


16th Annual Mentoring Conference

Mentoring Networks
The Impact of Developmental
Relationships on the Future of Work



October 23rd-October 27th, 2023
The University of New Mexico
Albuquerque, NM

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

The University of New Mexico welcomes you to the 16th annual mentoring conference *Mentoring Networks: The Impact of Developmental Relationships on the Future of Work*. Over the next five days, we will engage in a constructive dialogue regarding mentoring and the impact of our practices, research, and scholarly work in shaping the future.

This year's list of esteemed presenters and researchers have approached mentorship from new and diverse perspectives to center visionary modes of thought that can assist students, faculty, and staff in institutions of higher education to prepare and strategize for unprecedented changes in the workforce and the workplace, the nature and scope of careers and career development, and the organizational culture in small businesses, corporations, government institutions, and non-profits.

During this conference we aim to develop our collective understanding that traditional mentorship models may be insufficient— and rather, the effective and strategic use of mentoring networks is essential to succeed in our dynamic and fast-changing organizational ecosystems.

We at The University of New Mexico are excited about this week of collaboration and education. This conference features one hundred and thirty concurrent presentations, ten plenary speakers, six workshops, three round-table sessions, and one “fireside chat” style keynote to expand our mentorship capabilities.

We are honored to return in person for this year's conference, and we are delighted to welcome your participation. We encourage all attendees to take advantage of this opportunity to share resources, knowledge, and experiences to develop new, lasting professional connections.

The University of New Mexico is an institution with a diverse and prolific history, and we are glad that it can once again host the mentoring conference. Thank you for attending this year's annual event.

Sincerely,

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

Garnett S. Stokes
President

A handwritten signature in black ink that reads 'James Paul Halloway'.

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

A handwritten signature in black ink that reads 'Eric Scott'.

Eric Scott
Vice President for
Student Affairs

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

Nora Dominguez
Conference Chair &
Director, The Menotoring
Institute



Garnett S. Stokes

President, UNM

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 at 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 Holloway

Provost & Executive Vice President for Academic Affairs, UNM

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 a 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.



Eric Scott

Vice-President for Student Affairs, UNM

Eric Scott began serving as Vice President for Student Affairs at the University of New Mexico on August 1st of this year. Prior to his current role, Dr. Scott held leadership positions at Boise State University and the University of Alaska Southeast. He has spent his career in service to students at several institutions across the country prioritizing the infusion of equity-minded and research-informed practices to support student success, with emphasis on practices that improve both outcomes and lived experiences for students with historically minoritized identities. Dr. Scott holds a doctorate in education from Oregon State University with research focused on how intersections between race, gender, and rurality manifest in postsecondary outcomes for students from remote-rural Alaska. Dr. Scott also holds a bachelor of arts and a master of education from the University of South Carolina. As a proud first-generation college graduate and strong believer in the community mission of public postsecondary education, Dr. Scott is excited about embracing the history, culture, and spirit of UNM as we begin the year together.

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 counties. Over half choose to remain in New Mexico.

The Programs

The University is the state's flagship research institution. UNM research injects millions of dollars into New Mexico's economy, funds new advancements in healthcare, and augments teaching — giving students hands-on training in state-of-the-art laboratories. Offering more than 215 degree and certificate programs, NM has 94 bachelor's degrees, 71 master's degrees and 37 doctoral programs. The Health Services Center is the state's largest integrated health care treatment, research and education organization. Among the University's outstanding research units are the High Performance Computing Center, Cancer Center, New Mexico Engineering Research Institute, Center for High Technology Materials, Design Planning Assistance Center, Environmental Law and Policy and the Center for Non- Invasive Diagnosis.



Conference Chair & MI Director & Founder



Nora Domínguez

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.



2023 Plenary Speakers



Lisa D. Cain

University of Texas

Lisa D. Cain is Associate Vice President of Faculty Affairs and Development and Professor at the University of Texas Health Sciences Center at Houston (UTHealth Houston) and Associate Dean for Professional Development and Faculty Affairs and Professor in the School of Dentistry at UTHealth Houston. She has extensive involvement in medical and graduate education. Her experiences in faculty governance includes past roles as UTMB Faculty Senate Chair and Co-Chair of the Health Affairs Committee of the UT System's Faculty Advisory Council. Her leadership initiatives have extended to regional, national and international levels. She holds an elected position as chair of the American Association of Medical Colleges' Group on Faculty Affairs (GFA). She organized the Texas Consortium for Faculty Success which consists of thirteen Texas health science institutions and over thirty faculty affairs/faculty development administrators. Internationally, she has served as an educational consultant and is an executive leadership coach.



Dionne Clabaugh

Izzi Early Education

Dionne Clabaugh is a Human Development specialist, mentoring program developer, and MicroCredential author. She designs thoughtful learning experiences and environments for deep learning and far transfer, for both personal and professional development. Her work across the lifespan includes early education through the arts, youth music, scouting, parenting, teaching, and university faculty development.

With degrees in Music Therapy and Organization Development, doctorate in Learning and Instruction (University of San Francisco), and diploma Social Innovation (University for Peace, Costa Rica) she applies a relationship-based approach toward learner resilience. Dionne facilitates using high-impact, autonomy-supportive strategies, and believes that engaged learning happens when people invest in each other's growth.

After 25 years in higher education, she now consults on mentor and mentoring program development and assessment, and authors MicroCredentials. She created the Resiliency Bridge™, co-developed a Human Learning System™ instructional framework, and has written several chapters on mentoring in higher education.



Lisa Fain

Center for Mentoring Excellence

Lisa Fain is the CEO of the Center for Mentoring Excellence, through which she works with organizations all around the globe to create more inclusive workplaces through mentoring. With Center for Mentoring Excellence Founder Dr. Lois Zachary, Lisa has co-authored two books, *Bridging Differences for Better Mentoring* and *The Third Edition of The Mentor's Guide*. Lisa is a sought after keynote speaker, and facilitator, highly regarded for her substantive, engaging and practical content. Lisa practiced employment law at a multinational law firm for almost a decade before becoming creating, building and leading the diversity and inclusion function at Outerwall Inc. (former parent company to automated retail giants Redbox and Coinstar). Lisa is President-elect of the International Mentoring Association and an executive coach. She lives in Seattle, Washington.



Kathy Kram

Boston University

Kathy E. Kram is the R.C. Shipley Professor in Management Emerita at Boston University, USA. Her primary interests are in the areas of adult development and life transitions, relational learning, mentoring and developmental networks, gender and leadership development, and change processes in organizations. In addition to her book, *Mentoring at Work*, she has co-authored, *Strategic Relationships at Work: Creating your Circle of Mentors, Sponsors and Peers for Success in Business and Life* (2014); co-authored *Peer Coaching at Work: Principles and Practices* (2017). co-edited *The Handbook of Mentoring at Work: Theory, Research and Practice* (2007). In addition, she has published in many academic and practitioner journals. Professor Kram is a founding member of the Center for Research on Emotional Intelligence in Organizations (CREIO). She served as a member of the Center for Creative Leadership (CCL) Board of Governors from 2002 to 2009, and is currently a Principal in the ICW Consulting Group. She received her B.S. and M.S. degrees at MIT in Behavioral Science and Management, and her M.A., M.S. and PhD degrees at Yale University in Organizational Psychology. Her current project with a team of 5 retired colleagues, is a study of the transition into retirement.

2023 Plenary Speakers



Janice Molloy

University of Michigan

Janice Molloy is a tenured professor at the University of Michigan-Dearborn College of Business. Her research on the world of work and strategic human capital has been published in elite journals such as the *Journal of Applied Psychology*, *Academy of Management Review*, and the *Strategic Management Journal*. Early in her career, Janice worked at a Fortune 100 firm on strategic human resource planning, executive succession, and mentoring programs. Next, she transitioned to management consulting where she worked with Fortune 500 firms on a wide range of strategic challenges. From there, she obtained her doctorate and transitioned to academia where she researches the world of work and human capital and teaches courses on strategy and entrepreneurship. Janice's MBA is from the University of Rochester and her doctorate is from The Ohio State University.



Paul Richard Hernandez

Texas A&M University

Paul R. Hernandez is Associate Professor in the Department of Teaching, Learning, & Culture and the Department of Educational Psychology at Texas A&M University. He received a doctoral degree in Educational Psychology (Measurement, Evaluation, and Assessment) from the University of Connecticut. His research focuses on developmental mentoring relationships, social contexts, and novel interventions that support motivation and persistence in science, technology, engineering, and mathematics (STEM) degree and career pathways – particularly for undergraduates from historically underrepresented groups. With funding from the National Science Foundation and the National Institutes of Health, Dr. Hernandez has investigated the roles that mentors (and mentor networks) can play in recruiting and retaining diverse talented students in STEM domains. His work has been published in Educational Psychology outlets, such as the *Journal of Educational Psychology* as well as high-impact STEM Education outlets, such as *CBE-Life Sciences Education*.



Audrey J. Murrell

University of Pittsburgh

Audrey J. Murrell conducts research, teaching and consulting that helps organizations better utilize and engage their most important assets – their human and social capital. She is currently Professor of Business Administration with secondary appointments within the Department of Psychology and the Graduate School of Public and International Affairs at the University of Pittsburgh. Previously, she served as the Acting Dean of the University of Pittsburgh's Honors College, Associate Dean within the College of Business Administration and as the Director of the David Berg Center for Ethics and Leadership.

She is the author of several books including: “Mentoring Dilemmas: Developmental Relationships within Multicultural Organizations” (with Faye Crosby and Robyn Ely); “Intelligent Mentoring: How IBM Creates Value through People, Knowledge and Relationships” (with Sheila Forte-Trummel and Diana Bing); “Mentoring Diverse Leaders: Creating Change for People, Processes and Paradigms” (with Stacy Blake-Beard); and, the recent book entitled, “Diversity Across Disciplines: Research on People, Policy, Process and Paradigm” (with Jennifer Petrie-Wyman and Abdesalam Soudi).



Jean Rhodes

University of Massachusetts

Jean Rhodes is the Frank L. Boyden Professor of Psychology and the Founder and Director of the Center for Evidence-Based Mentoring at the University of Massachusetts Boston. She has devoted her career to understanding and advancing the role of intergenerational relationships in the intellectual, social-emotional, educational, and career development of marginalized students. She has published three books, four edited volumes, and over 250 chapters and peer-reviewed articles on topics related to positive youth development, the transition to adulthood, social capital, and mentoring. Dr. Rhodes is a Fellow in the American Psychological Association and the Society for Research and Community Action, as well as a former Robert Wood Johnson Health Policy Fellow and Distinguished Fellow of the William T. Grant Foundation. Her new book, “Older and wiser: New ideas for youth mentoring” received the 2023 Eleanor Maccoby Award from the American Psychological Association. Rhodes completed her Ph.D. in clinical psychology at DePaul University and her clinical internship at the University of Chicago Medical School.



Bernadette Sanchez

University of Illinois

Bernadette Sánchez is a Professor of Educational Psychology in the College of Education at the University of Illinois Chicago. She is an expert on the role of mentoring relationships in the positive development of urban, low-income adolescents of color. Bernadette has authored literature reviews on the roles of race, ethnicity, and culture in youth mentoring for the leading scholarly handbook of youth mentoring and Bernadette has received funding from the National Institutes of Health (NIH), the National Science Foundation (NSF), and the William T. Grant Foundation for her mentoring and education research. She was also a Distinguished Fellow of the William T. Grant Foundation. Bernadette is a member of the Research Board for the National Mentoring Resource Center in the U.S.. She received her B.A. in Psychology from Fairfield University and her M.A. and Ph.D. in Community and Prevention Research from the University of Illinois at Chicago.

2023 Plenary Speakers



Tamara Thorpe

Real Mentors Network

Tamara is best known as the Millennials Mentor, and is a recognized thought-leader in next generation leadership and world-renowned champion for talented Millennial & Gen Z professionals. She is the founder of Real Mentors Network, a web-based platform that fosters authentic, inclusive, accessible, and intelligent connections for professional mentoring.

Tamara believes mentoring is an essential tool and skill for leaders and organizations. She has mentored, coached and trained professionals from across the globe sharing her expertise in leadership development, understanding difference, and intergenerational collaboration.

Tamara has a Masters in Leadership and Training from Royal Roads University in British Columbia, Canada and is a published author and researcher. She is a serial entrepreneur, and has taken her business and brand global, training and speaking internationally. She is a seasoned speaker who has delivered presentations across the globe, and an inspiring TEDxABQ talk, sharing the unique and complex journey of entrepreneurship.



Frankie Weinberg

Loyola University

Frankie J. Weinberg is an Associate Professor and holds the Dean Henry J. Engler, Jr. Distinguished Professorship at Loyola University New Orleans. His research investigates social and psychological co-creation of outcomes in leadership relationships at work. Focusing predominately on informal forms of leadership - i.e., mentoring, social networks, and implicit theories - this research converges in a way that helps to explain how intrasubjective perceptions and processes and intersubjective dynamics inform the mutual construction of leadership, workplace relationships, and strategic outcomes. He also specializes in measurement instrument (scale) development and shortening. Dr. Weinberg is the co-author of *Management Today* (Sage), an Associate Editor of the *Journal of Managerial Psychology* and Editor of the journal's forthcoming Special Issue on Mentoring and Coaching in the Workplace, and a recent past Board Member of the Southern Management Association. He recently earned the 2023 MBA "Top Gun" award for outstanding graduate education.

2023 Pre-Conference Workshop Leaders



Bob Garvey

York Business School

Professor (Emeritus) Bob Garvey is an internationally known leading academic practitioner of mentoring and coaching. He is an experienced mentor/coach working with a range of people in a variety of contexts. Bob subscribes to the 'repertoire' approach to mentoring and coaching. He is in demand as a keynote conference speaker, webinar facilitator and workshop leader. Bob is an active researcher and very widely published. His latest book, with Paul Stokes, *Coaching and Mentoring: Theory and Practice* was published in 2022 as a 4th Edition. He is a founding member of the EMCC and has been awarded the EMCC's Mentor award. In 2014 he received a Lifetime Achievement award for contributions to mentoring. Currently, he is actively involved with the International Mentoring Institute by facilitating the Much Ado About Mentoring series of webinars.



Brian Soller

University of Maryland

Brian Soller is an associate professor in the department of Sociology, Anthropology, and Public Health at the University of Maryland, Baltimore County. His research centers on how social networks impact health and well-being throughout the life course. His current research examines how university faculty members build and change their developmental networks over time and how developmental networks impact career success.

2023 Post-Conference Workshop Leaders



Monica Castañeda-Kessel

Arizona State University

Grant writer, researcher, and consultant, Monica Castañeda-Kessel, EdD, has expertise in grant-development funding strategies and identification as well as program implementation. Mentoring has been a lifelong interest for Dr. Castañeda-Kessel because of its connection to early-career faculty grant development and professional development. She has shared her skills for over 15 years with industry and academia. Her primary funding domains are engineering, healthcare, and education. She has been funded by multiple federal, state, and nonprofit organizations. Recent examples of her work with faculty include projects that support Hispanic-Serving Institutions (HSIs), people with disabilities, LGBTQ+ in engineering, veterans, and industry internship pathways. Castañeda-Kessel has served as a project manager for a large federal grant serving over 2,200 minority and/or disadvantaged participants in healthcare careers. In addition, she has participated as a federal, state, and local reviewer. Dr. Castañeda-Kessel is the grant development manager for the Utah State University College of Engineering.



Jim LaMuth

Utah State University - Uintah Basin

Jim LaMuth is the Director of Programs at Utah State University - Uintah Basin, overseeing student, community, recreation, and educational support engagement activities. Additionally, he provides quality assurance, managing the assessment and survey data for the university's Statewide Faculty-to-Student Mentoring program, where he also serves as the chair for the program's mentee subcommittee. LaMuth is co-author of *The Mentoring Program* as a Research Project in the recently published *Making Connections: A Handbook for Effective Formal Mentoring Programs in Academia*. He has worked in student services for nearly a decade for technical and degree-granting institutions. He was first introduced to mentoring as an AmeriCorps volunteer, where he coordinated school-based mentoring programs with Big Brothers Big Sisters of the Western Upper Peninsula in Michigan.



David Law

Utah State University

David Law is a human development and family studies professor at Utah State University (USU). He serves as associate director of the USU-Uintah Basin campus. Law earned his bachelor's degree from USU, his master's degree in marriage and family therapy (MFT) from the University of Wisconsin-Stout, and his Ph.D. in MFT from Brigham Young University. He has published in marriage and family therapy, family life education, the scholarship of teaching and learning, and mentoring in academia. He has received awards for mentoring undergraduate students, recently recognized as the Emma Eccles Jones College of Education and Human Services Faculty Mentor of the Year. Law has overseen the design, implementation, and evaluation of the faculty-to-student mentoring programs for the Uintah Basin campus and the USU statewide campus system for the past six years. Law is co-editor of the recently published book *Making Connections: A Handbook for Effective Formal Mentoring Programs in Academia*.



Laura Lunsford

Campbell University

Laura Lunsford is an expert in mentoring and leadership. A U.S. Fulbright Scholar (Germany), she has written over 50 peer-reviewed articles, case studies and chapters on leadership and mentoring. She wrote the definitive guide for mentoring programs *The Mentor's Guide: Five steps to build a successful mentor program*, now in its second edition. She co-edited the *Sage Handbook of Mentoring*, and co-authored *Faculty Development in Liberal Arts Colleges*. Laura received the International Mentoring Association's Hope dissertation award. Her work has been funded by the National Science Foundation, the Institute for Decision Sciences, and the Department of Education among others. Fun and engaging, she consults with organizations on effective mentoring and coaching. She is a professor of psychology and assistant dean in the School of Education and Human Sciences at Campbell University, a beautiful liberal arts college in rural NC. A Rotarian, she volunteers with the American Red Cross.

Monday, October 23, 2023

Plenary Sessions

11:00-11:50 am	Lunch Break • 12:00-12:50 pm	1:00-1:50 pm
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Ballroom A • 11:00 am - 11:50 am

Nora Dominguez

University of New Mexico

Opening Session Remarks

In this session, Dominguez will delve into the findings, themes, and frameworks revealed through her mentoring practice in higher education, and the theoretical models and case studies presented in the last fifteen mentoring conferences hosted at the University of New Mexico.

Lunch Break • 12:00-12:50 PM • Ballroom C

Ballroom A • 1:00 am - 1:50 am

Bernadette Sanchez

University of Illinois

Better Mentors and Institutions to Uplift All Young People

In this presentation, Sanchez will share findings from her research that shows how mentoring promotes the positive and healthy development of young people of color. First, she will discuss racial, ethnic and cultural processes that matter in mentoring relationships. Second, she will discuss strategies to enhance mentors' cultural humility so they can be effective mentors to the young people they serve. Finally, she will share institutional and organizational approaches to create environments that promote the healthy development of all young people.



Pre-Conference Workshops

Part 1 • 8:00-10:50 am

Lunch Break • 12:00-12:50 pm

Part 2 • 2:00-4:50 pm

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

Emotional Intelligence for Mentors

Dionne Clabaugh

Izzi Early Education

Acoma A & B

As a mentor, how do you develop yourself to be successful, and what are the key skills you need? Because mentoring is relationship-based, Emotional Intelligence (EQ) is vital for mentors whether in education, corporate, government, or non-profit sectors. Mentors can develop their EQ to ensure a supportive and psychologically safe environment that fosters success and well-being in their mentees, enhancing both the mentor's and mentee's overall development.

This workshop equips mentors with self-understanding, tools, and strategies to develop their emotional intelligence, so they can create a more impactful and motivating mentoring experiences to enhance overall mentee success. In this hands-on workshop, mentors will learn and apply tools to improve their mentoring by

- Understanding how and why EQ promotes psychological safety
- Exploring the dynamics of building trust and respect with mentees.
- Strengthening empathy, listening, and feedback skills to nurture mentee strengths.
- Exploring tools that cultivate mentee initiative, resilience, and follow-through.

The workshop includes informative presentations, group discussions, case studies, interaction, personal journaling, and goal setting. Participants have opportunities to share past mentoring experiences, collaborate with peers, and practice emotional intelligence skills in situated learning activities

Mentors cannot give what they don't have! This workshop helps mentors address challenges by applying self- and other-awareness in positive and impactful mentoring relationships. By developing their Emotional Intelligence, mentors become more empowered to

Building Developmental Networks

Brian Soller

University of Maryland

Santa Ana A & B

Mentoring is not restricted to formalized, hierarchical, relationships between a mentor and a protégé. Rather, mentoring often occurs within developmental networks, which are sets of relationships with developers, that is those who promote one's career advancement by providing professional and personal support and role modeling. Developmental networks often include workplace colleagues, but also include family members, friends, fellow community members, and others who express interest and take supportive actions to help one advance in one's career. Regardless of who is in one's developmental network, forming and maintaining relationships with developers takes much effort and reflection and should be based on whether one's set of developers can offer the types and levels of support that will help one to advance in one's career.

This workshop focuses on crafting one's developmental network. Participants will first explore insights from network science that informs our understanding of how mentoring occurs among professionals today. Participants then will learn about the basics of developmental networks and how to form and maintain relationships with developers who can best help them to advance in their careers. This workshop is geared towards working professionals across a variety of sectors, including education, business, non-profit, and government. In positive and impactful mentoring relationships. By developing their Emotional Intelligence, mentors become more empowered to build relationships that develop capable mentees.

Becoming an Effective Mentor

Bob Garvey

York Business School

Fiesta A & B

This workshop is aimed at mentors, mentees and program coordinators who wish to develop mastery in the practice of systemic mentoring. It combines both the theoretical underpinning of skills frameworks with practical applications and approaches.

Summary of Axis To:

- Develop critical awareness and understanding of the skills and techniques of mentoring within an organizational context
- Appreciate the effects, advantages and disadvantages of the various applications of mentoring skills within a networked organizational context
- Explore the notion of culture and diversity and the design of a mentoring program
- Consider the ethical issues associated with mentoring activity within an organizational context

Anticipated Learning Outcomes:

On completion of the workshop, participants will be able to:

- Work with others in the mentoring way
- Make informed critical judgements about mentoring practice within organizational contexts
- Have techniques for helping others understand their organizational network

The Workshop Content Outline:

Layers of culture and how these impact on mentoring activity

Dealing with challenges within the system through the lens of Transactional Analysis

Helping others to understanding their system through creative techniques – using narratives and symbolic representations

Understanding the impact of group dynamics on groups

Learning and Teaching Strategy and Methods

The workshop will be a blend of presentation, interactive discussion and skills-based activities. build relationships that develop capable mentees.



Tuesday, October 24, 2023

Plenary Sessions

11:00-11:50 am	Lunch Break • 12:00-12:50 pm	1:00-1:50 pm
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Ballroom A&B • 11:00 am - 11:50 am

Janice Molloy

University of Michigan

Mentoring in Our Transforming World

We all know that mentoring relationships are incredibly important for individuals and organizations. Yet some emerging scholarship suggests that mentoring is now--and will continue to be--more important than ever given how society is transforming. Hear about this research, identify the implications that resonate with you, and connect with colleagues about how you can apply this research in potentially transformative ways.

Lunch Break • 12:00-12:50 PM • Ballroom C

Ballroom A&B • 1:00 pm - 1:50 pm

Frankie Weinberg

Loyola University

Toward Authentic Workplace Mentoring: Acknowledging, Expressing, and Challenging Our ILTs and IFTs

The purpose of this session is to explore the enhancement of workplace mentoring through the consideration of how implicit leadership theories (ILTs) and implicit followership theories (IFTs) can pave the way for co-creation and mutuality in mentoring relationships. I first build the case for the importance of consideration of ILTs and IFTs in mentoring research and design.

