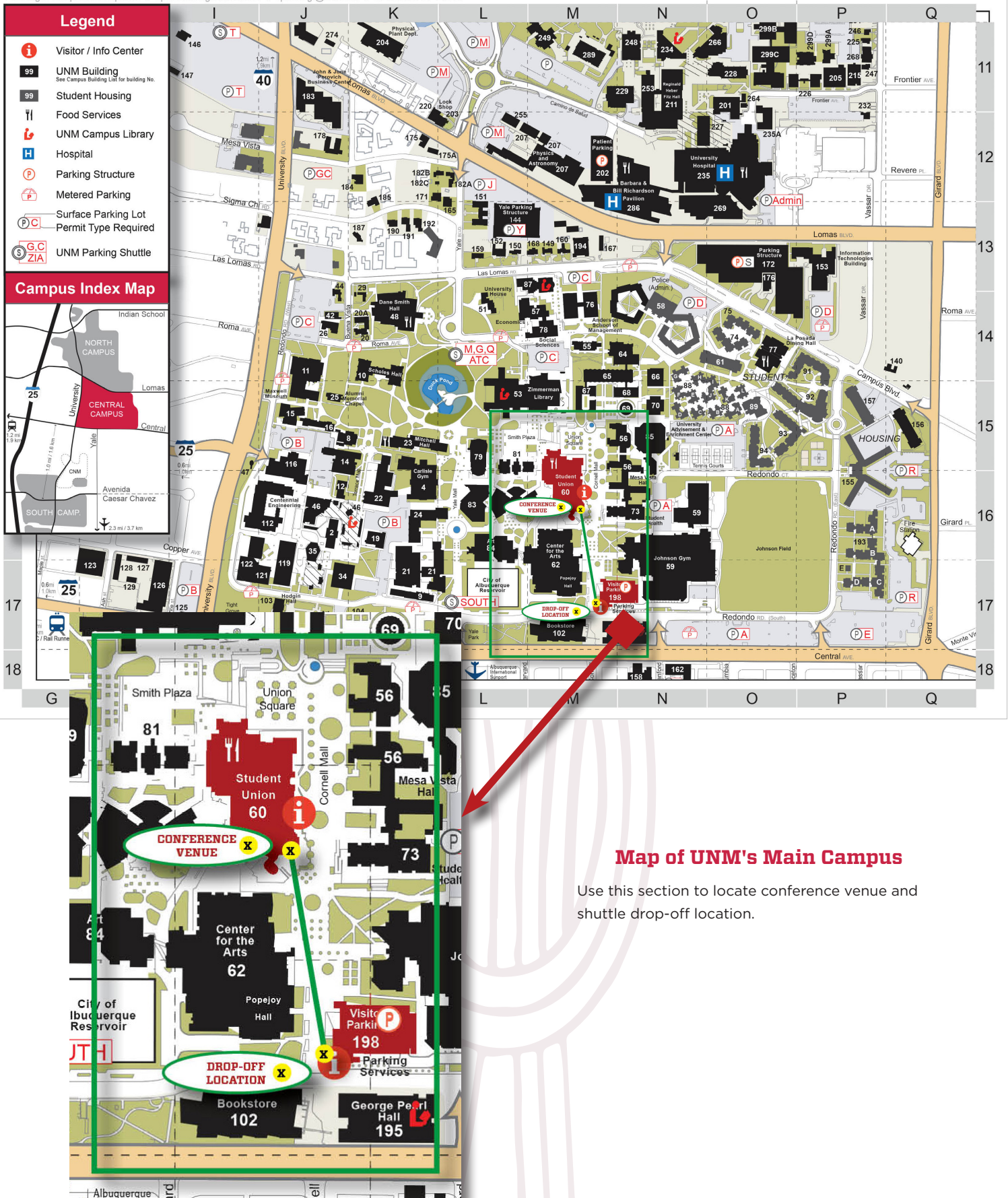
Level 1 is downstairs, on the lower level of the Student Union Building. You can find additional on-campus food services and seating accommodations to use during downtime at the conference on Level 1.

University of New Mexico Main Campus Map



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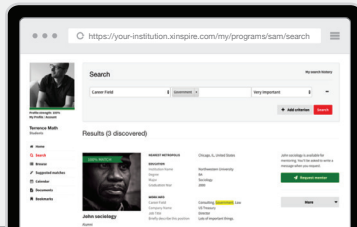
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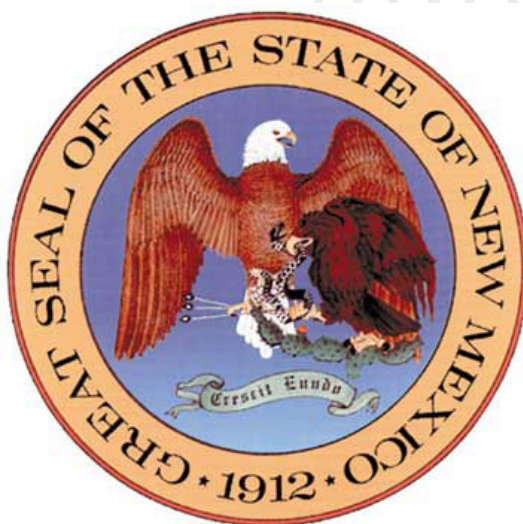
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