Then, I posit that by acknowledging, expressing, and challenging our own and our mentoring partner's hidden biases and implicit expectations about oneself and one's mentoring partner, we can arrive at a process I call authentic mentoring. I pose suggestions for both mentors and mentees to reflect on implicit theories, consider how their own theories have been shaped by and challenged by both formal and informal leadership relationships in which they have participated, and ultimately bring forth these revelations into the mentoring relationship in a way that both respects and responds to each other's expectations and perceptions. In so doing, they can create a bridge between perception and reality that forms the basis of co-created, mutual, authentic, and inclusive mentoring.

Tuesday, October 24, 2023

Round Table Sessions	Ballroom A&B	8:00-8:50 am
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Round Table Moderator: Dionne Clabaugh

Bernhardt, J.

MGH Institute of Health Professions

Mentoring in Graduate Education

The purpose of creating a mentor-mentee program in a health professionals' doctoral education was to 1) prepare a cohort of healthcare professionals with the skills for future work; 2) support peers in the educational cohort behind them; and 3) expand the professional network of both mentors and mentees. In practice, there are limited opportunities to develop mentoring skills. Those early in their careers are expected or asked to be a mentor. The identified population was students in a Doctor of Nursing practice program who mentor the cohort of nursing students following them. Students from 10 cohorts of nursing students over 5 years were matched. A descriptive qualitative study was conducted. Mentors received a brief introduction to mentoring and guidance for reaching out to their mentees. A focus group of matches were invited to share their experiences each year post-mentoring period. The themes identified by both mentors and mentees included confidence, expanded network, and process. Mentor-mentees met from one to five times per semester for one to three semesters. Most matches met in person prior to the COVID-19 pandemic and virtually during the pandemic. Mentees were most interested in discussing strategies to advance their projects or share frustrations about coursework. Mentors experienced awareness of their progress and gratitude for the ability to help others. Cohorts mentoring cohorts provide experiential learning during graduate education while developing competence and confidence. Skills are transferable to professional practice where healthcare professionals are expected to mentor future generations. Students mentoring students create a sustainable model that enhances and expands educational resources. Enhancing supporting relationships provides the opportunity for current and future networking between healthcare professionals.

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

University of Central Florida, University of North Carolina - Wilmington

7 Best Practices Framework for Building Mentoring Networks to Impact Students' Future

Mentoring is essential to career development and plays a significant role in personal and professional growth. As mentees' personal and professional lives become increasingly interdependent, the importance of having a mentor network, or "mentorverse," that can holistically guide and support (e.g., personal development; emotional well-being; navigating bias and systemic barriers; and work-life balance) mentees is essential. The proposed conceptual model has implications for establishing a more comprehensive mentoring network that significantly impacts the future of work by fostering developmental relationships that support individuals' growth and success across their lifespan. This conceptual model integrates and demonstrates how personal and professional aspects of one's life are interdependent and how an effective mentor network (mentorverse) can contribute to ongoing personal development; emotional well-being; navigating bias and systemic barriers; and work-life balance.

Lee, K., Halls, A., Rennke, S., & Azzam, A.

University of California - San Francisco

Mentoring Across Differences Focused on the Health Professions: Finding Common Ground

It is well-recognized that successful mentorship promotes increased engagement in one's field, enhanced learning, and growth, and in the field of medicine, mentors can help trainees learn about the "hidden curriculum" of ethics, values, and professionalism (Nayanee et al., 2019). While the benefits of mentorship are clear, there are many barriers to successful mentorship, including lack of time and a mismatch between mentor and mentee. In a faculty survey at one institution, faculty who reported having high-quality mentorship had a significantly increased likelihood of high job satisfaction (Walensky et al., 2018). Training in mentorship skills can thus have a hugely positive impact on the future of a mentee's work and job satisfaction. However, given that academic success does not guarantee strong mentoring skills, providing faculty development in this area is crucial.

Given mentorship's role in shaping the next generation of healthcare practitioners, mentoring skills are a valuable asset to academic institutions. However, mentoring can be challenging due to differences between mentors and mentees. In light of the continued dearth of representation of minoritized populations in academic medicine, it is imperative that mentorship opportunities be provided to learners and junior faculty from these groups. Given the ongoing lack of diverse racial and ethnic representation among medical school faculty, it is very common for mentors to be paired with mentees whose identities differ from their own (Cross et al., 2019). With the goal of achieving productive mentorship relationships, we describe some of the challenges that arise from these and other differences between mentors and mentees, as well as strategies to address them.

Coleman, J.*Western New Mexico University***Working With Students and AI to Collaboratively Draft the Future Work of Mentors**

A regional university moved to a centralized advising approach and redirected faculty effort toward mentoring. Partially informed by models of student persistence (Tinto, 1993), this change was intended to contribute to student outcomes, including enrollment, retention, and completion. While the literature provides support, models of mentoring are varied and can be either too specialized or not specific enough to provide sufficient guidance. Further, the move to the new model was so quick that articulating unique institutional expectations is ongoing. Following efforts by faculty to outline the work of mentors, student input was desired. A group of students in an industrial organizational psychology course were guided through a three-stage project to articulate the role of faculty mentor of students, including associated work tasks. Artificial Intelligence (AI)-generated content was used as a starting point, and responsible use of that content was addressed (e.g., source attribution and style). Students then collaboratively revised and developed the materials. Project outcomes include mentor position descriptions, work tasks, selection and evaluation criteria, and ideas for training. Alignment of student ideas with concepts described in the literature was a reassuring observation, especially in the emphasis placed on personal issues in mentoring. The use of AI for idea generation was helpful, but some concern that it limited student creativity is shared. A twofold benefit was realized where the instructor was able to mentor students on how to use AI while also getting guidance from students about mentoring. While not listed by the students in their projects, mentoring students in ethical use of AI is a timely and worthwhile mentoring effort. Further, emphasizing students' unique value-added contributions aligns with promoting confidence through mentoring. These efforts can have particular benefit for underrepresented and under-prepared students for whom supportive resources and efforts are of greater need.

Breitman, M., Grilliot, M., Beziat, T., & Ward, C.*Auburn University - Montgomery***Flight School, the Tiered Peer-Mentoring Program That Benefits Students and Faculty**

While research on mentoring has been extensive, research on tiered peer-mentoring is limited, particularly at regional comprehensive institutions like ours, where the majority of the students are from populations that are underrepresented in STEM fields. Here, we describe and report preliminary results from our NSF-funded conceptual model 'Flight School', a model that utilizes a tiered peer-mentor structure allowing students and mentors to engage directly with their learning experience, provide feedback, and make real-time adjustments to their learning process. The tiered structure includes a Pilot (faculty member), one Co-Pilot (peer-mentor), and three Navigators (peer-mentors) in a class. Peer-mentors and faculty are trained on community building, communication, lesson planning, and concepts from educational and cognitive psychology. During the semester, faculty and peer-mentor feedback about students' learning is used to accomplish real-time adjustments in the classroom. We evaluate the effectiveness of Flight School using multiple measures, including curriculum inventories, questionnaires about mentoring, belonging, and motivation, as well as DFW rates. Results from the Flight School model in Anatomy and Physiology and Introductory Biology courses over two semesters showed an increase in learning gains, sense of belonging, engagement with faculty, gains in mentoring skills, and reductions in DFW rates. Anecdotal evidence indicates that peer-mentors increased their content knowledge and leadership skills, and had a more enjoyable class. Faculty in Flight School also reported a more satisfying experience facilitating learning experiences. We think that Flight School can emerge as a mechanism to increase minority representation in STEM jobs and careers because it empowers students to advocate for their learning and provides equitable education in groups that have been historically oppressed.

Wright, J. & Stokes, J.*Department of the Army***Acquisition Employee Training and Mentorship in a Hybrid/Remote Environment**

After the COVID-19 pandemic, mentoring programs are more important than ever to organizational success, especially within the Defense and Acquisition industry. Mentoring, coaching, and leadership practices reduce the learning curve for new hires. Mentoring facilitates integration, encourages the sharing of tacit knowledge, and fosters socialization. Theoretical frameworks such as Social Exchange Theory and Attachment Theory contribute to the establishment of quality connections. Social Exchange Theory emphasizes reciprocity and mutual benefits, while Attachment Theory emphasizes emotional bonds. The researchers used quantitative factor analysis to calculate the hypothetical learning curve based on minutes per completed task and total assignments completed per fiscal year for new acquisition employees from August 2020 to October 2022. This work is significant because mentorship strategies must adapt to a hybrid or remote work environment. Collaborative technologies like MS Teams can facilitate effective mentoring strategies in a telework environment. The selection-optimization-compensation (SOC) model can be used to identify strengths, enhance abilities, and overcome weaknesses. This approach promotes personalized growth and skill development by ensuring high-quality connections and reducing the learning curve in remote settings.

Lopez, E. & Goodman, A.*Georgia State University***Developmental Relationships in Higher Education: Building Networks of Support**

Work culture and the landscape of higher education have been changed forever by the events of the past three years. Availability, motivation, overload, and burnout of students, faculty, administrators, and staff remain present, even now that the crisis period of the pandemic is over. We must continue to ask: how can we move forward with intention and see the promise in our new contexts? What strategies will work best to support all stakeholders?

In this environment, collaborative and feminist approaches to leadership and mentoring can be successful in encouraging positive momentum and acceptance of change. Developmental relationships, whether configured as traditional, reverse, and/or reciprocal mentoring, can function together as a network of multiple interactions that cross pollinate and are mutually beneficial. Synergistic, feminist approaches to

mentoring allow a supportive environment to develop while encouraging critical questioning.

In the Department of English at Georgia State University, these dynamics can be seen in three of our developmental relationships: our collaborative leadership team for department administration, faculty mentoring, and graduate teacher training. Situated in an ethic of care and modeled after the Aristotelian concept of striving for the common good, our framework for feminist mentoring encourages administrators and leaders to become collaborators with faculty and graduate instructors/students as we consider positive outcomes for all stakeholders and the development needed to reach individual goals. During the pandemic and in our post-pandemic climate of change, these high-quality developmental relationships have sustained us and held us together.

Gnangnon, B., Campa, H., Maher, J., Goldberg, B., & Hokanson, S.

Boston University, Michigan State University, Northwestern University, University of Wisconsin

Promoting Inclusive Mentoring Practices with the Productive Postdoc Conversation Framework

Mentoring relationships impact postdoctoral scholars' ability to be independent, resilient, and productive professionals, well-informed to make career decisions. However, 40% of postdoctoral scholars are not satisfied with the mentoring they receive, and many report anxiety in having conversations with their mentors and/or are fearful of conflicts. We propose to integrate Productive Postdoc Conversation (PPC) frameworks in our Postdoc Academy Massive Open Online Courses (MOOCs) content, to help initiate conversations on topics covered in our MOOCs.

Our dialogue framework, informed by our research and other studies, aims to improve postdoctoral scholar/mentor relationships. The framework helps both parties relate the content of the Postdoc Academy 6- and 7-week MOOCs to their mentoring context with evidence-based introduction videos, and learn about peers' experiences and strategies from recorded interviews. Self-reflection prompts encourage mentors to empathetically listen, while postdoctoral scholars are empowered to lead productive discussions with mentors and maintain conversations in the future.

The PPC framework will be published on our project website in the Fall of 2023. We will evaluate PPC through pre- and post-MOOC surveys, which will provide data on learning/behavioral outcomes right after and six months after the end of the MOOCs. We hope to see an increase in confidence in mentees and mentors overcoming common hesitations and discussing topics important to postdoctoral success (e.g., short- and long-term career planning, resilience, leadership).

The PPC framework aims to promote inclusive mentoring practices for postdoctoral scholars across fields (STEM, Social Sciences, Humanities...). Instead of focusing on only mentees or mentors, PPC uses evidence-based content combined with self-reflection and discussion prompts to help generate empathy and relatedness between both parties. This framework also empowers both mentors and mentees to define and discuss what success means individually and collectively in their mentoring context and decide whether, why and how change is needed.

Concurrent Sessions • 9:00 - 9:50 am

Callahan, M.

University of Oklahoma

Acoma A&B

Mentoring in Academia

In academia, mentoring has a favorable impact on students' overall achievement in a variety of ways. Mentoring improves academic performance, enhances student adjustment to university life and instills confidence. This paper discusses the 'Charrette' technique as employed in the University of Oklahoma College of Architecture to shape mentor-mentee relationships.

The importance of innovative mentorship processes in the academic setting as a means of imparting knowledge from a more skilled person to a less skilled one cannot be overlooked. For example, the "Students as Learners and Teachers" (SaLT) Program of Bryn Mawr College explores mentoring from the platforms of student to faculty and faculty to student. The goal is to develop needed soft skills such as listening and respect and to include educating mentors to develop leadership qualities, flexibility and letting go. The 'Charrette' Process at the OU College of Architecture requires architectural students and faculty to listen before acting, designing, or recommending any course of action.

Additionally, it must be noted in today's academic and cultural climate, mentorship should address the urgent call for diversity, inclusion, and justice and encompass underrepresentation, marginalization, and social exclusion. It has been suggested in academia that by pairing students with faculty of similar racial/ethnic backgrounds, a favorable atmosphere will emerge on campus and bolster the mentoring process and its availability to under-served populations.

Using Social Network Theory which focuses on the role of social relationships in transmitting information, channeling personal or media influence, and enabling attitudinal or behavior change, the mentor-mentee relationships improve access to information and resources available through their personal network or backgrounds of the mentor and mentee. In the architectural curriculum, the 'Charrette' process puts architectural students and their faculty in varied sociological built environments and forces new modes of conversation and communication within the mentor/mentee relationship.

Flake, S.*American University***Fiesta A&B****The Power of Identity, Community, and the Right Fit**

To meet the growing demand for more teachers entering the workforce, teacher preparation programs are becoming more innovative when designing the pre-service teacher experience. Enacting a teacher mentoring program based on cultural identity provides an innovative approach for teacher preparation programs to humanize becoming a teacher and teacher leader. Therefore, this approach to teacher mentorship strengthens the teacher and teacher leader pipeline. This paper looks at a novice teacher mentoring program pilot rooted in critical self-reflection about cultural identity to improve the experiences of novice teachers during their teacher preparation program while simultaneously strengthening the leadership of teacher mentors. This paper discusses how cultural identity-aligned communities nurture both pre-service and mentor teachers. As a result, a strong connection with one's teacher identity can be used to cultivate a community that nourishes the development of aspiring teachers. The Social Identity Theory is situated within Critical Consciousness as leverage for a successful mentoring program for pre-service teachers. As such, the author introduces a Teacher Pipeline conceptual framework based on cultural identity, community, and agency. In alignment with the conceptual framework, the mentor pilot program demonstrates how community, or sense of belonging, acts as a mediator and influences a positive value-added teacher identity. This framework was tested and used at an urban teacher preparation program in Washington, DC. During the program pilot, eighteen mentors provided mentorship to forty-eight novice pre-service teachers. The pilot program yielded a completion rate of 100%, with 95% of the program participants expressing satisfaction and value-added teacher identity.

Burnett, C. & Taylor, Z.*Texas State University, University of Southern Mississippi***Isleta****Developing Self-Efficacy: Role Modeling and Mentoring for Undergraduates of Color**

Although many studies have examined the role of student employment on postgraduate outcomes (Helyer et al., 2014), few have explored the role of professional mentoring as it impacts a college student's ability to develop marketable skills and gain employment after graduation. As a result, this study seeks to answer this question: How do student employees perceive, interact with, and learn from their professional mentors, specifically related to how reciprocal mentoring relationships develop students' marketable skills? To accomplish the aims of this study, the research team sampled 18 college graduates who also had on-campus employment experience and participated in a reciprocal mentoring relationship with their supervisor. We scheduled one-on-one open-ended interviews using the Zoom platform investigating participants' perception of their reciprocal mentoring relationship with their mentor and how that relationship and those experiences parlayed into marketable skills and post-graduate employability. Findings from this study suggest that college students develop considerable marketable skills as a result of their reciprocal mentoring relationship, including communication skills, time management, organization, and professionalism, supporting prior research (Athas et al., 2013; Burnett, 2021). Moreover, students consistently emphasized the importance of their mentors placing them in supervised leadership roles, meaning that students were encouraged to lead and mentor peers, while being mentored and supervised throughout the process. This study makes several critical contributions to research, practice, and theory related to mentoring and employment-focused mentoring. First, this study finds that college students increase their employability through the development of marketable skills through both employment and reciprocal mentoring relationships, underscoring the importance of mentoring during employment. Moreover, this study extends prior research (Hansen & Hoag, 2018) to suggest that students should be placed in supervised leadership roles to optimize both learning and student comfort.

Stark, C.*University of Colorado - Colorado Springs***Lobo A****Clinically-Informed Military Coaching: A Cross-Case Analysis of Cadet-Coachee Experience**

Since the early 2000s, United States Air Force Academy (USAFA) Air Officer Commanders (AOC) have completed the master's in counseling and leadership degree with the University of Colorado, Colorado Springs (UCCS); this degree enhances an AOCs' ability to employ culturally responsive, clinically-informed coaching with cadets/coachees. The significance of this study is its qualitative approach to understanding cadets' perception of the processes, and impact of engagement with AOC leadership. Results inform understanding of cadet development, and the knowledge, skills, and awareness most helpful when developing leaders of character. The purpose of this study is to explore the experiences of previous USAFA cadets (n=16) with AOC leadership. AOCs serve a critical role at USAFA, contributing to cadets' development as leaders of character. Data from this study describes a multi-phase cadet/coachee leader development process, with AOCs employing counseling-related coaching processes to support progress through each stage.

Wilcoxon, C., Steiner, A., & Bell, J.*University of Nebraska - Omaha***Luminaria****Bridging the Gap: Mentoring the Mentors and Coaches**

Colleges and universities have struggled to recruit and retain student workers (Zahneis, 2022), and numerous institutions have created financial mentoring programs, which employ peer mentors (Britt et al., 2015). However, these programs also struggle to staff these

positions, which require high levels of financial knowledge. As a result, this study engaged with 54 collegiate peer financial mentors across seven institutions of higher education to explore mentors' motivations for seeking employment at their institution. This study employs a phenomenological qualitative approach using focus group data collection techniques (Saldaña & Omasta, 2022). We purposively sampled participants from institutions of higher education with peer financial mentoring programs over a three-year span (2020-2023) through research team connections with the Higher Education Financial Wellness Alliance. Participants attended virtual focus groups with colleagues from their institution, resulting in 22 focus groups held with 54 peer financial mentors across seven institutions of higher education. Three core themes emerged from the data related to motivations of peer financial mentors for seeking employment at their institution: 1.) Mentors wanted pre-professional work experiences aligned with a career in finance, 2.) Mentors wanted an on-campus position that appeared professional and prestigious on a resume, and 3.) Mentors wanted an altruistic job where they could help their peers with financial knowledge and skills. In addition, peer mentors desired soft skill development for future employment. This study is the first of its kind to engage with college peer financial mentors regarding their motivations for seeking employment. As a result, institutions with financial mentoring programs can learn how to better recruit and retain peer financial mentors, which may be in short supply. Moreover, institutions struggling to hire student workers to a variety of positions may learn from this study and better communicate the benefits of the positions, boosting student worker recruitment. .

Miko, J.

Saint Francis University

Mirage Thunderbird

Mentorship in a Day: The Results of a Conference-Like Student-Alumni Mentorship Initiative

Colleges and universities have struggled to recruit and retain student workers (Zahneis, 2022), and numerous institutions have created financial mentoring programs, which employ peer mentors (Britt et al., 2015). However, these programs also struggle to staff these positions, which require high levels of financial knowledge. As a result, this study engaged with 54 collegiate peer financial mentors across seven institutions of higher education to explore mentors' motivations for seeking employment at their institution. This study employs a phenomenological qualitative approach using focus group data collection techniques (Saldaña & Omasta, 2022). We purposively sampled participants from institutions of higher education with peer financial mentoring programs over a three-year span (2020-2023) through research team connections with the Higher Education Financial Wellness Alliance. Participants attended virtual focus groups with colleagues from their institution, resulting in 22 focus groups held with 54 peer financial mentors across seven institutions of higher education. Three core themes emerged from the data related to motivations of peer financial mentors for seeking employment at their institution: 1.) Mentors wanted pre-professional work experiences aligned with a career in finance, 2.) Mentors wanted an on-campus position that appeared professional and prestigious on a resume, and 3.) Mentors wanted an altruistic job where they could help their peers with financial knowledge and skills. In addition, peer mentors desired soft skill development for future employment. This study is the first of its kind to engage with college peer financial mentors regarding their motivations for seeking employment. As a result, institutions with financial mentoring programs can learn how to better recruit and retain peer financial mentors, which may be in short supply. Moreover, institutions struggling to hire student workers to a variety of positions may learn from this study and better communicate the benefits of the positions, boosting student worker recruitment.

Taylor, Z.

University of Southern Mississippi

Santa Ana A&B

Relevant, Professional, and Altruistic: Motivations of College Peer Financial Mentors

Colleges and universities have struggled to recruit and retain student workers (Zahneis, 2022), and numerous institutions have created financial mentoring programs, which employ peer mentors (Britt et al., 2015). However, these programs also struggle to staff these positions, which require high levels of financial knowledge. As a result, this study engaged with 54 collegiate peer financial mentors across seven institutions of higher education to explore mentors' motivations for seeking employment at their institution. This study employs a phenomenological qualitative approach using focus group data collection techniques (Saldaña & Omasta, 2022). We purposively sampled participants from institutions of higher education with peer financial mentoring programs over a three-year span (2020-2023) through research team connections with the Higher Education Financial Wellness Alliance. Participants attended virtual focus groups with colleagues from their institution, resulting in 22 focus groups held with 54 peer financial mentors across seven institutions of higher education. Three core themes emerged from the data related to motivations of peer financial mentors for seeking employment at their institution: 1.) Mentors wanted pre-professional work experiences aligned with a career in finance, 2.) Mentors wanted an on-campus position that appeared professional and prestigious on a resume, and 3.) Mentors wanted an altruistic job where they could help their peers with financial knowledge and skills. In addition, peer mentors desired soft skill development for future employment. This study is the first of its kind to engage with college peer financial mentors regarding their motivations for seeking employment. As a result, institutions with financial mentoring programs can learn how to better recruit and retain peer financial mentors, which may be in short supply. Moreover, institutions struggling to hire student workers to a variety of positions may learn from this study and better communicate the benefits of the positions, boosting student worker recruitment. .

Myers, O., Vick, K., & Sood, A.

University of New Mexico

Spirit Trailblazer

Faculty Retention at a School of Medicine, 2010-2022

Faculty retention at academic health centers is a concern with about one-fifth of physicians reporting intentions to leave. We studied factors affecting faculty at-risk for attrition, defined as women, racial/ethnic underrepresented minorities (URM), and clinical faculty. Identification of factors predicting retention of at-risk faculty may help mentors and minority-serving institutions devise novel targeted retention

strategies. Our study site was a minority-serving institution in a majority-minority state in the US Southwest where at-risk faculty constitute the majority group. Faculty characteristics and departure dates were extracted from an institutional database maintained by the University of New Mexico (UNM) School of Medicine (SOM) for 2,427 participants employed during July 2009 through June 2022. Annual attrition rates and relative risk (RR) of attrition were estimated by discrete-time hazard rate models assuming a Poisson distribution. Overall annual attrition rate was 11.5%, which projects to 50% attrition in 6.0 years. Time to 50% attrition was 4.6 years for assistant professors, 8.9 years for associate professors 7.2 years for full professors. Faculty with a PhD degree had lower attrition (7.2%, RR=0.69, 95% CI 0.60, 0.79) compared to faculty with an MD degree (10.5%) in adjusted analyses. Clinician educators had a higher attrition rate (8.9%) compared to tenure track (6.4%, RRtenure track=0.72, 95% CI 0.61, 0.85). Black faculty had a higher risk of attrition compared to White faculty (RR=1.56, 95% CI 1.09, 2.25), and non-Hispanic White faculty had a lower risk of attrition (RR=0.83, 95% CI 0.71, 0.98). Annual attrition rates increased over the study period with most of the increase before about 2016. We did not detect significant differences in attrition due to sex or URM status.

Concurrent Sessions • 10:00 - 10:50 am

Postma, R.

Boston University

Acoma A&B

To Serve Is to Lead: The Role of Servant Leadership as a Catalyst for Change

Leaders in contemporary organizations face the daily demands of changing social, political, and public policy climates. Without strategies to facilitate these changes, organizations can demonstrate resistance to change and push back against actions that could lead to positive, meaningful, and long-lasting impacts on those organizations and the communities that they serve. Change is one of life's most complex and profound paradoxes. Without it, organizations and movements can become stagnant; yet many are reluctant to change. To find success, organizations must instill a reverence for the value of change while ensuring positive effects will be long-lasting and impactful. This is the charge of the leader.

Without tools and strategies to combat the challenges of creating change, the task can seem overwhelming. Servant leadership is one such valuable tool. This leadership theory uniquely relies on the impact of developmental relationships between leaders and followers to find success, create change, and drive towards a positive working future.

In order to best decrease resistance to change and foster substantial transformation within organizations, leaders should practice servant leadership and its core characteristics. To understand how servant leadership can be utilized to bring about such change, we must first develop an understanding of servant leadership as an established leadership theory. We will examine the origins of the servant leadership practice, look at findings from prominent researchers in the field, and explore the power of servant leadership to create meaningful, developmental relationships and effect positive change.

Bryant, T. & Davis, C.

Prairie View A&M University, University of West Georgia

Fiesta A&B

An Exploration of Mentoring Among Women of Color Faculty Members in a PWI and HBCU

The growing demands for university faculty to increase service and professional development efforts in addition to teaching have created limitations on faculty-to-faculty mentorship in higher education. Mentorship programs are ideal development avenues that prioritize supportive relationships between mentors and their proteges. However, significant challenges and barriers exist as the "higher-ed shrinkage" looms and the demands on faculty increase, leaving less time for faculty to engage and reap the benefits of the mentorship experience fully. This phenomenological study was conducted at two different institutions, Predominately White Institutions (PWI) and Historically Black Colleges and Universities (HBCU), to identify challenges in university faculty mentoring programs in these institutions and the role of its impact on overall job satisfaction. Most institutions in the higher education system, though committed to nurturing students through their intellectual and professional journeys, often fail to offer effective mentorship programs that positively impact faculty development, particularly faculty of color and women at all career levels.

This study intends to help identify effective and efficient approaches to foster quality mentorship experiences that could improve faculty satisfaction for women of color in both PWIs and HBCUs. Additional study themes include increased retention and stability within the department, a clear sense of goals and timelines, exposure to new ideas and opportunities, and increased retention and stability within the department. Exploring these themes can contribute to the contemporary knowledge of current programs within higher education settings by demonstrating a better understanding of continuous faculty development through formal mentorship. Specifically, the research will examine faculty at each institution and their mentorship experiences. Findings from this study will be essential in informing the factors that would create mutually beneficial mentoring experiences for minority faculty and their mentors. The study may also help to better develop and retain faculty within an institution.

Silver, G.

College of Southern Nevada

Isleta

Leveraging Lessons Learned from the CSN Leadership Academy and Mentoring Networks

This proposal provides perspective into the speaker's ability to fluidly transfer research and apply insight into institutional solutions. By highlighting theory, and transfer applications from the Leadership Academy, conference attendees and journal readers will recognize mentorship network necessity. The content underscores how inclusivity in mentor selection (purposeful selection of prospective partners who differ in culture/ethnicity, age, gender/sexual orientation and professional fields) enables individuals to experience more rich, and potentially more productive and encouraging mentorship relationships.

Torrez, C. & Krebs, M.

University of New Mexico

Lobo A

Developing Relationships in Co-Teaching Dyads

The District Partner Teacher Residency (DPTR) prepares outstanding PK-12 classroom educators across New Mexico. DPTR aligns with the requirements in New Mexico House Bill 13 (Teacher Residency Program—Created, 2022) that originally funded teacher residencies across the state and was refunded by the State Legislature in 2023. One of the fundamental requirements of DPTR is the implementation of co-teaching dyads made up of an experienced, licensed PK-12 classroom teacher and a teacher resident.

In student teaching, co-teaching is an arrangement in which two or more professionals deliver substantive instruction to a diverse or blended group of students in a single classroom. Two educators (teacher resident and co-teacher/mentor) work together with groups of students; sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. (Teacher Quality Enhancement Center, 2010)

Evaluators collected co-teaching data, including questionnaires and focus group interviews, from teacher residents, co-teachers/mentors, school-based administrators, and university-based faculty about their perceptions of co-teaching and its impact on the co-teaching dyads and PK-12 students. Co-teachers and residents agree that their dyad relationships were positive experiences and highly beneficial to their development as teachers (3.6+/4.0) (NCTR, 2023). The significance of these findings supports the ongoing funding and sustainability efforts of co-teaching as a robust model of teacher residencies across the state of New Mexico.

The objectives of this report are to share an overview of DPTR, the key elements of co-teaching, evaluation results of the co-teaching dyad from the perspectives of the co-teachers and residents, and suggestions for improvement. Teacher educators, school district personnel, and PK-12 teachers are the intended audience for this report.

Shin, Y., McCarthy, S., Alvarez, N., & Mondt, L.

East Los Angeles College, Lamar Institute of Technology, Northern Essex Community College, Washtenaw Community College

Lobo B

Mentoring Community College Librarians: Evaluating the CJCLS Mentoring Program

Academic libraries provide mentoring services to help librarians learn skills and knowledge from more experienced colleagues; however, the majority of these programs are found at four-year colleges and universities. Community college librarians and library staff tend to have less access to mentorship opportunities at their institutions and as a result their perspectives on the subject are rarely represented in the library mentorship literature. The Association of College & Research Libraries (ACRL) Board of Directors, a Division of the American Library Association (ALA), charged the Community and Junior College Libraries Section (CJCLS) with forming the CJCLS Mentoring Program Committee in Summer 2021. The CJCLS Executive Committee identified mentoring as a strategic goal and worked on creating a formal peer-mentoring program through the professional association. The CJCLS Mentoring Program Committee was formed and launched its pilot and inaugural Mentoring Programs in the Spring 2022 semester and 2022-2023 academic year with 52 mentors and 60 mentees. Participants in the pilot and inaugural programs were surveyed at the end of the program to gather their feedback on the mentoring experience and about the CJCLS Mentoring Program overall. The survey results were analyzed to assess the perceptions of mentors and mentees regarding the mentoring relationships they formed and to identify areas for improving the CJCLS Mentoring Program moving forward. This paper briefly describes the need for and creation of a national community college library mentorship program, evaluates the impact of this new program on participating mentors and mentees, and investigates the lessons learned for continued improvement on a newly created professional association mentoring program.

Naumann, L., Jewell, S., & Rider, E.

Nevada State College, Nevada State University

Luminaria

Using Faculty Experts to Support Publication in the Scholarship of Teaching and Learning

Previous research suggests that faculty encounter difficulties conducting Scholarship of Teaching and Learning (SoTL) studies because of a lack of familiarity with relevant literature and research methods (Kim et al., 2020). The SoTL programming presented here met faculty gaps in knowledge via the "SoTL in 60" speaker series (introduction and exploration of SoTL), the Summer Scholarship Institute-Data Analysis track (support from a paid faculty collaborator with methodological or data analysis expertise), and the SoTL Fellows program (year-long mentoring program to design, collect, and analyze data in SoTL). The curation of these programs was to address the full lifecycle of research—design, data collection, data analysis, and manuscript preparation—required to successfully conduct and disseminate SoTL. Using a variety of quantitative and qualitative evaluations, results indicated that half of faculty at a teaching-intensive institution reported

little experience with SoTL and were motivated to attend the SoTL in 60 series to learn more about SoTL (how to publish; new methods; new ideas). Faculty who applied for competitive SoTL development programs identified a need for support related to research methods, data collection, and analysis. Faculty in the six-week summer program made incremental progress on their goals and succeeded in moving their projects closer to publication. This collection of SoTL programming allowed faculty to explore ideas, prioritize a schedule to propose, collect and analyze data, and receive individualized support from a paid faculty collaborator with methodological or data analysis expertise. This structured support at all stages of the research process mitigates obstacles to submitting a manuscript for publication and increases scholarship productivity.

Taylor, Z.

University of Southern Mississippi

Mirage Thunderbird

Not a Whole Lot I Could Do: Challenges Facing College Peer Financial Mentors

It is critical for college students to develop a sense of financial literacy before they enter the workforce (Durband & Britt, 2012; Goetz et al., 2011). However, financial literacy programs on college campuses are sparse (Britt et al., 2015), and those campuses with programs often do not utilize a peer financial mentoring model. As a result, this study engaged with 54 collegiate peer financial mentors across seven institutions of higher education to explore mentors' challenges working with their peers. This study employs a phenomenological qualitative approach using focus group data collection techniques (Saldaña & Omasta, 2022). We purposively sampled participants from institutions of higher education with peer financial mentoring programs over a three-year span (2020-2023) through research team connections with the Higher Education Financial Wellness Alliance. Participants attended virtual focus groups with colleagues from their institution, resulting in 22 focus groups held with 54 peer financial mentors across seven institutions of higher education. Three core themes emerged from the data related to the challenges faced by college peer financial mentors: 1.) Mentees having financial concerns that mentors could not help with, 2.) Mentors not possessing the financial knowledge to provide high quality peer financial mentoring, and 3.) Toggling between virtual and in-person programming was fraught with difficulty. Moreover, peer mentors mentioned miscellaneous challenges, such as communication with students, student volume, and students' expectations of the mentoring session. As the first study of its kind to engage with college peer financial mentors regarding their challenges, institutions seeking to improve their peer financial mentoring model can learn from these challenges and increase programmatic effectiveness. These institutions can also better anticipate student needs and train mentors accordingly. Ultimately, institutions seeking to develop peer financial mentoring programs can also address programmatic expectations and communication with students to streamline the peer financial mentoring process.

Steiner, A., Bell, J., Wilcoxon, C., & Lemke, J.

University of Nebraska - Omaha

Santa Ana A&B

Adjunct Academy: Creating a Culture of Support for Part-time Faculty

The number of adjunct faculty teaching university coursework has grown exponentially in the last decade. Unfortunately, even within an institution, the teaching experience of adjunct faculty can vary widely from one department to another. Furthermore, adjunct faculty report feeling undervalued, as they often lack access to campus resources, professional development, and connections to full-time department faculty. This paper outlines how one department in a Midwest, metropolitan university designed adjunct academies to support adjunct faculty in acclimating to the department. The authors dissect the sessions presented and how each creates a culture of support for adjuncts hired within the department. Furthermore, the paper provides suggestions for next steps to enrich an adjunct's experience at the university.

Erwin, C., Tansey, J., Baronia, R., & Patel, R.

Indiana University - Bloomington, Texas Tech University, Virtue Medicine

Spirit Trailblazer

Remoralizing Faculty: Coaching for Meaning and Connection in Higher Education

Faculty and physicians who lived through the pandemic have returned to a workplace more technologically sophisticated yet more isolated and prone to distress and demoralization. Current shortages and increased workload have accelerated the need for skills of resilience while decreasing time to connect with their own health and healing. The press has dubbed this phenomenon "The Great Resignation" but it may be understood better as a response to demoralization. Many employees are quiet quitting on the job – even if they are not actually leaving. Only 1 in 4 employees strongly agree they feel connected to their culture and only 1 in 3 strongly agree that they belong at their organization. We will be looking at demoralization in academic medicine, but the human phenomenon of loss of meaning can be thought to affect faculty across disciplines.

Instead of focusing on the "disease" of burnout with its reductionistic leanings, this project proposes that narratives of personal experiences such as those used in coaching add richness and validity to understanding the problem of demoralization. The concepts and methods of Positive Psychology (PP) and Second Wave Positive Psychology (SWPP) to explore ways the newest understandings of existential distress and growth can contribute to remoralizing our faculty with an emphasis on academic medicine.

Concurrent Sessions • 2:00 - 2:50 pm

Jordan, J.

JJ Studios

Acoma A&B

The Teaching Artist in Music and Beyond: The Impact of a Blended Approach to Education

For classical musicians, career paths often seem set in stone—you are either a performer, a teacher, or a researcher. But what if these prescribed sectors were not as set as we think they are? My work focuses on an already popular term: “teaching artist.” Although this term is common among music educators, it is less well known by the public or even performers and researchers themselves. In my previous work as a music researcher, I was often discouraged from crossing into the territory of performance or pedagogy. Nevertheless, I considered all three perspectives, and set up a framework for analyzing the way in which we teach music. I considered two possibilities: the teacher who is purely a pedagogue and the performer who teaches their craft. Here, I propose the benefit of the latter (teaching artist) and its effect on all involved. This framework can be viewed in a student’s perceived readiness to enter the professional world, based on their involvement with a teaching artist or (pure) pedagogue. By offering the teaching artist’s blended approach to education, the student should feel more confident in understanding the current state or expectations of the field. This evidence has yet to be gathered but can be practically examined through interviews with teaching artists, pedagogues, and students at the university level. Although it is occasionally valuable to have an extensive pedagogical background, the student’s success ultimately depends on their teacher’s ability to cross sectors. If a teacher is also an active practitioner of their art, it helps the student to understand the breadth of possibilities within their field. While this approach also keeps the teacher current and up to date in their area of expertise, this outlook can also be translated to other professional sectors by offering community building mentorship and interdisciplinary models.

Torres-Velasquez, D., Jeanette, A., & Trujillo, P.

University of New Mexico

Fiesta A&B

Mentoring and Developing Networks in Modern Times

The Purpose Of This Panel Is To Share Research And Ideas On Mentoring In 2023, While Taking Into Consideration That We Have Lived Through A pandemic, are experiencing racial tensions in curriculum decisions across our nation, and to show we support diversity in mentorships. Panel members will share research on mentoring, creating networks, supporting public education, and learning. We will address the question: Is it still realistic to assume one mentor can do all of this for a new teacher or a new practitioner in this age?

We will review a few mentoring models, and provide what researchers are sharing as effective practices. We will present some exciting research that connects potential mentoring models to our newly discovered needs within our professional contexts. For example, we will share tools, such as the Mentoring Map, designed by the National Center for Development and Diversity (NCFDD) and its connections to cultural research.

The evaluation process for this research was complex and comprehensive. We will provide some strategies which have emerged from the literature reviews conducted. In addition, some strategies that have emerged from the review of literature and were shown as effective evaluation tools for mentoring will also be shared.

In terms of evaluating the effectiveness of the panel presentation, we will provide a survey to the audience to evaluate the session at the beginning and at the end. We will engage the audience members with open-ended discussion questions for them to answer and to help facilitate an involved discussion around mentoring.

After the Martinez and Yazzie lawsuit Court Order, Court Decision, and Court Ruling, it is important to reframe how we view student and teacher learning and success. How will we honor, recognize, and use the many gifts from our diverse communities to strengthen public education? It is important to recognize, especially as we look at diversity, that we can support both mentor and mentee to learn more about themselves, their students, and their communities.

Aumiller, J., Enekwe, B., Carter-Veale, W., & Cresiski, R.

University of Maryland - Baltimore, University of Maryland - Baltimore County, University of Maryland - College Park

Isleta

Intentional Mentoring Networks for Minoritized Postdocs Within a University System

Postdoctoral scholars have traditionally received mentoring from a single mentor (creating a “dyad”), limiting the psychosocial support they receive, which is particularly challenging for minoritized scholars (Deanna et al., 2022; Ransdell, et al., 2021). The AGEP Promise Academy Alliance (APAA) (Cresiski et al., 2022) provides multiple mentors for postdoctoral fellows to expand their academic, professional, and support networks. This mixed-method case study involves postdoctoral fellows in the APAA faculty conversion program to identify the extent to which these multiple mentoring opportunities occurred and benefited the APAA fellows. Surveys administered to participants and their non-research mentors elucidate the mentorship experience. The findings provide insights for implementing a multi-mentor network within a state university system. This study explores the broader ecosystem of mentorship and its influence on the advancement of minoritized postdocs in biomedical sciences, particularly those who may experience social isolation within their departments. It recognizes that mentorship extends beyond the formal research mentor-mentee relationship and encompasses a network of support that can positively impact the career trajectories and professional development of minoritized individuals. Scholars report benefits from having multiple mentoring opportunities within their institution, within the university system, and from external scholars through our mentors in residence program. “Just in time” mentoring on time-sensitive issues supplemented sustained mentoring. The inclusion of inter-institutional peers, administrators and faculty mentors enhanced this multiple mentor model. Minoritized postdoctoral scholars often have limited opportunities

to receive mentorship (Yadav et al., 2020). Mentoring in dyads remains pervasive, though multiple mentors have been proposed (Deanna et al., 2022). We demonstrate that state university systems can be leveraged to provide a unique ecosystem of both short and sustained mentoring interactions that benefit minoritized postdocs without overburdening already over-worked faculty mentors.

Patterson, C., Harlin, J., Cooper, B., Chowdhury, M., & Couri, D.

Sam Houston State University, Texas A&M University

Lobo A

Investigating a Mentoring Academy: An Early Study of the Aligning Expectations Competency

Mentorship development scholars and practitioners at a single university implement the Center for the Improvement of Mentored Experiences in Research (CIMER) evidence-based competency as Mentoring Academies for faculty, staff, and graduate students. This study investigates the outcome measured in participants' confidence to implement strategies associated with a single Mentoring Academy competency - Aligning Expectations.

Study participants (n=79) include faculty, staff, and graduate students engaging in the Faculty Mentoring Academy (only faculty; FMA) and/or the Graduate Mentoring Academy (multiple affinity groups; GMA). Participants rated their confidence to align expectations in their mentoring relationships in pre- and post-workshop surveys. A two-tailed t-test on the pre- and post-survey data assessed the comparative impact of the sheltered versus the mixed audience experience.

The paired sample t-test resulted in a statistically significant mean difference between the pre-and post survey data ($t = 7.91, p < 0.05$) when FMA and GMA are combined. Each group reported statistically significant mean differences for their pre to post workshop survey. The FMA group revealed an increase of 0.73 mean score ($t = 7.91, p < 0.05$), while the GMA group reported an increase of 1.31 mean score ($t = 12.25, p < 0.05$).

This case study university uniquely implements the CIMER curriculum in multiple ways. First, delivery is primarily virtual, not face-to-face. Participants are encouraged to join on a rolling basis, not as a cohort. And, the significant finding indicated faculty, graduate and professional students, and staff can benefit from a shared mentoring development experience.

Wolff, D., Zerr, D., & Gober, C.

Pittsburg State University

Lobo B

Magnetic Hallway Huddles Attract and Retain High-Quality Professionals

The authors joined Micropolitan State University (MSU) in the fall of 2022. From their 80 combined years in education, they postulated their continuous, timely, and strategic mentorship program as unique and led to their retention. This paper will highlight the intentional methods mentors used to integrate the authors into the department, institution, and community. Tinto (1993) proposed college students are retained when they feel fully integrated into an institution's academic and social settings. The authors posit the same integration enhances faculty experiences beyond just survival of the first year and leads to job satisfaction, renewal, and retention. The authors' mentors exceeded the university's requirements and included unconventional and entertaining methods to cultivate strong relationships among other colleagues and the authors throughout the year.

The authors perceived their mentorship experiences as a success as they felt anchored to each other and the university. This relational approach prepared and informed them about all aspects of the department and university. With the encouragement of their administrators and mentors, the authors share their lived experiences. Their stories now inform this model's evolution and implementation with future faculty and launched a new program for student retention. Throughout the mentors' own international academic experiences, they intentionally created an inclusive program with timely interactions and an open-door policy to share institutional knowledge and social experiences which can be overlooked or taken for granted. From tailgating, travel magnets, and hallway huddles, the authors' journey is easy to customize to any institution. This paper shares the practical components of a replicable program which led to reduced stress, high job satisfaction, strong relationships, and retention.

Ewe, E., Schulthes, G., & Litherland, G.

Hudson County Community College, Oregon State University-Cascades, Northwestern University

Luminaria

Impacting the Next Generation Through Mentoring: Advancing the Future via Relationships

In an ever-changing world influenced by the advancement of technology, it is impossible for any individual to be fully prepared to meet the challenges and demands of the work environment. Any formal training, education, or certification becomes obsolete over time as workplace demands continue to evolve to meet the needs of society. Therefore, mentoring plays a significant and meaningful role in the development of the labor force and trainees. Yet, mentoring, without the infusion of diversity, equity, and inclusion is futile. In our conceptualization paper, we will discuss the importance of mentoring, the impact of mentoring in academia and the workplace, the diversity, equity, and inclusion issues in mentoring, and strategies to foster mentoring relationships.

Toll, C.

University of Wisconsin - Oshkosh

Mirage Thunderbird

Coaching the Coach: An Essential Relationship for Mentoring Success

Coaches themselves need supportive relationships and too often are without them (Bean et al., 2015; Blachowicz et al., 2010; Heineke, 2013).

This study features findings from a multisite study of 14 educational coaches from three school districts who engaged in four to seven coaching-of-the-coach sessions either individually or in small groups. It examines the work of a coach-of-coaches in three school districts, to analyze the support needed by coaches, to understand the relationship between coaches and their coach, and to identify coaching “moves” that led to transformational change among coaches. The researcher, who also served as the coach-of-coaches, collected these data: session transcripts, researcher notes, post-session researcher memos, and pre- and post-survey responses from participants. The data were analyzed using NVIVO through open coding and selective coding. Seven themes emerged, relating to the influence of administrators and the teaching/learning environment, role confusion, the effect of policy decisions, and coaches’ near-constant duress. Coaching moves that were effective in moving coaches’ actions, understandings, or perspectives included certain questions, paraphrases, specific feedback, rehearsing, task analysis, metaphors, and templates for coaching processes. The use of tools from the field of complex adaptive systems appeared even more helpful in promoting transformational shifts in coaches’ work and perspectives. This article provides coaches of coaches (including coaches’ peers as well as supervisors and trainers) with knowledge of coaches’ needs and perspectives on their work and techniques for enhancing coaches’ work. Additionally, tools from the field of complex adaptive systems enable fresh approaches to helping coaches advance their work.

Rodis, H.

University of Nevada - Reno

Santa Ana A&B

University of Nevada: Honors College Peer Mentoring

Every year, the University of Nevada, Reno (UNR) Honors College program administrators implement strategic modifications based on the data gathered from peer coaches and other students. Prior feedback indicated that over-enrollment in the first-year experience course reduced the ability to interact with peers, thus a cohort-based learning model was launched. Further, research indicates that students derive meaningful benefits while participating as peer mentors (Hall & Jaugietis, 2011; McLean, 2004). Peer coaches are asked to evaluate the program benefits identified by previous researchers.

Peer coaching positively influences both the students acting as mentors, and those who are new to the college that act as mentors. Peer coaches have explained that they appreciate the opportunity to develop as leaders while also sharing their knowledge and helping others (UNR Honors College, 2023). These outcomes represent what Gafni Lachter and Ruland (2018) describe as a common theme found within peer mentoring programs. This emphasis and its corresponding program elements helped increase retention within the Honors College, with 96 percent of first-year students remaining enrolled (UNR Honors College, 2023).

The peer coaching program operates from the framework of two overarching objectives: to create initiatives that directly benefit both first-year or new-to-honors students and their counterparts—the current honors students who serve as peer coaches. Oysterman and Destin (2010) explain that “slightly older near peers may be well situated to influence the school motivation of adolescents through identity-based mechanisms.” Further, research shows that students may be more comfortable conversing with peers rather than faculty/staff.

Rodriguez, M.

University of Texas - Permian Basin

Spirit Trailblazer

The C.O.P.E. Program: From the Health and Sport Industry to the Classroom

The College of Health Sciences and Human Performance Onboarding Pedagogical and Engagement (COPE) Program is designed to mentor, guide, and train professionals transitioning from the health and sport industry to the classroom at an institution of higher learning.

The five-year program requires novice faculty members to pair up with experienced mentors, complete two classroom observations per academic year, and submit monthly assignments based on curriculum that provides best classroom practices and strategies. As faculty members progress through the program, they are encouraged to mentor in-coming first-year faculty and lead professional development training throughout the academic year. Face-to-face and virtual meetings are held monthly to monitor challenges and faculty perspectives.

Concurrent Sessions • 3:00 - 3:50 pm

Carter, A. & Hayden, S.

Nevada State College, Nevada State University

Acoma A&B

The Roots Project: Mentorship Development

The purpose of this case study is to investigate the influence of The ROOTS Project: A Nevada State University Mentoring Program, which is committed to researching and improving the retention of teachers of color as well as the development and understanding of teacher mentorship models. This research aimed to answer these questions: How does mentorship influence teacher retention and agency among teachers? How does participation in mentoring professional development (The Mentoring Institute) impact teachers’ understanding of mentorship? The participants in this study are veteran teachers who are graduates of our college’s teacher education program and have a desire to strengthen their mentorship skills. Review of the data indicate the participants were positively influenced by participating in the ROOTS Project. All participants indicated their beliefs about mentorship changed as a result of the program and that they now feel more comfortable serving as a mentor. Also significant is that participants’ understanding and beliefs about agency were improved and participants indicated their participation in the program positively influenced their desire to stay in the profession. The ROOTS Project fostered mentorship professional development that is human-centered, collaborative, and adaptable. Furthermore, a constructivist-oriented mentorship framework is promoted, which supports participants’ development of communicative skills that foster critical reflection on

practice and introducing new perspectives both of which are essential when building relationships.

Osa, J. & Nicholas Donald, A.

Virginia State University

Fiesta A&B

Clarity, Communication, and Commitment: Active Ingredients in Mentoring

Developmental relationships are crucial in an effective mentor-mentee interaction. Clarity, communication, and commitment (3Cs) are considered active ingredients of effective developmental relationships in mentoring. The purpose of this quantitative study is to examine the how and why clarity, communication, and commitment (3Cs) are active ingredients of effective developmental relationships in mentoring. Using Qualtrics, an online survey program, two surveys were designed – one for mentors and the other one for mentees. The analysis of feedback from mentors and mentees highlighted a significant divergence in their ratings of the mentoring experience, in terms of commitment, clarity, and communication. This suggests a potential difference in perception between the two groups, warranting further investigation into the factors contributing to mentors' higher satisfaction, such as personal fulfillment, witnessing mentees' growth, and skill development, as well as considering the varying expectations and evaluation criteria of mentees.

Rodriguez, R., Tayebi, S., Tayebi, K., & Fox, L.

Sam Houston State University

Isleta

Mentoring Latinx Students in Higher Education: A Culturally Responsive Approach

By 2050, Latinos are projected to be approximately 127 million or 29% of the overall U.S. population (Passel & Cohn, 2008) and are already attending college at greater rates, making up 21.8% of the undergraduate student population (Postsecondary National Policy Institute [PNPI], 2022). Yet Latinx students continue to lag in graduation rates, graduate student enrollment, and graduate degree completion (NSC Research Center, 2022). Research has shown that Latinx students face specific challenges related to their culture and ethnicity (Ballinas, 2017). This paper addresses the use of Culturally Responsive Mentoring for Latinx university students. Culturally Responsive Mentoring, based on Critical Race Theory and Culturally Responsive Pedagogy, encourages mentors to reject a deficit model and embrace cultural and linguistic differences while exposing students to academic cultural competence, to include community and family in the academic process, to support students in navigating oppression in the academy, and to center the language, culture, and knowledge of the student. The Culturally Responsive Mentoring model was evaluated by surveying 25 Latinx undergraduate and graduate McNair Scholars at Sam Houston State University about their mentoring experiences, specifically addressing the cultural aspects of the mentoring experience. The survey collected both quantitative and qualitative data electronically that then was analyzed for recurrent themes and suggestions for improving the mentoring process for Latinx students. This data will be used to improve the mentoring program. The Culturally Responsive Mentoring model addresses the need for universities not only to mentor Latinx students but also to respond to the culturally specific needs of these students. It is not enough that we admit Latinx students into the university. We must also affirm and validate the intersectional identities of our students and humanize their experience in academia. Acknowledging the specific needs of Latinx students can help inform how we create and develop mentoring programs.

Lewis, H., Jr.

Louisiana State University

Lobo A

Male Mentorship as a Solution to the Disparity in Representation in Educational Leadership

Educational leadership is the driving force for fostering 21st-century skills in scholars, preparing them to become model citizens in society. This mental model forms as educators evolve into building-level and district-level leaders. In leadership, there is a reduced percentage of Black males and a larger percentage of Black males who leave the education profession. This article highlights the significance of Black male mentorship as a lever to increase the representation of Black males in education. Using the voices of Black male educators yielded three key attributes in Black male mentorship, building relationships and trust, and setting goals. Ultimately, these findings serve as catalysts to reduce the disparity in representation in education leadership.

Pearson, M.

California Baptist University

Lobo B

Crucial Generative Dialogue with Ph.D. Students to Conquer the Dissertation Defense

Leading doctoral students through a Ph.D. dissertation journey requires mentoring and crucial conversations. Strategies that enhance this mentoring relationship include creating an empathetic environment while providing examples and guidance, Scharmer (2000). Correction and guidance are necessary to reach the Ph.D. level of research and writing. This type of mentoring often requires generative dialogue and appreciative inquiry. The data collected from the last three years shows how the generative dialogue approach helped them to finish successfully.

Ayers, S., Herring, J., & Estrada, E.

Lubbock Christian University

Luminaria

Perceived Benefits to Participating in Undergraduate Student/Faculty Mentoring

The literature addressing the relationship between faculty mentors and students during the undergraduate research experience indicates that a positive and committed relationship promotes greater success for the student. The goal of this project was to identify the effective practices that LCU School of Education mentors demonstrated when working with undergraduate students on research and service projects and the perceived personal and professional benefits for the students.

The study examined perceptions of former university students who participated in mentoring or service projects as undergraduates. While the study identified characteristics of the mentoring experience, questions also focused on the perceived benefits mentoring had on students as they entered into the workforce and beyond. This is directly related to the theme – The Impact of Developmental Relationships on the future of Work.

The presentation focuses on student/faculty mentoring experiences and the results were intended to enhance future student/faculty mentoring experiences throughout the university with applications to other departments, but the findings may also be beneficial to any faculty involved in the mentoring process – recruiting students, meeting with students, managing the projects, and preparing for reporting.

The study focused on the perceptions of former undergraduate students who participated in student/faculty mentoring, highlighting survey responses and identifying the effective attributes and the personal and professional benefits of those mentoring experiences. This may be useful for recruiting undergraduate students to consider mentoring projects with faculty members in other settings and provide faculty with guidelines to consider that will enhance the mentoring experience for them and their students.

Walker, R. & Maestas-Chapel, V.

California State University - Monterey Bay

Mirage Thunderbird

In Their Shoes: Peer Mentor Insights from a Mentor Training Program

The study evaluated the effectiveness of a peer mentor training program at a medium-sized public university. The program aimed to prepare peer mentors to better support undergraduate students at key transition points in their undergraduate journey (e.g. freshman to junior year). The study examined whether a training program that focused on developing peer mentors' cultural competency could help peer mentors feel better prepared for supporting underrepresented students at key transition points in their undergraduate journey. The study utilized qualitative methodology with a non-experimental design. Convenience sampling was used to recruit two participants who had previously taken part in a six-session peer mentor training certificate program. A semi-structured interview protocol guided post-interviews with the two participants. Following data collection, researchers used peer debriefing to mitigate potential bias. They then used conventional content coding to analyze interview transcripts and derive themes. The following themes emerged from the data analysis: awareness of self, mentoring strategies, resources, boundaries. Participants spoke about their improved ability to understand differences in culture and life experience between themselves and their mentees. This improved understanding helped mentors plan, implement mentoring strategies, and connect participants to resources that were more appropriate for mentees who struggled with academic challenges common to underrepresented students. This study helps close a gap in research on peer mentor training programs. Few prior studies have examined the perspectives of the mentors in these training programs. This study provides evidence that one size does not fit all when implementing strategies from a peer mentor training program. Indeed, the results showed that mentors should utilize cultural awareness of self and others to tailor mentoring strategies to the unique circumstances and needs of mentees.

Cowin, K. & Newcomer, S.

Washington State University

Santa Ana A&B

Removing the Blinders: Aspiring Teachers and School Leaders Collaborative Conversations

Our research brings together Teacher Candidates (TCs) and Leader Candidates (LCs) in two K-12 certification programs to create a safe space to practice collaborative conversations (CCs) about culturally sustaining, socially just pedagogy. 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? Participants were students enrolled in respective courses taught in their teacher or principal/program administrator certification programs. Forty-six LCs and 82 TCs participated in the CCs over four academic years. Data reported is from the most recent cohort, including video-recordings of each of the 4, 100-minute CCs, instructor field notes, and assignments. Researchers met to plan and debrief before and after each CC. Data were analyzed inductively for emergent themes, using open-coding and thematic delineation techniques. Findings suggest the following themes as a co-mentoring network developed. Candidates: provided support for each other by sharing pedagogical approaches to teaching and leading in culturally sustaining, socially just ways; discussed potential risks about the scope of the work; encouraged each other to remain flexible, genuine, hopeful, and courageous while enacting culturally sustaining, socially just pedagogical approaches; and reached out to each other to collaborate, support, encourage, and ultimately to prevent professional burnout. The processes to create the CCs included taking time to get to know each other, establishing and adhering to group norms, using defined cooperative learning group roles, and reflecting upon the work completed in the CCs. The time and processes used to create the CCs allowed for a safe and supportive space where co-mentoring networks could develop, grow, and help to make a difference in the work and lives of aspiring teachers and school leaders.

Sood, A., Sigl, D., Melendres-Groves, L. Shore, X., Rodriguez-Esparza, A., & Vick, K.*University of New Mexico***Spirit Trailblazer****Inequity Analysis in Faculty Recognition at a School of Medicine**

As part of developmental networks, sponsors help provide recognition and visibility opportunities to their faculty protégés. Recognition awards given to the School of Medicine (SOM) faculty are an important mechanism for acknowledging what is valued in academic medicine. Beyond their impact on individual careers, awards help define the culture and climate of an organization. The literature suggests inequities in recognition awards for women and racial/ethnic underrepresented minority faculty. The study's purpose was to examine the characteristics of the awardees relative to the SOM faculty in a minority-serving institution in a minority-majority state. In this observational cross-sectional study, 47 SOM faculty were recognized between 2000-2023 as Regents' Lecturers (9), Regents' Professors (20), Community Engagement Awardees (5), and Gold-headed Cane Awardees (13). SOM sought nominations which a search committee competitively reviewed. Award recipients were characterized by their department, rank, academic track, degree, country of origin, sex, and race/ethnicity, and were compared to all SOM faculty. Male faculty were more likely than women faculty to receive an award ($p=0.04$). Faculty with tenure, Ph.D. degree, or Professor rank were more likely to receive an award than their counterparts ($p<0.001$, all analyses). Faculty in basic and diagnostic specialties were more likely to receive an award than medical or surgical specialties ($p<0.001$). Although rates of awards for racial/ethnic URM faculty were about half that of non-URM faculty, this difference did not reach statistical significance ($p=0.14$). In addition to demonstrating sex-related inequity in awards, recognized faculty are traditionally associated with the scholarship of discovery compared to other models of scholarship or clinical activity. Sponsors should promote women, physicians, and clinician educators for recognition awards to advance their academic careers. SOM leaders need to examine award criteria and processes to ensure recognition of the diversity of talents and achievements that are critical to the future of academic medicine.

Wednesday, October 25, 2023**Keynote Session****Ballroom A&B • 11:00 am - 11:50 am****Kathy E. Kram — Keynote Speaker & Lisa Fain — Keynote Facilitator***Boston University, Center for Mentoring Excellence***Reflections on Mentoring, Developmental Networks, and the Future of Work**

In this session Dr. Kathy E. Kram will reflect on over forty years of research, writing, and consulting on the nature of mentoring, and how her thinking about this critical developmental process has evolved over time. Rather than make a formal presentation, she will have a "fireside chat" with facilitator Lisa Fain who will ask timely, provocative, and clarifying questions along the way.

Dr. Kram will describe new forms of mentoring that are designed to provide guidance, support, and thriving to those working in remote and highly volatile work settings. In addition, she will highlight how DEI initiatives have created a wealth of new opportunities for younger and older adults in work settings to develop greater self-understanding and relational competencies that are essential to success in today's world of work. Finally, she will address how scholars and practitioners can maximize their efforts to deepen our collective understanding of the potential and pitfalls of mentoring in all of its various forms.



Plenary Sessions

Lunch Break • 12:00-12:50 pm	1:00-1:50 pm	2:00-2:50 pm
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Ballroom A&B • 1:00 pm - 1:50 pm

Audrey J. Murrell

University of Pittsburgh

Mentoring, Inclusion and Belongingness - Where Do We Go From Here?

The impact of mentoring on important outcomes such as inclusion, diversity, engagement, and belongingness are well grounded by research and best practice. However, our traditional focus on developmental relationships tends to focus on the impact of the mentor-mentee relationship and its impact on individual-level outcomes. Missing from our discussion is the power of developmental relationships to shape and to elevate the process of collaborative innovation where multiple individuals and/or teams combine collective knowledge, abilities and skills toward mutually beneficial outcomes. This talk will discuss some of the ways in which diverse developmental relationships can support and enhance the important process of co-creating innovative solutions toward achieving collective outcomes, benefits and impact.

Ballroom A&B • 2:00 pm - 2:50 pm

Jean Rhodes

University of Massachusetts

Supportive Accountability Mentoring: A New Model of Improving Connections and Outcomes

The impact of mentoring on important outcomes such as inclusion, diversity, engagement, and belongingness are well grounded by research and best practice. However, our traditional focus on developmental relationships tends to focus on the impact of the mentor-mentee relationship and its impact on individual-level outcomes. Missing from our discussion is the power of developmental relationships to shape and to elevate the process of collaborative innovation where multiple individuals and/or teams combine collective knowledge, abilities and skills toward mutually beneficial outcomes. This talk will discuss some of the ways in which diverse developmental relationships can support and enhance the important process of co-creating innovative solutions toward achieving collective outcomes, benefits and impact.

Wednesday, October 26, 2023

Round Table Sessions	Ballroom A&B	8:00-8:50 am
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Round Table Moderator: Dionne Clabaugh

Alonso Garcia, N. & Campbell, S.

Providence College, Smith Hill Early Childhood Learning Center

Leaders Cultivating Leaders: Reflective Supervision

Mindful of the intersection of critical self-exploration, anti-bias mindset and dialogue that supports community building, author's understanding of Reflective Supervision -inspired by Freirian1 educational paradigms- reflects an ecology of education that cultivates inclusive leadership, fosters reciprocal partnerships and advances social change. Our Reflective Supervision challenges the "banking" concept of education and leadership and creates opportunities for mentors and mentees to think critically and treat the learning and leading process as an intentional mentee-centered inquiry. Authors are also creating a Leaders Cultivate Leaders: Reflective Supervision Practitioners Guide, in English-Spanish to support women leaders in exploring their leadership identity and reimagining the supervisor/supervisee relationship into an authentic partnership of learning. Leaders Cultivate Leaders will provide women educational leaders with strategies that invite them to acknowledge and discuss their positionality, challenge the barriers between the leader and the led that perpetuate and further enable inequalities and move to empower collaboration. Authors continue to deepen their research on reflective supervision and intend to compile content from a series of focus groups they are conducting with women leaders in education to facilitate critical self-exploration that leads to an anti-bias mindset. Stories shared during these focus groups will support the authors in ensuring the guide is grounded in authenticity and ease of use for those wishing to grow their reflective functioning skills and reimagine leadership methods. Facilitating reflective practice modules for PreK-12 educator to delve into identity, implicit biases, culture, privilege, and resilience, inspired the authors to a deeper commitment to creating spaces, specifically for women leaders, to grow together in their understanding of

agency, anti-bias engagement and intentional mentorship. Authors believe in the power of collaboration and mutual respect, especially in the area of collaboration. Focusing on leadership and mentorship creates space for systematic changes in educational practices.

Nielsen, K.

University of Colorado - Boulder

Coaching as a Teacher for Computer Science Capstone Projects

This preliminary case study aims to explore dynamic interplay between coaching and traditional teaching modalities in guiding computer science students through a year-long senior capstone project. I evaluate the ways students were assessed vis-a-vis course outcomes and student practice of retrospection. Coaching as a teacher, I guided students through periodic retrospectives which enabled students to self-evaluate. I also conduct inquiry through observation and self-reflection. This study considers the risks these methods pose to validity of conclusions. Coaching as a teaching modality supported the benefits of active learning approaches fundamental to the capstone project experience. Periodic retrospectives where students identified the areas most important to them to improve gave them tangible experience seeing every circumstance as something to learn from as well as strengthened buy-in on team working agreements that emerged. While it is well known among professional coaches and those who study mentorship and coaching the value of coaching in increasing the engagement of learners because coaching puts the learner in the driver seat, there is considerable institutional momentum and student socialization in unidirectional teaching modalities such as lecturing and prescriptive project management. Coaching modalities positions students as creative agents to explore, create, and evolve approaches to their projects that meets them where they are..

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

University of Central Florida, University of North Carolina - Wilmington

Across the Mentorverse: Developmental Relationships and Mentor Networks Impact on Whole Self

Mentoring is essential to career development and plays a significant role in personal and professional growth. As our work and personal lives become increasingly complex, the importance of having a network, or “mentorverse,” of mentors who can guide and support us extends beyond career advancement to encompass our whole selves, including developing emotional well-being, fostering resilience, cultivating healthy relationships, navigating bias or systemic barriers, and achieving overall work-life balance (Corporate Wellness Magazine, 2023). This manuscript will provide a theoretical framework, supporting strategies, and best practices for creating a comprehensive network, or “mentorverse,” of mentors to support and cultivate a healthy work-life balance that benefits our whole selves (personal and professional). The proposed framework considers the intersection of work and non-work roles and an understanding of how an effective “mentorverse” should consider individuals’ careers and personal lives to recruit and retain the workers for tomorrow’s economy. This manuscript will provide a theoretical framework, supporting strategies, and best practices for creating a comprehensive network, or “mentorverse,” of mentors to support and cultivate a healthy work-life balance that benefits our whole selves (personal and professional). The proposed framework considers the intersection of work and non-work roles and an understanding of how an effective “mentorverse” should consider individuals’ careers and personal lives to recruit and retain the workers for tomorrow’s economy. The proposed framework has implications for establishing more comprehensive mentoring networks that significantly impact the future of work by fostering developmental relationships that support individuals’ growth and success across their lifespans. This framework integrates and demonstrates how work and non-work aspects of one’s life are dynamically linked and how an effective network can contribute to ongoing skill development, career advancement, personal well-being, diversity and inclusion, and employee engagement and retention (Hirschi et al., 2020).

Walker, D. & Devore, D.

University of Houston

What is in Your Toolkit: Methods and Tools to Enhance Your Mentoring/Supervisory Skills

Supervisors often resort to learning and teaching skills through trial and error, past experiences with their own supervisors, and improvisations (Beckly, 2017). While various clinical supervision approaches have been described in the literature, the clinical educator/supervisor is still left with the complex task of selecting an appropriate approach to teach a vast number of skills. At times, these approaches may feel more theoretical than practical to daily clinical supervision. This presentation will provide effective and practical supervision strategies. We will discuss our successes and pitfalls in instilling hard and soft skills to clinicians. Emphasis will be placed on addressing key aspects of supervision including topics ranging from the relationship between the supervisor-supervisee to models of collaboration, multicultural considerations, and professionalism. Following the presentation, audience members will engage in an interactive case study where they will then apply said concepts into clinical practice. Among a host of other obligations, clinical education/supervision involves teaching technical skills, conducting performance evaluations, mentorship, professionalism, counseling, assistance with problem solving and critical thinking (ASHA, 2013; CAPCSD, 2013). Along with the wide range of roles and responsibilities supervisors encounter, added to the list is juggling their regular workload. To help support supervisors that may find themselves in this predicament, more disciplined, explicit, and systematic approaches to training are warranted. How do we develop strong clinicians that are ready for the rigors of the real clinical world? Clinical supervision has long been recognized as a distinct area of clinical practice by ASHA (ASHA, 2021). Although supervision is a distinct area of clinical practice, the nuances of how to specifically provide effective supervision seem vague. Until recently, formal training in clinical supervision was not required and often unsystematic.

Campbell, A.

Grand Valley State University

Honest Pedagogy is the Kindest, Most Effective, Pedagogy

This paper suggests that honest pedagogy is often a missing link in our developmental networks and our information exchanges. The

presentation will describe negative pedagogy, exclusively positive pedagogy, and honest pedagogy. This presentation will reflect on why honest pedagogy produces the supportive and productive environments we seek to foster as coaches and mentors, and offer ideas on how to implement honest pedagogy in our coaching and mentoring. This is not a presentation of quantitative data. Dr. Campbell's one-on-one mentoring of undergraduate musicians serves as the pedagogical source for this qualitative assessment on coaching styles. Several decades of diverse, publicly recognized, and nationally known student successes, serve as the compass for these reflections on the pedagogy of coaching and mentoring. Intended outcomes of this presentation include: 1. to draw attention to the fact that two common styles of coaching and mentoring have serious deficiencies 2. to offer ideas on how to implement honest pedagogy when mentoring and thereby more consistently achieve positive results. Dr. Campbell has been a guest master teacher and coach around the world and has served on the artist juries for the MTNA National Young Artist Competition, the International Clarinet Association's International Young Artist Competition, the Yamaha Young Performing Artist Competition, The Canadian Concerto Competition, and the National Music Festival of Canada. His studio has repeatedly won top awards in major competitions while simultaneously demonstrating that diversity, collegiality, and the pursuit of excellence can coexist. Dr. Campbell's musical performance career was cauterized by a spinal cord tumor discovered in 2022. With student successes that were nationally and internationally recognized, and having long been recognized for enabling successes when none were expected, Campbell now speaks frequently on best practice for establishing successful learning environments. Recent presentations include keynote speeches for the Pennsylvania (2022), South Carolina (2023), and North Carolina (2024), Music Teachers State Conferences.

Manongsong, A.

Louisiana State University

Who Can Lead? An Intersectional Phenomenological Study on Women's Positive Leader Identity

There is a research gap regarding how women utilize a mentoring network to develop a positive leader identity and obtain leadership positions in higher education (HE) (Ghosh et al., 2013; Karelaia & Guillén, 2014). Thus, the current paper's purpose is to utilize an intersectional and developmental network lens to explore how women leverage multiple mentoring sources during their careers. Specifically, how women leaders use developmental networks to address impostor feelings and develop as a leader. The study utilized convenience sampling to recruit eight women administrative leaders in HE (Caucasian = 5; Latinx = 1; African descent = 2). An intersectional approach accounted for women's unique mentoring experiences due to their multiple marginalized group memberships (Crenshaw, 1993). The data analysis was modeled after Smith and Osborn (2008): 1) multiple readings and note-taking of the transcripts; 2) labeled emerging themes; 3) clustered themes into superordinate themes; and 4) created a codebook. The findings revealed that women leaders engaged in a claiming and granting process to develop a positive leader identity: they enacted leadership behaviors (claiming) that they refined overtime with the feedback of others (mentors from their developmental networks) (granting) (DeRue & Ashford, 2010). Moreover, mentors helped reduce impostor feelings induced by the gendered and racialized norms of leadership in HE and cement their leader identities through sponsorship, affirmation, and holding behaviors (Ghosh et al., 2013). This study helps fill the research gap on intersectionality, leader identity development, and developmental networks. The study unpacks the influences of non-work identities (gender, race, class) on leader identity development (Karelaia & Guillén, 2014) and mentoring as the mechanism for this process (DeRue & Ashford, 2010). The study also utilizes a developmental network lens to identify specific mentoring functions provided by certain types of mentors that increase the likelihood of successful leadership outcomes for women.

Pearson, M., Vandersdlice, G., & O'Rourke, M.

California Baptist University

Shared Leadership Enhanced with Organizational Learning and BA

Working with PH.D. students provided an opportunity for naturalistic observation of developmental relationships. Professionals with valuable work experience often feel unprepared for the rigor of a doctoral program. The research on collective mentoring and Organizational Learning or BA provided a road map for mentoring Ph.D. students through the dissertation journey. BA and organizational leadership were very important concepts within the dissertation journey. Ba is defined by Nonaka and Konno (1998), "ba" is a learning space "Ba" is a Japanese term that refers to a shared space for knowledge creation. Traditional leadership studies have been concerned with visible qualities: traits, personality, style, and so forth (Rost, 1993). These studies are limited in their ability to inform managers of effective strategies for responding to the developmental needs of today's workforce. In other words, leadership development practices must navigate complex social environments—characterized by scarcity, uncertainty, and interdependence, to name a few (Uhl-Bien, 2012). In the context of knowledge management, ba is a space where knowledge is created, shared, and expanded. It is a space where individuals can come together to develop new ideas, perspectives, and approaches to problem-solving. Ba can take many forms, from physical spaces like meeting rooms and conference centers to virtual spaces such as online discussion forums and social media platforms. The professors will share their experiences of using concepts and success stories. The significance of the Honeycomb Leadership Development is clear, and it was inspired by the concepts and theories of self and shared leadership explored in a post-graduate program giving impetus for implementing the model in the service industry and later within a knowledge-intensive organization at the department level, resulting in early signs of success.

Hanamean, J. & Amos, J.

Embry - Riddle Aeronautical University

Authentic Virtual Mentoring: True Relationships with University Students You'll Never Meet

Embry Riddle Aeronautical University Worldwide's ERAU-W student body is wildly diverse and globally distributed making traditional mentoring options impractical. To provide a much-needed guide to the world surrounding these students' educational journey and increase their persistence toward graduation goals, the Center of Mentorship Programs and Student Success COMPASS introduced a purely virtual mentorship program. While most of these students may never meet their mentor in person, the relationships built have proven authentic and impactful. Formal survey results and informal feedback from mentors and mentees unequivocally state an exceedingly high support of and appreciation for the relationships created through this virtual program. To support the array of students' mentoring needs, four COMPASS

Headings programs are utilized Individual one-on-one mentee-driven topics Cohort small groups with targeted topics Research research faculty with a student research topics and Peer and Alumni Leader Mentorship student or alumna leading a small group with targeted topics While the impact of COMPASS's virtual mentorship is evidenced by mentees graduating on-time conducting research and expressing greater affinity for the university the true impact is ultimately measured in the depth and persistence of the relationships built Some of these relationships continue for years and further indicate how authentic and real the connections made have been Despite never having met their mentors in person these virtual connections are lasting and authentic and the relationships real COMPASS mentees are literally spread Worldwide and have limited opportunity for the vital impacts a mentoring relationship can provide to their educational and early career journeys Creating these relationships in a strictly virtual environment though challenging provides access across time zones removes the constraint of physical location and travel promotes cross-cultural interactions and relationships and meets a need for these students At its core COMPASS enables a deep human connection in our highly separated world

Taylor, Z. & Burnett, C.

Texas State University, University of Southern Mississippi

How Student Affairs Professionals Mentor Undergraduate Students Through Campus Employment

Although many studies have examined the role of student employment on postgraduate outcomes (Helyer et al., 2014), few have explored the role of professional mentoring as it impacts a college student's ability to develop marketable skills and gain employment after graduation. As a result, this study seeks to answer this question: How do student employees perceive, interact with, and learn from their professional mentors, specifically related to how reciprocal mentoring relationships develop students' marketable skills? To accomplish the aims of this study, the research team sampled 18 college graduates who also had on-campus employment experience and participated in a reciprocal mentoring relationship with their supervisor. We scheduled one-on-one open ended interviews using the Zoom platform investigating participants' perception of their reciprocal mentoring relationship with their mentor and how that relationship and those experiences parlayed into marketable skills and post-graduate employability. Findings from this study suggest that college students develop considerable marketable skills as a result of their reciprocal mentoring relationship, including communication skills, time management, organization, and professionalism, supporting prior research (Athas et al., 2013; Burnett, 2021). Moreover, students consistently emphasized the importance of their mentors placing them in supervised leadership roles, meaning that students were encouraged to lead and mentor peers, while being mentored and supervised throughout the process. This study makes several critical contributions to research, practice, and theory related to mentoring and employment-focused mentoring. First, this study finds that college students increase their employability through the development of marketable skills through both employment and reciprocal mentoring relationships, underscoring the importance of mentoring during employment. Moreover, this study extends prior research (Hansen & Hoag, 2018) to suggest that students should be placed in supervised leadership roles to optimize both learning and student comfort.

Concurrent Sessions • 9:00 - 9:50 am

Schipani, C. & Dworkin T.

University of Michigan; Seattle University

Acoma A&B

Promoting Salary Equity: Mentors and Legal Reform

The purpose of this paper is to help reduce the wage gap between the salaries of women and minorities as compared to white men. The Equal Pay Act, passed more than 50 years ago, and similar state laws have largely failed to accomplish this. A new approach is thus needed. This study incorporates two new approaches, legal reforms regarding salary transparency and discussions with mentors.

We identify a sample of state statutes that mandate salary transparency, analyze them, and assess their flaws as well as their successes. Some employers are able to avoid the statutes. Currently, there is little evidence of salary discussions between mentors and mentees. Based on our analysis, we suggest legal reforms and recommend strategies that mentors can use when discussing salary issues with mentees.

We find that many statutes are written in such a way that employers can avoid compliance without consequences. Our analysis finds that these statutes need to be reformed to make them less vulnerable to avoidance. In addition, penalties may help. Finally, honest salary discussions between mentors and mentees are not common. This is an area where information from and coaching by mentors will make a significant difference.

Salary discussions are rare in the U.S. This silence perpetuates the salary gap. To help reduce salary inequity and set a new discussion norm it is important for mentors to be coached on how to routinely discuss salaries with mentees. Salary transparency is also the goal of the statutes requiring ranges to be listed for posted job openings. Information gives the applicant a better basis for bargaining. Reform is necessary to close statutory loopholes.

Tiemann, S.M.

Park University

Fiesta A&B

Park University Implements Hands-on Science with Pre-service Teachers: A Case Study

The purpose of this study was to establish the effects of Project Lead the Way (PLTW) training on the pre-service teachers and their impression of their own ability to teach hands-on science to elementary students.

Research Questions:

- 1) What are the teacher candidates' perceptions of their ability to teach hands-on science?

- 2) What are the teacher candidates' familiarity with the Missouri Learning Standards (MLS) in science?
- 3) What is the degree to which the teacher candidates enjoy science?
- 4) Would you recommend PLTW to other future teachers? Why or why not?

The findings suggest that there was a significant increase in the pre-service teacher candidates' perceptions of their ability to teach hands-on science from the pre-PLTW training to the post-PLTW training. Additionally, the findings show that there was a significant increase in the pre-service teacher candidates' familiarity with using the MLS in science after the PLTW training. Finally, the pre-service teachers' perception of their enjoyment of the science curriculum increased after the PLTW training.

Duncan, S.

CUSH Counseling & Consulting

Isleta

A Strength-Based Peer Mentoring Model: Preparing Students to Thrive as Global Leaders

Within Predominately White Institutions (PWIs), attracting and maintaining a diverse student body has proven to enhance the intellectual and social environment for all. Marginalized students bring a wealth of knowledge to their institutions, but even if they persist and graduate, they often feel isolated and alienated. This paper details the Together Everyone Achieves More (T.E.A.M.) peer mentoring program's successful approach to fostering a sense of community for underrepresented undergraduates in such institutions. T.E.A.M. is a year-long strength-based transition program that provides support for first year students from historically underrepresented groups at a PWI. Salaried mentors, who are high-achieving upper-class students of color, are trained by program directors. Mentees, who are first year students from minoritized communities, self-select to participate. Mentoring pairs meet individually for formal and informal events to secure a positive connection with the campus community. Assessment data were gathered over a three-year period of program implementation which revealed important results. Mentors and scholars completed various assessments to gauge students' perception of their experience with the peer mentoring program. Overall, despite encountering race-based incidents during matriculation, both mentors and scholars reported a favorable experience. Scholars reported academic and social benefits, including increased knowledge of the institution's rules of engagement and a sense of belonging. Being part of a community is key to student success. Peer mentorship is an effective model used to promote success for undergraduates; data support the multifaceted benefits of this model. Mentoring builds leadership skills and increases students' affinity to the institutions. It is a cost-effective, sustainable model that can be applied to a wide range of institutions and offers a positive impact on student persistence, particularly those from underserved groups. Equally important, mentees are equipped with the necessary tools to thrive, not just survive at their institution.

Gut-Zippert, D. & Mather, P.

Ohio University

Lobo A

Appreciative Mentoring: Promoting a Thriving Future in Higher Education

The purpose of this paper and presentation is to describe the outcomes of a training program for faculty mentors at a large research university. The sessions were designed to support the efficacy of mentoring through an approach grounded in an assets-based, developmental theory. Facilitators collaborated with participants, who learned through a shared model of practice and developed a common language on which to build their ongoing commitments and mentoring responsibilities.

The Appreciative Mentoring program is based on a framework adapted by the presenters from Appreciative Inquiry (AI) (Cooperrider & Whitney, 2008), which had its origin in organization change and development. AI has since been applied to individual interventions such as Appreciative Coaching and Appreciative Advising (Bloom et al., 2008). Appreciative Mentoring is based on 5 Principles (i.e., Constructionist, Simultaneity, Poetic, Anticipatory, and Positive) and a 6-phase structure (Disarm, Discover, Dream, Design, Deliver, Don't Settle).

At the completion of each of the six sessions, 11 participants completed an 8-question online anonymous survey. Responses to four questions were ranked on a 5-point scale ranging from a great deal to not at all. The remaining four required extended responses. Perceptions were gathered related to impact of content, knowledge, and skills on participants' understanding of their role as mentors; opportunities to learn from colleagues; interest in content; major take-aways; and additional recommended topics.

Findings illuminate benefits and limitations of a cross-disciplinary and cross-rank (tenure track and instructional faculty) mentor training in higher education. Insights are shared into the value of implementing a theoretically based program using an appreciative mentoring framework and an online synchronous 6-session, 1-hour, delivery mode. Findings are relevant for those seeking to establish a culture of mentoring in their workplace environment to ensure consistency in mentors' collaboratively developing an understanding of their roles and responsibilities.

Barnett, C.

CGB Associates, LLC

Lobo B

Mentoring Students Effectively in the Steps Towards College

The purpose of this session is to educate, enlighten and inform Junior High School/ High School faculty and staff and High School parents (in attendance) of the uncertain waters of college preparation and application. It will also explore the practical aspects of being a college freshman and continuing student and the importance of mentoring through these transitional phases. The model is to discuss the current challenges that are in the academic environment and how these phases can be introduced positively through mentoring, discussing aspects of diversity and inclusion, cross cultural relationships, instead of a traumatic encounter with deadlines and unprepared expectations. Because of the lack of preparation on the part of recent College students, (based on their interviewed responses) further research was pursued. Due to the changes and ignorance of parents about these new requirements, there was a correlation with the lack of knowledge on the part of parents as well as students being ill-prepared. This model was tested and evaluated with the aid of past and current Guidance Counselors to provide professional and current insight. The significance of this mentoring tool now provides a comprehensive guide for both parent and

student to use as a “common” resource. This tool also shares information that is not commonly discussed as for the psychological challenges as one matures (or is expected to) as they transition from High School Senior to College Freshman with newfound levels of responsibility.

Hernandez, B. & Hernandez, M.

Stanford University & University of the Pacific

Luminaria

Strengthening Student Mentoring Relationships with Mentor Maps

The importance of mentorship is often quoted to students as necessary for professional growth. While students understand its value, they often lack direction in seeking mentors. They may choose mentors based on reputation or convenience, unintentionally bypassing key factors relevant to quality mentorship. This paper focuses on how mentoring is advocated and implemented with the use of a mentor mapping exercise, a project proposed to the authors as members of the National Center for Faculty Development and Diversity, an academic professional development organization. A mentor map is an effective tool for those seeking guidance to build a mentor network for their professional and personal goals at different stages of life. The exercise assists those in mentoring relationships to identify community cultural wealth opportunities that have not necessarily been considered by the student or mentee. It also serves as an opportunity to emphasize how students may desire to develop relationships that address equity perspectives during their professional development. The mentor map exercise was incorporated into the curriculum of Sociology and service learning courses, to assist students to think broadly about mentoring for their academic and professional goals and also links the mentoring process to the formal learning process.

Thompson III, H., Schaffer, C., Rodriguez-Arroyo, S., & Kristensen, P.

University of Nebraska - Omaha

Mirage Thunderbird

Personalized Support for All New Faculty: Pulling Closer Through Mentorship Relationships

The purpose of this longitudinal mixed methods case study is to examine the experiences of mentors and mentees in a personalized mentorship support program (PMSP) at a midwestern public higher education (MPHE) institution as the program transitioned from a pilot phase dedicated to historically underrepresented educators (HUE) into year two, which invited participation from all new faculty across the institution. Results indicate a closing of the gap in desired outcomes for mentees. Program expectations showed similarity across year one and year two of the PMSP. The reported outcomes of career success (CS), intention to stay (ITS), and job satisfaction (JS) generally illustrated the ways mentors may enhance the experiences of mentees.

Witmer, M. & Fallows, J.

Millersville University of Pennsylvania

Santa Ana A&B

Relationships Matter When Growing Your Own Educators

The Future Educator Pathway (FEP) is designed to recruit, motivate, educate, and mentor prospective middle school and high school students who are considering a career in education. FEP consists of the Color of Teaching Mentoring Program (CoT), Side-by-Side (SBS) in-school seminars for high school students, a Future Educator Academy (FEA) which is a summer residential college experience, and an opportunity to take up to four dual enrollment courses to jump start high school students' college careers. The mentoring component of FEA is the most crucial as it establishes effective mentor-mentee relationships to foster a sense of belonging on a college campus, to encourage exploration of careers in education, to support mentees' goal achievement, and to endeavor to diversify the educator workforce. The Color of Teaching mentoring program, the first program created for the FEP designed to recruit and retain students of color in the field of education, serves as the backbone of the FEP initiative and includes mentor training, and both individual and group mentoring meetings. Findings indicate that mentees who participate in at least two of the four FEP programs persist toward their goal at a higher rate. All of the mentees featured in this paper are first-generation college students. Mentees' needs and voices are honored throughout the mentoring program as mentors listen to their mentees and design programming to fulfill the mentees' needs and interests. Additionally, a few mentees' words are highlighted in this paper as they reflect on the impact the mentoring program has had on them personally as well as their future career decision.

Luft, T.M. & LaRocque, K.M

University of Lethbridge

Spirit Trailblazer

Enhancing Clinical Supervisors' Compassion Satisfaction Through Mentoring Mental Health Clinicians

The overall purpose of the study was to generate an increased understanding of clinical supervisors' (those supervising mental health clinicians) experiences of compassion satisfaction and compassion fatigue and to obtain their views on how these affect their supervisory and clinical practice. Further, our purpose was to develop recommendations for enhancing the relationships between clinical supervisors and the mental health clinicians they supervise.

This study used a hermeneutic phenomenological (HP) approach. HP is well established as a language-based methodology that allows for meaning generation through qualitative interviews (Moules et al., 2015). We conducted in-depth interviews with nine clinical supervisors in the mental health field. We transcribed these interviews verbatim and analyzed them for underlying meaning through use of HP. We used research team reflexive practices as well as follow up participant interviews to ensure trustworthiness.

One of the key findings was that clinical supervisors felt more satisfied (and by extension less fatigued) in their roles when they had the

opportunity to mentor less experienced mental health clinicians. They highlighted the joy that this brought them and how it allowed them to navigate the demands of complex systems where cutbacks were the norm. Mentoring junior clinicians was a way to encourage clinician development and to enhance the supervisory alliance.

This study adds to our knowledge about clinical supervision relationships via the supervisory alliance, the developmental relationship between supervisors and therapist supervisees. There is an abundance of research on the perspectives of therapists, but we do not know much about how supervisors experience this supervisory alliance. This study also adds to the literature on clinical supervision by explicating how mentorship can affect supervisees as well as clients by extension through parallel processes (Tracey et al. 2012).

Concurrent Sessions • 10:00 - 10:50 pm

McKeon, T. & Kohlenberg, R.

University of North Carolina- Chapel Hill, University of North Carolina- Greensboro

Acoma A&B

Mentoring Colleagues and Mentees: Communicating Through Planning and Presentation Software

Opportunities abound for effective communication for attendees at conferences or seminars. Mentoring conferences generate exchanges of ideas during which mentors frequently assume the role of being the mentee during presentations. Well-crafted and well-delivered presentations engage participants and serve as springboards for invaluable discussion.

The importance for mentors to communicate information effectively is paramount and is essential in impacting mentees as well as fellow mentors. Although presenters may be experts in their respective fields, communicating ideas and concepts to participants may be unsuccessful due to disorganization of ideas and ineffective use of presentation software.

Understanding and knowing best practices for developing effective presentations can benefit all mentors. Effective planning includes gaining an understanding of the audience and determining what they expect to gain and what they hope to take away by attending a presentation. Increased knowledge about presentation software techniques can enhance the ability of a mentor to communicate concepts and ideas as development of the presentation commences.

Understanding how to plan presentations by applying appropriate software solutions, with an emphasis on MS PowerPoint, is explored. By leveraging the uniqueness of the software and discussion of lesser-known software features, as well as understanding how slides can be manipulated for optimal interest can serve to bring interest to presentations. Furthermore, developing a better understanding of how mentors can self-evaluate as presenters after the fact is of key importance in assessing their effectiveness and serving as an opportunity for further refinement of their skills.

Case studies of prepared slides that could benefit from scrutiny will be presented to encourage open discussion, offer an opportunity for critique, and generate suggested modifications. Methods and techniques discussed in detail earlier will be applied as ways to address observed problems in each one and serve as a framework for mentors to use going forward.

Miles, L., Miles, C., Nichols, Q. & Edwards, B.

CLM Global Exchange, Fayetteville State University, University of Phoenix

Fiesta A&B

Sustaining STEAM Diversity Education through Social Emotional Learning (SEL)

Grounded in the theoretical framework of the Mandala of Health with a focus on the psycho-social component, psychosocial environment refers to the individual's socioeconomic status, peer pressure at school and work, social support systems and exposure to advertisement, etc. Psychosocial variables are important because they affect the quality of life and consider several key factors related to psychological, biological, and social functioning. The conceptual model framework is designed to provide in-class tools to initiate continuous interaction between the student and faculty and student and peer. Outcomes associated with the identified tools will show immediate results in behavior, student engagement, and student academic performance. Student test scores (pre/post scores) and observance of student behavior (qualitative experience) will improve over time. A positive psychosocial school environment helps to create a conducive environment for effective teaching and learning. It relates to the dynamic relationship between the psychological aspects of our experiences and our wider social experience. Key elements contributing to the psychosocial school climate include the quality of personal relationships at school, methods used in the process of learning, classroom management, and discipline, students' and professors' well-being, the prevalence of school-based violence, and social-emotional learning (SEL).

Davis, A., Duncan, S., Rodriguez, R., & Stephens, V.

Susquehanna University, CUSH Counseling & Consulting, Colorado College, Boston University

Isleta

Will This Last?: A Sustainable Model of Peer Mentoring

Research on peer mentoring in higher education concludes that it enhances the overall collegiate experiences of students from marginalized identity groups by fostering a sense of belonging which impacts student success. However, research on the sustainability of such models is limited. The presentation is built from a strength-based peer mentoring model each presenter has led or co-led. The presentation demonstrates the importance of creating a program with sustainability and flexibility built into its design. Over time and with different program directors, the Together Everyone Achieves More (T.E.A.M.) peer mentoring program was adapted to fit the ever-growing needs of diverse student populations. The presentation will highlight the employment of the cultural wealth perspective, fresh approaches to the division of labor, increased awareness of the application process, curriculum expansion, refined pairing models, and a vision for a program

advisory board and alumni network. Quantitative data from the original model indicates the T.E.A.M. model has generated a positive sense of institutional belonging which reflects its research informed program design and mentor training model. The qualitative results of programs with a similar mentor training model evolved and expanded from T.E.A.M., generated impactful educational outcomes for mentors, elevated student engagement and high retention among mentees. The literature consistently details the positive impacts of peer mentoring for minoritized students which has direct implications for persistence and graduation. Because literature on the sustainability of peer mentoring programs is scant, this session will expand the conversation and establish a set of best practices for a sustainable and adaptable peer mentoring program. Notably, program adapters will guide the audience in ways to enrich operational elements so they are dynamic, cost and time-effective.

Pytka, B. & Graovac, A.

Seneca Polytechnic, Connections Early Years Family Centre

Lobo A

Two Paths to Mentoring Early Childhood Educators in Ontario: Comparing Trees and Crabgrass

The aim of this paper is to discuss the theoretical underpinning of the design and implementation and some of the outcomes of two mentoring projects associated with addressing the current challenges of hiring and retaining qualified early childhood educators in Ontario. By comparing and contrasting traditional and reciprocal mentoring approaches, the discussion focuses on how two parallel projects, with diverse members 200+ miles apart, were designed to address the challenges of increasing job satisfaction while focusing on educators' dispositions for lifelong learning and collaborative inquiries, whether in rural or suburban communities. The authors draw on the research that suggests a close relationship between educators' capacity strengthened by professional development within healthy workplace culture and increased job satisfaction.

The focus of the paper is on describing how participants in our projects contributed to the development of virtual environments of relations that helped them to discover their own capacity and ways of nurturing favorable dispositions needed to become reflective practitioners, lifelong learners, and agents for change. Readers will see how mentoring can contribute to increasing educators' well-being and their ability to enhance workplace culture. This is supported by the discussion on how preservice educators become mentors to educators when engaging in an exploration of pedagogical practices through Actor-Network Theory and collaborative inquiry. Furthermore, the paper highlights how group leaders' collaboration in facilitating these projects has become a mentoring opportunity for a small group of representatives of two community colleges and a not-for-profit organization and is now growing as a result. .

Taylor, Z., Ray, S., Kaus, J., Kayser, T., & Villa, M.

University of Southern Mississippi, Baylor University, Kansas State University, Columbia University (NY), Texas A&M University

Lobo B

To Their Credit: Information Desired by College Students Seeking Peer Financial Mentoring

As an emerging field in higher education, institutions have adopted financial mentoring programs to help college students understand their finances (Goetz et al., 2011). However, little guidance exists to help these programs anticipate student needs and facilitate student-friendly programming (Taylor, 2022). As a result, this study engaged with 54 collegiate peer financial mentors across seven institutions of higher education to explore what financial topics college students struggle with and request mentoring for. This study employs a phenomenological qualitative approach using focus group data collection techniques (Saldaña & Omasta, 2022). We purposively sampled participants from institutions of higher education with peer financial mentoring programs over a three-year span (2020-2023) through research team connections with the Higher Education Financial Wellness Alliance. Participants attended virtual focus groups with colleagues from their institution, resulting in 22 focus groups held with 54 peer financial mentors across seven institutions of higher education. Three core themes emerged from the data related to financial topics that college students seek financial mentoring for: 1.) Understanding credit cards and how to build credit, 2.) Budgeting and investing, and 3.) Student loan management and repayment. However, peer financial mentors often expressed concerns about providing peers with financial information, especially about investing and student loan repayment, as peer financial mentors were cautioned by supervisors to avoid discussing investment options and student loan forgiveness. Although financial mentoring programs are emerging on college campuses, this research provides institutions and their financial mentoring programs with a foundation on which to understand what college students request when they seek peer financial mentoring. This study also sheds light on how program managers can anticipate student needs, help mentors navigate difficult topics, and train peer financial mentors to provide accurate relevant financial information to college students.

Barnett, C.

CGB Associates, LLC

Luminaria

Mentoring Through the Doctoral Journey and the Dissertation Process: Are You Ready?

Purpose The purpose of this session is to prepare YOU as an individual who may be in or pursuant of the Doctoral journey from various aspects There are books and programs that may enlighten you with various levels of Graduate education At times you may need to speak with someone who is not opinionated or critical Although self-actualization can be an avoided action in a mentoring relationship ultimately accountability is necessary for improved performance Having human centered collaborative and developmental relationships are an important and extremely helpful aspect in a mentoring relationship Not only will it foster personal and professional growth the benefits of the area of study will also be enhanced Through discussion and with mixed- methods research presented this session is to help not only with the self-actualization part of the process but to also provide a roadmap for those who are interested in pursuing the journey Because of the ignorance in preparation on the part of the perspective Doctoral student based on their interviewed responses further research was undertaken Challenges occurred once enrolled and students quickly became overwhelmed It was discovered that there was a correlation

between students who were prepared for the Doctoral journey and for those who were not This model was tested and evaluated with future current and completed doctoral students Those who completed the process shared The significance of this mentoring tool now provides a comprehensive and psychological analysis of the doctoral journey Unfortunately the academic environment does not operate by this template Individuals who desire to advance to this level of education are expected to navigate the inevitable alone.

Baugh, D., Anderson, K., & Willbur, J.

His Heart Foundation, The Leadership Mentoring Institute

Mirage Thunderbird

Creating Caring Connections: The Path to Strong Relationships.

This presentation will explore making life changing connections with students, mentors, and teachers to benefit individuals and entire classrooms. We refer to this as Creating Caring Connections. We will present strategies and techniques that make these connections highly effective, and the positive impact that this can have by creating a caring culture within the entire school community. In the wake of a global pandemic, children today crave caring connections. While technology has enabled students to engage virtually, educators report that as children return to the classroom, they are more disconnected than ever.

We utilize a proven instructional strategy that is structured, customized, and focused on student success and improved mental wellness. Our program helps students connect to others and build strong healthy relationships, gain self-confidence, and develop resilience. The Creating Caring Connections Program materials may be used for mentoring 1:1, working with small groups of students, or taught to an entire classroom. Key features contributing to program flexibility include:

- The Learning Pathway Generator (LPG): This proprietary cloud-based tool is designed to easily locate books and games around a given subject or skill (empathy, self-control, decision-making, etc.), curiosity/interest area, and at the students reading level.
- Instructional toolkits that guide the student and mentor, or classroom teacher, in learning success skills and relationship building techniques.

Readers will leave this presentation with new ideas, and strategies to invigorate the learning environment.

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

Texas A&M University

Santa Ana A&B

Re-envisioning Responsible Conduct of Research Requirements Through a Mentoring Framework

In the spring of 2020, one research-intensive university revised their standard administrative process for the responsible conduct of research (RCR) compliance. This report describes the revision process and documents the integration of mentorship development as a key program aspect. Within three years, over 1400 campus constituents participated in the required mentoring development. The perspectives are framed within the summer 2023 training requirement changes proposed by funding agencies like the National Science Foundation and National Institutes of Health.

The early steps of Kotter's change model (sense of urgency, form a guiding coalition, create a shared vision) are used to describe implementation of a RCR initiative. During the institution's standard administrative process revisioning, mentorship development emerged as a key component. Specifically, descriptive and reflective analysis is used to indicate how mentoring development scholars designed a new workshop and ultimately incorporated into an existing Graduate Mentoring Academy (GMA).

The RCR program description, including mission, vision, and implementation, portrays how a single research-intensive university revised their standard administrative procedures to address institutional and federal guidelines. Specifically, a new 'equipping for mentoring' workshop design is articulated, along with participant demographics and facilitator reflections. Additionally, scholars share how the training experience is further integrated into a Graduate Mentoring Academy to effectively ensure compliance with the summer 2023 federal agency researcher training requirements.

This program report contributes to higher education literature by framing the research training initiative, including process, revisions, and implementation, within Kotter's change model. Mentorship development was identified as a core research competency, which prompted Mentoring Academy facilitators to design an "equipping for mentoring" workshop to fulfill the institutional and federal expectations for research training. The program was further integrated into a Graduate Mentoring Academy to address emerging federal funding agency requirements.

Nina, G., Myers, O., Rishel Brakey, H., & Sood, A.

University of New Mexico

Spirit Trailblazer

Why Faculty Leaders Leave a School of Medicine?

Faculty attrition at academic health centers (AHCs) is significant at about 11% nationally, with one in five physicians intending to leave, and replacement costs averaging \$500,000 per physician. Attrition among AHC faculty leaders is inadequately studied. This study compares reasons-to-leave between exiting faculty leaders and faculty non-leaders at the University of New Mexico School of Medicine (UNM SOM). The SOM deans interview all exiting faculty using a structured exit survey. 329 faculty non-leaders and 58 faculty leaders left UNM SOM between July 2017 and June 2022. Distributions of each variable were analyzed for statistically significant differences between the two groups using Fisher's 2-sided exact test. Text comments by leaders were analyzed qualitatively for content using a team-based, iterative process. As compared to non-leaders, exiting faculty leaders were more likely to be professors (51.7% vs 16.7%, $p < 0.001$), and hold tenure (32.8% vs. 12.2%, $p = 0.001$). Faculty leaders were more likely than non-leaders to cite high-level leadership as a reason-to-leave (41.4% vs. 24.3% $p = 0.01$) and better leadership as a critical issue in development and retention (51.7% vs. 36.8% $p = 0.04$). Qualitative analyses of textual leader comments showed similar distribution of themes as the quantitative variables when examining open text related to the

survey questions related to reasons to leave and the most critical issues. In addition, when asked what would need to change for them to return, qualitative data showed open-ended responses by exiting faculty leaders were twice as frequent to include leadership comments than those by non-leaders (34.2% vs. 16.2%). Exiting faculty leaders disproportionately cite high-level leadership as a reason-to-leave. The mediatory factors for this association are not known. Investigations to determine the causes for the study finding, and data-driven intervention strategies to retain faculty leaders at SOMs are needed.

Concurrent Sessions • 3:00 - 3:50 pm

Miles, L. & Miles, C.

CLM Global Exchange

Acoma A&B

Changing Diversity Recruiting Methods: How Returners Can Fill the STEAM Employment Gap

The US alone will have to fill nearly 3.5 million STEAM jobs by 2025. A significant number of these positions can be filled by professional women who have taken a career break for various reasons such as illnesses or to be a caregiver. These professionals are educated, experienced professionals, but many of them find it difficult to find roles in their field, due to traditional diversity recruiting methods and the gap in their resume. Grounded in the theory of employment relations, specifically, pluralist perspective, the workforce should be a coalition of individuals with diverse backgrounds, interests, values and objectives. The pluralist perspective is effective because the workplace is composed of dynamic, strong, sub-groups. The role of both management and/or employer is bringing about togetherness. Incorporating "Returners" into the workplace will not only create diverse levels of knowledge, skills, and experience, but address the need for future STEAM. To address the need for STEAM talent and hiring women in the fields of technology and engineering, has motivated some companies to tap into this talent pool called "Returners" by creating Return-to-Work Programs. The primary target demographic for these programs are women with STEAM degrees, 5 years of professional experience and a minimum of 12 months professional break. Major Companies such as Amazon, Google, Boeing, Dell, and Ford have created Return-to-work programs focusing on providing "returners" with a comprehensive training program. These programs include key components that focus on upskilling, coaching, mentoring, and leadership development. Successful return-to-work programs create and nurture cohesive cohort groups, foster developmental relationships, improve diversity, build continuous improvement, and impact the future of work by providing a non-traditional re-entry back into the workforce to help close the STEAM gap.

Johnson, K.

Florida State University

Fiesta A&B

How Program and Evaluation Can Nurture Mentoring Relationships and Program Success in STEM

Research experiences for undergraduates (REUs) were developed by the National Science Foundation in 1987 and are common programs at many institutions nationwide. Through these experiences, students are situated within a community of practice where they work alongside scientists and engineers to complete a defined research project. Over the course of 10 weeks, students work with a primary mentor, but are often exposed to fellow scientists and engineers, graduate students, postdocs, and support staff that work together to integrate them into the broader community (Crisp & Cruz, 2009; Foertsch, 2019; NASEM, 2017). Mentors play an integral role in providing the REU student with guidance and assisting them in developing a sense of belonging as they navigate throughout the experience (NASEM, 2017; Zydney et al., 2002). This study used a case study approach to explore mentee perceptions of the strategies used by mentors to enhance the mentoring relationship in an undergraduate research experience at a large NSF-funded facility. In addition, the author examined the role of evaluation in building a culture of continuous improvement. The social exchange theory and formative-summative evaluation model were used to inform findings. Research is a primary component of an REU program; however, mentoring and evaluation are inextricably tied to program success. The National Academies of Sciences, Engineering, and Medicine (2017) found students that participate in undergraduate research experiences are "engaging in discovery, innovation, iteration, and collaboration" as they gain STEM knowledge (p. 32). Generally, program stakeholders need feedback to make program improvements and determine success. This study provides insight into how mentors were able to influence the mentee experience while investigating the role of evaluation in building a culture of continuous improvement.

Don, D., Carrier, J., Han, K., & Scull, W.

University of Wyoming

Isleta

The Development of a Program to Support First-Generation International Students

First-generation international students are an important and growing demographic in U.S. higher education. However, they experience many difficulties while studying in U.S. higher education institutions. Among these challenges are perceived discrimination, language deficiency, cultural alienation, stereotype biases, cross-cultural transition, academic pressure, financial stress, homesickness, and social disconnectedness. A clear need exists for U.S. higher education institutions to implement programs to better support first-generation international students. This paper and presentation identify potential components of such programs. The challenges experienced by first-generation international students are complex. In this paper and presentation, we discuss the potential components of a program to support first-generation international students in a rural-serving university setting. Our proposed program takes a literature-informed and developmental approach and focuses on establishing mentoring relationships, encouraging multicultural friendship networks, addressing institutional barriers to first-generation international student success, and increasing interdepartmental collaborations with college and university international student offices. This paper and presentation describe the development of a program to support first-generation international students at a rural-serving university. The program is in development and has not been formally evaluated. Administrative and funding support will be sought for the implementation of this program in the future. This paper and presentation represent a vital

foundational piece of demonstrating the need for and components of a program to support first-generation international students in a rural-serving university setting. International students are important contributors to the social and academic culture of U.S. higher education institutions and have a significant role to play in the economic future of the U.S. Very little work has been published on overcoming the challenges first-generation international students face within U.S. higher education. Our paper and presentation add to the literature and advance practice by proposing a literature-informed program to support first-generation international students in U.S. colleges and universities.

Soller, B., Matinez, J., Rishel Brakey, H., Mickel, N., & Sood, A.

University of Maryland - Baltimore, University of New Mexico, University of Oklahoma

Lobo A

Navigating Barriers to Achieving Critical Career Milestones Among Faculty Mentees

For faculty members job satisfaction scholarship compensation and career advancement hinge on achieving 'critical' milestones e.g external grant funding tenure However faculty face unique barriers Bagley et al and therefore must employ specific strategies to overcome their unique challenges We extend recent research on barriers and challenges to career milestones among faculty Soller et al to examine strategies that faculty mentees employ to overcome barriers in the pursuit of critical career milestones We interviewed thirty-seven faculty members including under-represented minorities in science URM-S women or racial ethnic from academic institutions in the United States Respondents identified critical career milestones they achieved or will pursue within the next months in online surveys and then discussed strategies used and suggestions for achieving milestones during a baseline semi-structured qualitative interviews We performed thematic descriptive analysis of qualitative data using NVivo software in a systematic interactive team-based process We identified four themes related to advice suggestions for navigating barriers and challenges in the pursuit of critical career milestones These included mentorship engagement e.g maintaining supportive relationships with mentors and allies setting boundaries to prioritize work aimed at achieving critical career milestones e.g declining service requests collaboration and networking e.g seeking co-authoring opportunities with scholars outside of one's department and persistence e.g beliefs and values based on lived experience Faculty employ various strategies to overcome the unique challenges as they pursue critical career milestones Administrators can and should aim to remove structural barriers particularly those that reduce equity Davis et al However identifying strategies that faculty employ to overcome challenges can enhance mentoring by helping mentors understand how junior faculty overcome unique challenges particularly those that are not easily addressed through structural interventions e.g inadequate opportunities for collaboration in one's department

Cowin, K.

Washington State University

Lobo B

Co-Mentoring Circle Practices: Self-Discovery Through Sharing Our Stories

This research highlights nine years of data from a co-mentoring process situated in a K-12 Principal/Program Administrator Certification Program. The co-mentoring process focuses on building deep connections among participants through a series of 10 practices utilized in the process called a co-mentoring circle. Co-mentoring circles were initially held face-to-face but moved to a virtual format during the pandemic. The virtual format was so highly affirmed by the participants, they have continued to be held virtually. Participants were graduate students enrolled in a Principal/Program Administrator Certification Program who participated in the co-mentoring circles as a part of their coursework, particularly in the internship seminar. Ninety-seven students participated over nine academic years. Data included instructor field notes and class assignments including oral and written feedback and assessment data from each circle. Data were analyzed inductively for emergent themes, using open-coding and thematic delineation techniques (Merriam & Tisdell, 2016). Findings suggest long-lasting, developmental relationships are formed through the use of the 10 practices to establish the co-mentoring circle. The collaborative nature of these 10 practices used in the formation and ongoing work of the co-mentoring circle support thoughtful reflection for both personal and professional development, a systems thinking approach to problem-solving and decision-making, and the development of trust among participants. Findings from one of the 10 practices, called the self-portrait, will be specifically highlighted. The 10 practices used in the formation and ongoing work of the co-mentoring circle could be used by other professionals wishing to establish a co-mentoring process. Time to establish the 10 practices is paid forward in the deep, developmental relationships forged in the co-mentoring circle. Some circle members continue to meet long after completing their program, affirming the developmental relationships formed in the circle can make a positive difference in their work and lives.

Hayden, S. & Carter, A.

Nevada State College, Nevada State University

Luminaria

The Roots Project: A Nevada State Nest Mentoring Program

Nevada State NEST (New Educator Support and Teaching) works to embolden our teacher graduates' transition into the classroom. NEST offers opportunities for graduate teachers to find community through monthly online and face-to-face meetings. The purpose of The ROOTS Project, an extension of NEST, is to strengthen the mentoring skills and agency of our veteran teacher graduates, and to foster new leadership of the existing NEST program. This proposal shares data retrieved from the ROOTS Project. Fifteen Nevada State graduates participated in the ROOTS Mentoring Project. All fifteen participants have been teaching for at least four years and self-identified as a teacher of color. The mentoring program consisted of 6 two-hour face-to-face sessions (12 total hours). At the beginning and end of the program the participants completed pre and post questionnaires. Also participants and facilitators kept detailed journals during each

session. Findings indicated that definitions of mentoring changed for the veteran teachers. One participant wrote, “mentorship isn’t just mentor and mentee; it is a partnership. It will only be successful if the relationship is not a hierarchy, but a collaboration where two people learn from and teach each other.” Also, upon completion, the teachers felt better about their personal contexts and had a better sense of their identity as a mentor. Our state needs evidence to support teacher retention efforts and effective mentoring programs. The ROOTS Project is innovative. Data from the program informs legislative decisions and practical applications of mentoring programs in PK-12 and higher education spaces. We hope that stakeholders begin to recognize the high-quality mentoring that emerges as a result of ROOTS. In a sense, we hope the influence speaks for itself, which leads others to speak of it.

Hernandez, J. & Kimzey, K.

Texas Tech University

Mirage Thunderbird

Retention & Resilience Advising in Honors? A Model for Mentoring Success at an R1 HSI

We introduce and evaluate the 2022 implementation of a new way to meet the evolving needs of high achieving students within the Texas Tech Honors College: Retention and Resilience (R&R) advising. R&R advising within Honors at Texas Tech has two goals: to promote high-touch intervention advising for Honors students at risk for academic probation within Honors (i.e., students between a 3.5-3.625 GPA), and to successfully forecast admits who may benefit from a high-touch mentorship experience. This project evaluates the success of the pilot on overall retention, quantity and quality of advising engagements, and student satisfaction with the mentorship. 61 students were in the pilot, and we measured student participation with online materials and in-person advising/mentoring activities, quantitative academic success indices, and student reports of satisfaction at the beginning and end of the pilot. We then compare persistence rates measured before and after the R&R project. The results of the pilot suggest a scale of the R&R model will improve four measures: R&R student population enrollment in Honors courses beyond the R&R term, a reported sense of student belonging within the Honors College and university writ large, persistence in Honors after the R&R experience, and overall 4-year graduation rates from the Honors College. Texas Tech is one of 21 R1 HSI public universities in the United States. The Texas Tech Honors College is the first to have a dedicated, embedded full-time R&R advisor. The program will become a signature piece of our ability to meet the changing needs of students, will keep high-need students engaged in the College, and will help students who typically would exit the Honors College graduate on time. Ultimately, R&R can be a mentorship.

Vežner, H.

Concordia University

Santa Ana A&B

Developing Positive Mentor/Mentee Relationship Through a Guided Weekly Reflection Activity

The purpose of this action research study was to understand the conflicts that occur in the student teacher (ST) and cooperating teacher (CT) relationship during the final semester of student teaching, and develop action steps that would help build a positive, trusting relationship. This action research (Vežner, 2022) included interviews with 12 STs and 7 CTs, surveys completed by 34 STs and 24 CTs, and a review of eight guided weekly reflections assignments. Cycle I data noted areas of conflict with CT feedback, unclear expectations, and lack of trust in the ST/CT relationship. An eight-week guided weekly reflection assignment was implemented in Cycle II and a second set of interviews and surveys with STs and CTs was analyzed. The guided weekly reflection activity opened communication between STs and CTs, which clarified expectations, provided quality feedback for the student teacher and built a positive relationship between the mentor and mentee. Teacher preparation programs can utilize a tool, such as a guided weekly reflection activity, as a structured way to facilitate important conversations around expectations and feedback, and build positive relationships between STs and CTs. When communication is on-going and addresses critical components of the experience, it minimizes unnecessary conflicts and fosters a trusting, productive practicum experience for both the mentor and mentee.

Cross, A.

The Hub 585 Inc.

Spirit Trailblazer

Hope Centered Leadership

As a leader, you impart the information that communicates the organization’s culture. In *Fostering Organizational Well-Being Through Hope-Centered Leadership*, using the Hope Theory to develop an organizational culture focusing on employee well-being will be explored. This paper will give participants a foundational understanding of the power of hope and how the simplicity of hope can create transformational change within their organization and in the lives of their employees.

Posters and Networking Session

Sheraton Hotel • 5:00-7:00 PM

Postma, R.

Boston University

To Serve is to Lead: The Role of Servant Leadership as a Catalyst for Change

Leaders in contemporary organizations face the daily demands of changing social, political, and public policy climates. Without strategies to facilitate these changes, organizations can demonstrate resistance to change and push back against actions that could lead to positive, meaningful, and long-lasting impacts on those organizations and the communities that they serve. Change is one of life's most complex and profound paradoxes. Without it, organizations and movements can become stagnant; yet many are reluctant to change. To find success, organizations must instill a reverence for the value of change while ensuring positive effects will be long-lasting and impactful. This is the charge of the leader.

Without tools and strategies to combat the challenges of creating change, the task can seem overwhelming. Servant leadership is one such valuable tool. This leadership theory uniquely relies on the impact of developmental relationships between leaders and followers to find success, create change, and drive towards a positive working future.

In order to best decrease resistance to change and foster substantial transformation within organizations, leaders should practice servant leadership and its core characteristics. To understand how servant leadership can be utilized to bring about such change, we must first develop an understanding of servant leadership as an established leadership theory. We will examine the origins of the servant leadership practice, look at findings from prominent researchers in the field, and explore the power of servant leadership to create meaningful, developmental relationships and effect positive change.

Miles, L. & Miles, C.

CLM Global Exchange

Changing Diversity Recruiting Methods: How "Returners" Can Fill the STEM Employment Gap

The United States alone will have to fill nearly 3.5 million Science, Technology, Engineering, and Mathematics (STEM) jobs by 2025. A significant number of these positions can be filled by professional women who have taken a career break for various reasons such as illnesses or to be a caregiver. These professionals are educated, experienced professionals, but many of them find it difficult to find roles in their field, due to traditional diversity recruiting methods and the gap in their resume. Grounded in the theory of employment relations, specifically, the pluralist perspective, the workforce should be a coalition of individuals with diverse backgrounds, interests, values, and objectives. The pluralist perspective is effective because the workplace is composed of dynamic, strong, sub-groups. The role of both management and/or employer is to bring about togetherness. Incorporating "Returners" into the workplace will not only create diverse levels of knowledge, skills, and experience but also address the need for future STEM.

To address the need for STEM talent and hiring women in the fields of technology and engineering has motivated some companies to tap into this talent pool called "Returners" by creating Return-to-Work Programs. The primary target demographic for these programs is women with STEM degrees, 5 years of professional experience, and out of the workforce for a minimum of 12 months. Major Companies such as Amazon, Google, Boeing, Dell, and Ford have created return-to-work programs focusing on providing "returners" with a comprehensive training program that can be tailored to meet their individual needs. These programs include key components that focus on upskilling, coaching, mentoring, and leadership development. Successful return-to-work programs create and nurture cohesive cohort groups, foster developmental relationships, improve diversity, build continuous improvement, and impact the future of work by providing a non-traditional re-entry back into the workforce to help close the STEM gap. |

Hutchins, M., Warner, M., Coleman, C., Wotring, A. Nesser, W., & Behrendt, L.

Indiana State University

Recommendations for the Creation of a Faculty-Student Mentorship Program

The role of faculty at many institutions is changing. Faculty have served in the traditional classroom role and often as primary advisor. With the addition of professional advisors at many universities, faculty are now freer to assume a mentor role. Students may be unaware of what a mentor can offer. The purpose of this study was to examine students' expectations of mentor relationships and the likelihood they might meet with a mentor for various reasons.

This descriptive study used a survey approach to collect data from students across four departments in a College of Health and Human Services at a midwestern university. The approach provided information about student preferences related to the mentor relationship and the types of things they would most likely use a mentor for. This information was collected to understand how college faculty might best serve students in their new mentor capacity.

Data suggest students prefer selecting a faculty member over being assigned to one and that meetings be no more than two times per semester at set time periods. On a 1-4 scale, students reported being less likely to seek assistance for academic related issues (1.35), social support (2.34). Students reported being most likely to ask for letters of recommendation (3.34), to seek career related advice (3.36), and to ask about professional certifications and licensures (3.38).

Results suggest students have certain preferences about mentor relationships. Faculty can use this data to design effective mentor

interactions that are more focused on career related items than on coursework and campus related questions. We also learned that it would be best to schedule mentoring meetings much like we do advising and that students be allowed to choose their own faculty mentor(s). Faculty would do well to account for student preferences about the mentoring process.

Karas, M., Miller, S., Borden, A., Wimsett, F., Warner, M., & Hutchins, M.

Indiana State University, Texas Tech University, University of Dayton, University of Illinois, Wayne State University

The Flip Side: Stories from Graduate Assistants on Mentorship Preferences

The purpose of this presentation is to qualitatively examine graduate assistants' (GA) perceived roles and responsibilities in the mentoring process. A second purpose is to explore GA preferences in terms of mentoring relationships. Much of the work done in this area is quantitative in nature and does not necessarily reflect the complexities and evolving nature of mentor-mentee interactions. This work contains narrative stories from four second-year GAs whose primary role is teaching.

The proposed model is one in which GAs are actively engaged in deciding the direction of their interactions with their mentors. This approach necessitates meaningful conversations/planning so that the interactions are as efficient and beneficial as possible. The framework allows for flexibility as the needs of GAs change over the course of their degree plan. The framework also recognizes that other mentor relationships outside the role of academia may emerge during internship-like experiences.

This is a conceptual work that will reflect on the experiences of four, second-year GAs. The result will be narrative stories and themes that we theorize will contribute to better mentor relationships, the success of the GAs in their coursework, and beyond. Understanding the complexities of the mentor relationships with GAs will allow us to develop a structure that prepares GAs to take the next step in their academic and/or professional careers.

Analysis revealed three key themes. GAs preferred a formal structure with an assigned mentor to start, allowing them to learn specifics about the role of a GA inside/outside of the classroom and the responsibilities of their role. The structure also gave them a specific mentor to use as a first point of contact for questions. The structure can become less formal after this. The need for mentors to offer professional development opportunities was also noted.

Tiemann, S., Kudrna, R., Swoboda, M., & Timothy, H.

Park University - Parkville

Mentoring Connectedness in First Year Seminar Students: A Pilot Study

University First Year Seminar (FYS) programs are diverse in their content and pedagogy. Yet all seek to assist first-year students in the difficult college transition. The purpose of the study was to evaluate if grouping similar academic majors into the existing FYS courses would improve social connectedness, use of academic resources, and engagement on campus and thus improve student retention and success. A quantitative, quasi-experimental, nonequivalent control group design with phenomenological, mixed methods parameters were used via an 18-question survey focusing on perceptions of on-ground, first-year undergraduate students utilizing components of the MOS Social Support Survey. Two open-ended, qualitative questions were asked on the survey, and post-hoc interviews were conducted with each class instructor. No significant differences existed between the control and experimental groups for any of the pretest survey quantitative questions. Emerging qualitative themes suggested that 67% of the experimental group valued connectiveness, as opposed to only 17% of the control group. The professors' interviews provided insight into their perceptions and recommendations for course improvement. In the 18-item Likert scale survey, three significant differences were found between the control group and the experimental group. First-time freshman participating in the FYS was a success for both groups. Anecdotal responses from the instructors suggest future efforts to increase student connection and university engagement should focus on updating course assignments to provide more opportunities for student connection and engagement.

Naumann, L., Jewell, S., & Rider, E.

Nevada State University

Enhancing Solidarity and Improving Retention through Faculty Mentoring Affinity Groups

Nevada State University (NSU) implemented the Pursuing Equity to Enhance Retention (PEER) Project to improve the institutional climate and increase faculty success by creating peer mentoring circles organized by affinity group: Underrepresented Minorities (URM), women, and early career faculty to promote retention (Berk, 2005; Kram, 1983; Noe, 1988; Thomas et al., 2015; Yen, 2007). Poor outcomes with traditional mentoring models have been associated with mismatches and authority associated with the mentor role (Zellers et. al, 2008). To foster this growth at NSU, monthly mentoring meetings were delivered virtually using a co-mentorship model to reduce workload barriers associated with traditional 1-1 mentoring (Chao et al., 1992). Throughout the sessions, informal feedback was gathered and evaluation surveys were deployed at the end of the academic year. The majority of the 26 faculty who participated were women (n = 22, 84%) and assistant professor rank (n = 16, 61%). Average attendance was 70% (range 20 - 100%). On evaluation surveys (69% response rate), faculty reported a mean satisfaction of 3.63 out of 5 (SD = 1.11) , and 13 (76%) indicated they would be likely to participate next year. Mentoring circles were most helpful at "talking through issues/concerns" and "feeling validated about experiences." Suggested areas of improvement were greater structure and consistent attendance. To address this feedback, faculty will participate in an orientation session to understand the PEER Program's purpose and expectations, and will have opportunities to rank topics by preference for their meetings. Peer mentoring circles have the ability to increase collegiality and networking. As the campus grows in size, peer mentoring circles will reduce silos and increase agency among faculty to communicate the skills needed to navigate the policies and unwritten rules of promotion and tenure, leading to improved retention.

Pearson, M.

California Baptist University

Crucial Generative Dialogue with Ph.D. Students to Conquer the Dissertation Defense

Leading doctoral students through a Ph.D. dissertation journey requires mentoring and crucial conversations. Strategies that enhance this mentoring relationship include creating an empathetic environment while providing examples and guidance, Scharmer (2000). Correction and guidance are necessary to reach the Ph.D. level of research and writing. This type of mentoring often requires generative dialogue and appreciative inquiry. The data collected from the last three years shows how the generative dialogue approach helped them to finish successfully.

Fallows, J. & Witmer, M.

Millersville University of Pennsylvania

Relationships Matter When Growing Your Own Educator

The Future Educator Pathway (FEP) is designed to recruit, motivate, educate, and mentor prospective middle school and high school students who are considering a career in education. FEP consists of the Color of Teaching Mentoring Program (CoT), Side-by-Side (SBS) in-school seminars for high school students, a Future Educator Academy (FEA) which is a summer residential college experience, and an opportunity to take up to four dual enrollment courses to jump start high school students' college careers. The mentoring component of FEA is the most crucial as it establishes effective mentor-mentee relationships to foster a sense of belonging on a college campus, to encourage exploration of careers in education, to support mentees' goal achievement, and to endeavor to diversify the educator workforce. The Color of Teaching mentoring program, the first program created for the FEP designed to recruit and retain students of color in the field of education, serves as the backbone of the FEP initiative and includes mentor training, and both individual and group mentoring meetings. Findings indicate that mentees who participate in at least two of the four FEP programs persist toward their goal at a higher rate. All of the mentees featured in this paper are first-generation college students. Mentees' needs and voices are honored throughout the mentoring program as mentors listen to their mentees and design programming to fulfill the mentees' needs and interests. Additionally, a few mentees' words are highlighted in this paper as they reflect on the impact the mentoring program has had on them personally as well as their future career decision.

Patterson, C., Ajayi-Abitogun, B., Dunn, A.L., Galloway-Pena, J., & Couri, D.

Texas A&M University

Faculty Mentoring Academy Insights: Implementing Emergent CIMER Competencies

Launched at a research-intensive university in 2020, a Faculty Mentoring Academy was designed and anchored within seven evidence-based competencies and curriculum developed by the Center of the Improvement of Mentored Experiences in Research (CIMER). Since the program's implementation, three new CIMER competencies were unveiled to address wellbeing, ethical behavior, and work-life integration. This research investigates implementation of the three emergent CIMER competencies and provides implications for mentoring development programs and scholars.

Three additional CIMER competencies were piloted once during each of the Spring and Summer 2023 Faculty Mentoring Academy program: Supporting Well-being (n=19), Cultivating Ethical Behavior (n=15), and Enhancing Work-Life Integration (n=16). This research utilizes descriptive analysis of faculty participants' perceived level of confidence and session feedback forms, supplemented with reflective analysis of facilitator lessons learned.

The CIMER competencies, including learning objectives and session design, are described. A review of the end-of-session feedback forms revealed faculty participants perceived value and utility for each competency. The multipronged reflection analysis explored faculty facilitators (n=2) and Faculty Mentoring Academy coordinator-facilitators (n=3) experiences. Though the study sample is notably small, the findings provide early insights into faculty participation experiences and intention to implement.

The analysis revealed insights into the emergent CIMER competencies, including how faculty participants perceived their session engagement and anticipated competency implementation. Facilitator reflections and participant findings will showcase the Spring 2023 competency commonalities and differences that inform Summer 2023 iterations. Additionally, facilitator reflections analysis provides important lessons learned and builds upon earlier evidence of the Faculty Mentoring Academy facilitation experience.

Patterson, C., Harlin, J., Cooper, B., Chowdhury, M., & Couri, D.

Texas A&M University, Sam Houston State University

Investigating a Mentoring Academy: An Early Study of the Aligning Expectations Competency

Mentorship development scholars and practitioners at a single university implement the Center for the Improvement of Mentored Experiences in Research (CIMER) evidence-based competency as Mentoring Academies for faculty, staff, and graduate students. This study investigates the outcome measured in participants' confidence to implement strategies associated with a single Mentoring Academy competency - Aligning Expectations.

Study participants (n=79) include faculty, staff, and graduate students engaging in the Faculty Mentoring Academy (only faculty; FMA) and/or the Graduate Mentoring Academy (multiple affinity groups; GMA). Participants rated their confidence to align expectations in their mentoring relationships in pre- and post-workshop surveys. A two-tailed t-test on the pre- and post-survey data assessed the comparative impact of the sheltered versus the mixed audience experience.

The paired sample t-test resulted in a statistically significant mean difference between the pre-and post survey data ($t = 7.91, p < 0.05$) when FMA and GMA are combined. Each group reported statistically significant mean differences for their pre to post workshop survey. The FMA group revealed an increase of 0.73 mean score ($t = 7.91, p < 0.05$), while the GMA group reported an increase of 1.31 mean score ($t = 12.25, p < 0.05$).

This case study university uniquely implements the CIMER curriculum in multiple ways. First, delivery is primarily virtual, not face-to-face. Participants are encouraged to join on a rolling basis, not as a cohort. And, the significant finding indicated faculty, graduate and professional students, and staff can benefit from a shared mentoring development experience.

Alonso García, N. & Campbell, S.

Providence College, Smith Hill Early Childhood Learning Center

Leaders Cultivate Leaders: Reflective Supervision

Mindful of the intersection of critical self-exploration, anti-bias mindset and dialogue that supports community building, authors' understanding of Reflective Supervision -inspired by Freirian educational paradigms- reflects an ecology of education that cultivates inclusive leadership, fosters reciprocal partnerships, and advances social change. The Reflective Supervision framework introduced in this paper challenges the "banking" concept of education and leadership and creates opportunities for mentors and mentees to think critically and to treat the learning and leading process as an intentional mentee-centered inquiry.

Authors partnered in 2020 to examine teaching for critical consciousness resources and designed reflective practice modules for PreK-12 educators to delve into identity, implicit biases, culture, privilege, and resilience employing methodologies such as dialogue, eloquent listening, journaling, mindfulness, and portraiture. An investigative study conducted by one of the authors on perceptions of reflective supervision by early-childhood educators led to a deeper commitment to creating spaces, specifically for women leaders, to grow together in their understanding of agency, anti-bias engagement and intentional mentorship.

Authors continue to deepen their research on reflective supervision and intend to create a Leaders Cultivate Leaders: Reflective Supervision Practitioners Guide, in English-Spanish bilingual format, to support leaders and mentors in exploring their leadership identity and reimagining the supervisor/supervisee (mentor/mentee) relationship into an authentic partnership of learning. They aim to share how equitable relationships that challenge traditional power structures and critical reflection nurture leadership and mentorship in others. Leaders Cultivate Leaders will provide education professionals with strategies that invite them to acknowledge and discuss their positionality, challenge the barriers between the leader and the led (the mentor and the mentee) that perpetuate and further enable inequalities and to move into a mutually respected and empowering collaboration.

Chambers, B., Doerfert, D., Garner Santa, L., Ramirez, J., & Tapp, S.

Texas Tech University

Building the Plane as It Flies: A Mentorship Program to Champion Faculty Success

With data from COACH surveys, an NSF ADVANCE grant, and a campus survey about barriers to faculty success, administrators at an R1 institute in the southwest realized university-wide action was required. The results revealed that faculty mentorship was necessary to address career progression and retention, specifically for women and faculty of color. In Fall 2022, the Faculty Mentorship Academy (FMA) was established to supplement existing department- and college-level mentorship and create additional mentorship opportunities.

Based on existing literature and research on mentorship programs, co-directors considered best practices and insights from stakeholders and obtained certification from CIMER. They developed a mentoring circle structure based on affinity groups and preferences. Spring 2023 served as the FMA beta test, with 27 mentees and 10 mentors participating in five circles. Mentees were required to complete a faculty development plan, and both mentees and mentors attended monthly meetings and workshops.

To identify gains and examine FMA's efficacy, pre- and post-test assessments were conducted using quantitative and qualitative methods. The pre-test found that mentees felt more strongly about achieving personal than professional goals but emerged with more awareness and confidence about overcoming professional barriers. Mentors reported a greater understanding of faculty success than mentees, but both ranked knowledge of institutional resources lowest for personal and professional growth. From the post-test, both mentees (89%) and mentors (95%) agreed they grew professionally.

Hirayama, G., Masada, G., & Fillerup, G.

Western University of Health Sciences - Pomona

From Coaching to Mentoring: A Mentored Evaluation Process to Prepare Students for Clinic

The purpose of the "Mentored Evaluation" [ME] was to improve students' readiness for patient assessment, evaluation, and management, prior to embarking upon the clinical education curriculum. This model called for students to perform a complete orthopedic physical examination under the mentorship of a licensed practicing clinician. This process facilitated students' all-around competence and confidence, "easing" their transition from didactic-centric to clinical curriculum.

The framework of the ME is broken down into three "stages": coaching, dynamic, and mentoring. The coaching stage allows students to be guided and assessed via brief discussions pertaining to "examination process and evaluation procedures". The dynamic stage serves as a "transition" between coaching and mentorship, where students and mentor collaborate to develop and/or refine technical skills, clinical reasoning, etc. Lastly, the mentoring stage promotes student autonomy, allowing instructors to provide support as/if needed.

The ME model has been implemented in the orthopedic curriculum for the past five years. This examination model has proven successful in increasing students' curricular competencies and confidence, serving as a well-regarded educational strategy for better clinical readiness.

Early student exposure to demands and expectations of the clinical environment, increased student efficiency and efficacy of their patient examination, evaluation, and management skills. Students reported augmented learning experiences, clinical instructors were able to

“personalize” instruction, addressing students’ individual needs thereby promoting greater development, improving overall delivery of physical therapy care. Through enhanced student readiness and transition into clinic, there is greater potential for more profound growth to be achieved as a future healthcare provider. This article will detail the progression of student learning through the evolution of coaching to mentoring for improved student outcomes in the clinical environment and student self-efficacy.

Coleman, J.

Western New Mexico University

Working with Students and AI to Collaboratively Draft the Future Work of Mentors

A regional university moved to a centralized advising approach and redirected faculty effort toward mentoring. Partially informed by models of student persistence (Tinto, 1993), this change was intended to contribute to student outcomes, including enrollment, retention, and completion. While the literature provides support, models of mentoring are varied and can be either too specialized or not specific enough to provide sufficient guidance. Further, the move to the new model was so quick that articulating unique institutional expectations is ongoing. Following efforts by faculty to outline the work of mentors, student input was desired. A group of students in an industrial organizational psychology course were guided through a three-stage project to articulate the role of faculty mentor of students, including associated work tasks. Artificial Intelligence (AI)-generated content was used as a starting point, and responsible use of that content was addressed (e.g., source attribution and style). Students then collaboratively revised and developed the materials. Project outcomes include mentor position descriptions, work tasks, selection and evaluation criteria, and ideas for training. Alignment of student ideas with concepts described in the literature was a reassuring observation, especially in the emphasis placed on personal issues in mentoring. The use of AI for idea generation was helpful, but some concern that it limited student creativity is shared. A twofold benefit was realized where the instructor was able to mentor students on how to use AI while also getting guidance from students about mentoring. While not listed by the students in their projects, mentoring students in ethical use of AI is a timely and worthwhile mentoring effort. Further, emphasizing students’ unique value-added contributions aligns with promoting confidence through mentoring. These efforts can have particular benefit for underrepresented and under-prepared students for whom supportive resources and efforts are of greater need.

Chan Sanchez, S., Pellegrini, L., & Chan Sanchez, M.

University of Texas - Medical Branch

The Significance of Social Capital and Medical Education: A Student's Potential for Success

The project aims to highlight the significance of social capital in medical education and focuses on challenges that minority students and students in specific ethnic groups are posed with. It also assesses the diverse learning experiences that medical students are exposed to which are associated with differing social capital accumulation.

A scoping review was conducted using web-based search engines with combinations of the search terms social capital, medical education, and medical student engagement. A handful of relevant literature involving medical school-based qualitative studies and relevant material pulled from the Handbook of Research on Student Engagement results and materials were grouped into themes. The themes allow for a better understanding of social capital benefits, challenges, and influence on student education achievements and failures.

The significant findings that can help explain medical student engagement and achievement can be grouped into five themes including stereotype threat, academic support network influenced by ethnic and religious homophily, identity beliefs about one’s culture that can lead to mainstream culture discontinuity and disconnect, unique experiences in discrimination and socioeconomic status, and other factors involving one’s own unique personality. These themes influence mental and emotional well-being through varying stress coping mechanisms and support systems.

Social capital in medical education plays a crucial role in laying the foundation for a medical student’s potential for success. Understanding and prioritizing social capital within a medical school’s curriculum could provide students with confidence and better opportunities to improve social networks, develop collaboration, and increase academic support. This improvement would be most valuable to minority students or students who have not had the opportunity to build social capital early in their educational careers.

Busenbark, D., Hernandez, P., Hales, K., & Law, D.

Texas A&M University, Utah State University

Defining Recruitment, Selection, and Matching Strategies

Defining Recruitment, Selection, and Matching Strategies guides the program coordinator in recruiting mentors and mentees, selecting who will be in the mentoring program, and matching participants. Recruitment begins by emphasizing how the needs assessment, university vision, and program goals and objectives should align to create a clear vision and purpose for the mentoring program. Recruitment also describes how communication practices in various university ecosystems, rewards and incentives, and activities enhance enrollment. Selection delineates mentors’ positive and negative characteristics, exploring in-depth critical mentor communication skills and the characteristics of successful mentees. Finally, the program coordinator or program committee should consider multiple alternatives in the matching process.

Miles, L., Miles, C., Nichols, Q., & Edwards, B.

CLM Global Exchange, Fayetteville State University, University of Phoenix

Sustaining STEAM Diversity Education Through Social Emotional Learning (SEL)

Grounded in the theoretical framework of the Mandala of Health with a focus on the psycho-social component, psychosocial environment refers to the individual’s socioeconomic status, peer pressure at school and work, social support systems and exposure to advertisement, etc. Psychosocial variables are important because they affect the quality of life and consider several key factors related to psychological, biological, and social functioning. The conceptual model framework is designed to provide in-class tools to initiate continuous interaction

between the student and faculty and student and peer. Outcomes associated with the identified tools will show immediate results in behavior, student engagement, and student academic performance. Student test scores (pre/post scores) and observance of student behavior (qualitative experience) will improve over time. A positive psychosocial school environment helps to create a conducive environment for effective teaching and learning. It relates to the dynamic relationship between the psychological aspects of our experiences and our wider social experience. Key elements contributing to the psychosocial school climate include the quality of personal relationships at school, methods used in the process of learning, classroom management, and discipline, students' and professors' well-being, the prevalence of school-based violence, and social-emotional learning (SEL).

Nielsen, K.

University of Colorado – Boulder, Western Colorado University

Coaching as a Teacher for Computer Science Capstone Projects

Integrating real-world experiences into college curricula, capstone courses provide student teams with the opportunity to design projects in collaboration with industry sponsors. Coaching techniques provide essential augmentation to traditional instruction and are well suited to preparing students for dynamic workplaces of the future. Aligning with social constructivist perspectives that emphasize active learning within authentic contexts, coaching offers a shift from directive instruction to highly skilled questioning. By engaging learners as co-creators of their learning experiences, coaching cultivates metacognitive skills which lead to increased self-awareness and personal responsibility. In this paper, I reflect on a preliminary trial of employing coaching techniques in conjunction with instruction in a senior capstone course and proposes theories and practices for subsequent iterations of the capstone course.

I evaluate two tools employed in the course: team retrospectives and a paper prompting individual students to write about how they applied design principles. Retrospectives offered opportunities for students to identify their strengths and areas of possible improvement. By empowering students to generate their own insights, priorities, and commitments, the retrospective process promoted ownership of their own project and individual growth, and thus enhanced individual and collective performance. Periodic retrospectives gave them tangible experience approaching every circumstance as a learning opportunity. The writing assignment focused on applying design principles was not as effective, potentially because of attention to completing functionality more than design principles and its timing in the semester.

For future courses, I propose assigning more frequent written reflection following collaborative design activities, instruction in cognitive processes within design thinking, and a more expansive concept of design. My hypothesis for this proposal is that more frequent reflection on design thinking will enhance students' self-awareness of design cognitive processes and improve their thinking skills.

Breitman, M., Grilliot, M., Beziat T., & Ward C.

Auburn University – Montgomery

Flight School, a Tiered Peer-Mentoring Program That Benefits Students and Faculty

While research on mentoring has been extensive, research on tiered peer-mentoring is limited, particularly at regional comprehensive institutions like ours, where the majority of the students are from populations that are underrepresented in STEM fields. Here, we describe and report preliminary results from our NSF-funded conceptual model 'Flight School', a model that utilizes a tiered peer-mentor structure allowing students and mentors to engage directly with their learning experience, provide feedback, and make real-time adjustments to their learning process. The tiered structure includes a Pilot (faculty member), one Co-Pilot (peer-mentor), and three Navigators (peer-mentors) in a class. Peer-mentors and faculty are trained on community building, communication, lesson planning, and concepts from educational and cognitive psychology. During the semester, faculty and peer-mentor feedback about students' learning is used to accomplish real-time adjustments in the classroom. We evaluate the effectiveness of Flight School using multiple measures, including curriculum inventories, questionnaires about mentoring, belonging, and motivation, as well as DFW rates. Results from the Flight School model in Anatomy and Physiology and Introductory Biology courses over two semesters showed an increase in learning gains, sense of belonging, engagement with faculty, gains in mentoring skills, and reductions in DFW rates. Anecdotal evidence indicates that peer-mentors increased their content knowledge and leadership skills, and had a more enjoyable class. Faculty in Flight School also reported a more satisfying experience facilitating learning experiences. We think that Flight School can emerge as a mechanism to increase minority representation in STEM jobs and careers because it empowers students to advocate for their learning and provides equitable education in groups that have been historically oppressed.

Pedersen, D. & Kubatova, A.

University of North Dakota

Imposter Syndrome and Science Identity Development in a STEM Mentoring Program

Representation of underrepresented minorities in STEM has long been a central concern within academic and employment sectors. Recent growth in STEM enrollments has been a promising trend, although it has been coupled with declining graduation rates in these fields (NSF, 2016). Studies indicate that nearly half of all STEM students do not go on to graduate with a STEM degree, either leaving college or opting instead for a different field of study (Le, Robbins, & Westrick, 2014). It remains the case that underrepresented groups have lower enrollment and completion rates in STEM, particularly students who are female, first generation, Native American, African American, and Hispanic (Nimmegern, 2016; Premraj et al., 2021) and more of these students are lost at each stage of the STEM pipeline.

A variety of methods have been utilized to help address recruitment, retention, and graduation rates among underrepresented students in STEM including curricular and pedagogical approaches, targeted mentoring programs, high impact classroom practices, undergraduate research, and so on (Pedersen et al., 2022). A range of theories – pedagogical, educational, developmental, cognitive, and psychosocial

– have also been used to frame these efforts, focusing on a variety of influential factors in determining best practices and approaches. We argue that both individual and structural factors shape the success of underrepresented students pursuing STEM studies, utilizing the theory of science identity (Carlone & Johnson, 2007) to examine feelings of imposter syndrome and the protective effects that external recognition from key gatekeepers may play in determining STEM success.

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

City University of New York, Hostos Community College

Improving Engineering Students' Outcomes via Combined Mentorship and Mentored Research

A group of interdisciplinary faculty at Hostos Community College, an institution that serves a largely first-generation student population that is over 90% minority, 69% women, who often live below the poverty line and lack academic role models, has created the NSF-funded Hostos Engineering Academic Talent (HEAT) Scholarship Program designed to increase the number of low-income academically talented students who persevere and graduate with associate and baccalaureate degrees in engineering. HEAT provides its scholars with financial support, a combined mentoring model where scholars work with STEM faculty and more advanced engineering students throughout the year, and the opportunity to participate in mentored research experiences. Student successes include improved GPAs, rates of retention, graduation from 2- and 4-year institutions, and acceptance to STEM graduate programs or entering the workforce as compared to students not participating in HEAT. Surveys of Scholars indicate that combined mentorship is the most important component of HEAT. Thus, HEAT is a model of intervention that serves to expand the STEM pipeline to create a more inclusive and diverse engineering workforce.

Erwin, C., Tansey, J., Baronia, R., & Patel, R.

Texas Tech University

Remoralizing Faculty: Coaching for Meaning and Connection in Academic Medicine

Faculty and physicians who lived through the pandemic have returned to a workplace more technologically sophisticated yet more isolated and prone to distress and demoralization. Current shortages and increased workload have accelerated the need for skills of resilience while decreasing time to connect with their own health and healing. The press has dubbed this phenomenon “The Great Resignation” but it may be understood better as a response to demoralization. Many employees are quiet quitting on the job – even if they are not actually leaving. Only 1 in 4 employees strongly agree they feel connected to their culture and only 1 in 3 strongly agree that they belong at their organization. We will be looking at demoralization in academic medicine, but the human phenomenon of loss of meaning can be thought to affect faculty across disciplines.

Instead of focusing on the “disease” of burnout with its reductionistic leanings, this project proposes that narratives of personal experiences such as those used in coaching add richness and validity to understanding the problem of demoralization. The concepts and methods of Positive Psychology (PP) and Second Wave Positive Psychology (SWPP) to explore ways the newest understandings of existential distress and growth can contribute to remoralizing our faculty with an emphasis on academic medicine.

Richard, E.

University of Kentucky

The Who, What, and How That Affects Biology Students: Perceptions of the Lab Classroom

In the classroom, we frequently assess conceptual understanding but place less emphasis on the affective experience of students. To test aspects of the classroom that can influence students' perceived sense of community and attitudes about learning, we surveyed 453 students in undergraduate biology lab courses. The influence of course level, delivery mode, and instructor presence in biology labs on student perceptions of the classroom was measured with the Classroom Community Scale (CCS) and additional open-ended questions. CCS items grouped into three main factors related to the classroom community: student connection, emotional learning environment, and

instructor encouragement. Students in courses with a Graduate Teaching Assistant (GTA) reported all CCS factors to be significantly better in comparison to students in courses without a GTA. Students most commonly identified with their instructors based on shared scientific interests (59%), gender identity (42%), and common interests (34%). Students in >300-level courses reported significantly better emotional learning environments and instructor encouragement in comparison to students in <200-level courses. Students in courses delivered in-person reported all CCS factors to be significantly better in comparison to students in courses delivered remotely.

Thursday, October 26, 2023

Plenary Sessions

11:00-11:50 am	Lunch Break • 12:00-12:50 pm	1:00-1:50 pm
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Ballroom A&B • 11:00 am - 11:50 am

Lisa Cain

University of Texas

The Power of Connectivity

Effective Communication is extremely important to productivity. However, effectively connecting with others involves more than utilizing written and verbal communication. It involves one's ability to connect with the intellect and the heart. The presentation will provide the essential tools necessary for networking and interacting with others. It will discuss how the ability to truly connect with others is essential not only to daily productivity but to becoming a level five leader.

The presentation will fulfill the following objectives:

- Define connectivity
- Discuss the importance of self-awareness
- Define effective communication
- Present the importance of valuing others.
- Define leadership and the importance of connectivity in leadership
- Discuss how to use the power of connectivity in strategic planning

Lunch Break • 12:00-12:50 PM • Ballroom C

will understand principle concepts that enable one to be a successful negotiator and leader. They will understand the necessity of truly valuing others.

Ballroom A&B • 1:00 pm - 1:50 pm

Paul Richard Hernandez

Texas A&M University

The Formation and Impacts of Mentorship Networks for Underrepresented Students in STEM

Mentorship can be part of the solution to developing a more diverse global scientific workforce, but mentorship models focused on dyadic mentoring can reproduce hierarchies that reinforce the status quo. Reframing mentoring relationships as developmental mentor networks

can more accurately describe the experiences of protégé, can deepen our understanding of how, why, and for whom mentoring “works,” and can empower protégé to effectively pursue their STEM career goals. This session will highlight research on developmental mentor network theory, including factors that promote the formation of diverse and robust mentorship networks and the impacts these networks can have on STEM career development..

Thursday, October 27, 2023

Round Table Sessions	Ballroom A&B	8:00-8:50 am
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Round Table Moderator: Dionne Clabaugh

Sawyer, Y., Schroeder, T., & Hackel, T.

University of New Mexico

Making Mentoring Attractive and Accessible to Entry-Level Students

Mentoring relationships between undergraduate students and professional researchers are life changing. However, these relationships are usually highly structured and competitive, which can be intimidating to entry-level students. Further, many mentoring programs attract students who are already on the path to utilizing as many resources as possible to help advance their educational and professional planning.

Conversely, the goal of the STEM Mentoring Program developed by the Science, Technology, Engineering, and Math (STEM) Collaborative Center (STCC) at The University of New Mexico (UNM) is to shift this paradigm. The program's target population are entry-level students for whom “professional research” is still a new and daunting concept. This program engages students in structured, low stakes mentoring relationships with engineers and scientists at the Air Force Research Laboratory, Sandia National Laboratory and other local companies.

This mentoring program helps illuminate career pathways and opportunities in students' chosen academic disciplines and shapes their current understanding of research. The STCC staff matched mentor-mentee pairs based on self-submitted data, ranging from field of interest to personal and demographic details. The STCC then hosted introductory events to provide support and promote ongoing conversations, as well as through continuous communications from the staff to the mentor pairs.

Student participants were more likely to persist at UNM when compared to their peers. After the STCC grant concluded, this program was transferred to the Engineering Student Success Center, where it was expanded and further refined. .

Cain, S. & Cain, J.

Kennesaw State University, Mercer University

Call Me MISTER: A Program Model and Effective Mentor Practices

Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) is a program designed to increase the number of Black males in the education profession through advocacy, support, and mentorship. Previous research describes the impact of mentorship and the actions of effective quality mentors (Taylor, 2007). Within that context, Call Me MISTER's goals, mentor/mentee relationships, and positive effects will be explored for those interested in fostering opportunities for under-represented groups to be successful in education and beyond. According to Merriam (2001), qualitative studies are those in which the researcher seeks to “discover and understand a phenomenon, a process, or the perspectives and worldviews of the people involved” (p.11). The method of qualitative interviewing, a tool of research used to learn about people's feelings, thoughts, and experiences (Rubin & Rubin, 1995), was used to explore the actions of four mentors who successfully guided African American students to academic success. Findings (Taylor, 2007) indicated that four themes emerged regarding the actions of mentors who helped under-achieving African American students recover from academic risk and go on to college. These themes included: (1) know the student; (2) communication and access; (3) serve the whole child; and (4) caring and dedication. Similar mentor actions in the Call Me MISTER program have helped guide college students and increase the number of Black male teachers who are available to serve students. In the U.S., Black male teachers are 2% of the teaching population (Jones et al., 2019). Call Me MISTER was formed in 2000 at Clemson University to help guide more Black males to the profession (Jones et al., 2019). As student demographics increasingly diversify, so should the teachers who serve them. Some program mentors are education professionals themselves and others are successful in other fields, but all contribute to the educational development of participants. Mentorship is key and critical for program success.

Lundell, D., Michaud, M., & Ybarra, D..

Portland State University

Peer Mentoring in a Pandemic: Making Meaning of Work and School for Gen Z Students

This project shares the data and conclusions drawn from a survey project about peer mentoring and the ways the COVID-19 pandemic shaped participants' experiences as mentors, as students themselves, and their interactions with and support of mentees. The Portland State University campus, the largest in Oregon, shut down in March 2020, forcing mentors into the same condition as their mentees in navigating rapid changes to online services, course delivery, and staff support. The survey was given in Spring 2022 when most students had returned to a pre-pandemic level of campus operations. Our survey included 36 questions; 20 people responded. The background, framework, research questions, method, and results are examined with a focus on what we learned and applied in our peer mentoring program. The authors concluded that mentors used a wide range of existing campus services to support mentees whose needs changed during the pandemic and intensified around specific themes, such as mental health, financial wellness, changing social roles (e.g., caregiving, social inequities), and being successful in their academic work in an online environment. The survey responses also indicated mentors identified more urgent needs than could be met by existing services in the areas of financial support, mental health (e.g., Wang et al., 2020), career readiness, technology access, and support for navigating social and cultural identities in a changing, crisis-driven, global climate. Mentors reported being able to relate to mentees because they experienced the same changes, thus endorsing the power of their "peer" relationship and proximity to the students to offer support.

Patterson, C., Couri, D., Harlin, J., Johnson, M., & Wilkinson, H.

Texas A&M University

Implementing Innovative Mentorship Development: Adapting CIMER Competencies and Curriculum

In fall of 2019, Texas A&M University made significant investments to address formal mechanisms for mentorship development within and across the institution. The Center for the Improvement of Mentored Experiences in Research (CIMER) evidence-based competencies and curriculum anchor the institution-wide initiative. The competencies provide an opportunity for the Faculty Mentoring Academy (FMA) and Graduate Mentoring Academy (GMA) to establish a shared vocabulary across academic disciplines and mentoring relationships. This round table is focused on implementation insights.

Though operationally independent, the two Mentoring Academies maintain a synergistic commitment to the CIMER curriculum while also developing a sustainable and scalable model. The Mentoring Academies deviate from the CIMER recommended cohort model and face-to-face approach to achieve within and across the mission. For example, a unique aspect is the affinity groups: faculty, staff, and graduate and professional students. The program also adapts and innovates to fulfill the mission and promote meaningful virtual engagement.

In three years, nearly 1000 individuals (faculty, graduate and professional students, and staff) have participated in the Mentoring Academies. Over three hundred participants completed the required seven competencies. Anecdotal feedback affirms the CIMER model's goal that the richness of each session resides in small group interaction. Preliminary findings revealed 97% of participants believed the program was a valuable use of time and 75%-85% would recommend this experience to a colleague.

The intentional nexus of CIMER implementation centrally resides with the Center for Teaching Excellence and the Graduate and Professional School. While operating independently in their respective university offices, the programs form the larger, institution-wide TAMU Mentoring Academy. A shared vision is bold and consistent: to create a CIMER-based mentorship development program within and across the university. In pursuit of this goal, mentorship development leaders adapt and innovatively implement the CIMER curriculum.

Donaldson, R.

Claremont Graduate University

Hidden Needs: Mentoring Survivors of Trauma in Higher Education

Experiencing quality developmental relationships has been found to have a positive influence on well-being, including on one's social life and work (Diener & Diener, 2008; Higgins, 2000). In contrast, experiencing developmental trauma can significantly affect one's relationships and future life course (Huh et al., 2014). For individuals with histories of childhood trauma, positive developmental relationships may be scarce (Al Makhamreh & Stockley, 2019). As this population is often in great need of social support and guidance, mentorship relationships in higher education are critical (Al Makhamreh & Stockley, 2019). Literature indicates that generative force characteristics of students may also support their mentorship experiences (Bronfenbrenner & Morris, 2006; Mak, 2012). While a large body of research suggests positive educational contexts may buffer against negative effects of childhood trauma for some individuals, to date, only a small body of research has examined the characteristics of students' approaches to learning that may interact with mentorship experiences in higher education and support greater well-being for this population (Bessey, 2017; Mak, 2012). The present study examined individual approaches to learning for those who have experienced at least three adverse childhood experiences and who have completed at least two years of higher education. The study aimed to understand the role mentorship plays in strengthening the relationship between curiosity, hope, and growth mindset of at-risk college students and their well-being. A total of 50 participants between 20 and 29-years-old completed the Growth Mindset Scale, the Five-Dimensional Curiosity Scale, the Hope Scale, the Patient Health Questionnaire-9 Depressive Assessment, and The Mentorship Effectiveness Scale. Results were examined using multiple regression. Findings corroborate studies highlighting how greater levels of force characteristics (i.e., curiosity) are correlated with lower levels of depression and stronger mentorship experiences. In sum, this study highlights the importance of exploring ways to mentor mentees from traumatic backgrounds, who may struggle to navigate the mentorship experience.

Smith, T.

North Carolina Central University

Mentoring: A Pathway to Sustainability of Novice Educators in Teacher Education

The purpose of this phenomenological qualitative study was to understand the problems and challenges of novice educators and how induction programs can be adjusted to better prepare and support novice educators through mentoring relationships as they transition through the early years of teaching. A phenomenological research design was used for this study. Analysis of this phenomenon provided insight into novice educators' experiences with induction support. The phenomenological research approach focused on lived experiences and a deeper interpretation of novice educators' perceptions of the support they received through induction programs. Qualitative methods

are suitable for this research approach in which the researcher analyzes the meaning and complexity of these experiences. The theme of mentoring conveyed the need for authentic relationships with mentors and novice educators being assigned to mentors in the first two years of teaching. Novice educators found that a genuine relationship with an assigned mentor was essential to their development and foundation in the induction program. Three of the six participants had inconsistent mentors in the early teaching and the participants felt this affected their ability to connect with their mentors and others. This study intends to provide ideas for new practices that would better support novice educators in the formative years of teaching. The hope is that this research will also suggest ways to develop more structured and nurturing mentoring supports that prevent novice educators from departing the profession. This study will examine effective practices being used in novice educator support programs and their impact on novice educator retention.

Tiemann, S., Kudrna, R., Swoboda, M., & Timothy, H.

Park University

Mentoring Connectedness in First Year Seminar Students: A Pilot Study

University First Year Seminar (FYS) programs are diverse in their content and pedagogy. Yet all seek to assist first-year students in the difficult college transition. The purpose of the study was to evaluate if grouping similar academic majors into the existing FYS courses would improve social connectedness, use of academic resources, and engagement on campus and thus improve student retention and success. A quantitative, quasi-experimental, nonequivalent control group design with phenomenological, mixed methods parameters were used via an 18-question survey focusing on perceptions of on-ground, first-year undergraduate students utilizing components of the MOS Social Support Survey. Two open-ended, qualitative questions were asked on the survey, and post-hoc interviews were conducted with each class instructor. No significant differences existed between the control and experimental groups for any of the pretest survey quantitative questions. Emerging qualitative themes suggested that 67% of the experimental group valued connectiveness, as opposed to only 17% of the control group. The professors' interviews provided insight into their perceptions and recommendations for course improvement. In the 18-item Likert scale survey, three significant differences were found between the control group and the experimental group. First-time freshman participating in the FYS was a success for both groups. Anecdotal responses from the instructors suggest future efforts to increase student connection and university engagement should focus on updating course assignments to provide more opportunities for student connection and engagement.

Taylor, Z. & Burnett, C.

Texas State University, University of Southern Mississippi

Rehearsal Context: Pre-Professional Identity Development Through Student Employment

Student employment has been found to be a key driver of postgraduate student success (Burnside et al., 2019), specifically gaining professional employment upon graduation. However, little research has addressed which student employment experiences best prepare college students for the labor market (Burnett, 2021). Subsequently, this study seeks to answer the following research question: Which student employment experiences best develop college students' pre-professional identity and marketable skills to increase employability and improve postgraduate outcomes? To gather data for this study, the research team sampled 18 college graduates who also had on-campus employment experience and participated in a reciprocal mentoring relationship with their supervisor. We scheduled one-on-one open-ended interviews using the Zoom platform to investigate participants' perception of their reciprocal mentoring relationship with their mentor and how that relationship and those experiences parlayed into marketable skills and post-graduate employability. Data from this study suggests that college students most benefited from two types of student employment experiences: reciprocal mentoring relationships with their peers and opportunities to rehearse leadership skills under a safe, supervised environment. Moreover, college students greatly benefited from peer-to-peer mentoring relationships where experienced student employees were allowed to develop reciprocal mentoring relationships (Reddick et al., 2011) with student mentees to both develop their capacity as a mentor and future professionals. This study both supports prior literature (Athas et al., 2013; Burnett, 2021) and makes novel contributions related to reciprocal mentoring relationships (Reddick et al., 2011) in higher education and the role that student employment plays in mentorship development and pre-professional identity development (Jackson, 2017). First, this study makes clear that student employment is a critical experience that helps college students become better pre-professionals (Jackson, 2017). Moreover, this study underscores the importance of reciprocal mentoring relationships between supervisors and student employees (Reddick et al., 2011), and then student mentors and student mentees.

Naumann, L., Jewell, S., & Rider, E.

Nevada State University

Enhancing Solidarity and Improving Retention Through Faculty Mentoring Affinity Groups

Nevada State University (NSU) implemented the Pursuing Equity to Enhance Retention (PEER) Project to improve the institutional climate and increase faculty success by creating peer mentoring circles organized by affinity group: Underrepresented Minorities (URM), women, and early career faculty to promote retention (Berk, 2005; Kram, 1983; Noe, 1988; Thomas et al., 2015; Yen, 2007). Poor outcomes with traditional mentoring models have been associated with mismatches and authority associated with the mentor role (Zellers et. al, 2008). To foster this growth at NSU, monthly mentoring meetings were delivered virtually using a co-mentorship model to reduce workload barriers associated with traditional 1-1 mentoring (Chao et al., 1992). Throughout the sessions, informal feedback was gathered and evaluation surveys were deployed at the end of the academic year. The majority of the 26 faculty who participated were women (n = 22, 84%) and assistant professor rank (n = 16, 61%). Average attendance was 70% (range 20 - 100%). On evaluation surveys (69% response rate), faculty reported a mean satisfaction of 3.63 out of 5 (SD = 1.11), and 13 (76%) indicated they would be likely to participate next year. Mentoring

circles were most helpful at “talking through issues/concerns” and “feeling validated about experiences.” Suggested areas of improvement were greater structure and consistent attendance. To address this feedback, faculty will participate in an orientation session to understand the PEER Program’s purpose and expectations, and will have opportunities to rank topics by preference for their meetings. Peer mentoring circles have the ability to increase collegiality and networking. As the campus grows in size, peer mentoring circles will reduce silos and increase agency among faculty to communicate the skills needed to navigate the policies and unwritten rules of promotion and tenure, leading to improved retention.

Concurrent Sessions • 9:00 - 9:50 am

Walker, T.

Central Washington University

Acoma A&B

Faculty Mentoring Using the Transrelational Leadership Model

An introspective, thus inclusive model designed to identify leadership intentions. Originally developed to promote intentional family leadership, the researcher plans to use this model as a foundation for faculty mentoring as incoming department chair. “An increasingly diverse and interconnected world requires more flexible and inclusive understandings about what leaders and leadership are to be optimally useful and socially just” (Zacko-Smith, 2008). Differentiating goals for teaching, scholarship, and service will hopefully contribute to faculty retention. Gardiner (2006) proclaims, “we must move beyond our individualistic, mechanistic understandings of leadership to ones that recognize the unity of all life”. Transactional, transformational, and transcendent leadership are presumed to be hierarchical/progressive functions of leadership. Transrelational leadership recognizes the conscious ability to utilize all three. Reframing represents the span across, and the ability to move between or among leadership functions. Maintaining leadership is a dynamic set of functions in isolation, interconnectedness, and/or interdependence. A semantic approach, synonym analysis, was used to discover the relational nature of words. Tend, influence, and encourage serve as synonyms for respective primary leadership functions, represented in a Venn diagram. Understanding the primary/secondary functions of leadership, and their synergy is essential to development as leaders. Goal setting will focus on each main sphere for each professional responsibility (teaching/scholarship/service). With goal monitoring throughout the tenure and promotion process using reflective practice, self-evaluation, and peer feedback. Transrelational leadership represents a transition from leadership’s bureaucratic terms, as Lanham (2000) suggests, voiceless prose. To the essence of leadership functions. Making the language of leadership transparent to all. An introspective leadership style accessible to the masses. “Leadership and hope are not things—they are relationships” (Gohrke, 2007). When people are tended, influenced, and encouraged there is hope; when leaders seek to ethically serve, strive to educate, and elicit voice - there is promise.

Parker, M.

University of Houston - Downtown

Fiesta A&B

One Roadmap to Implementing a STEM Peer Mentor Program

Much research has been undertaken regarding what peer mentoring is and how peer mentoring can be successful in promoting and enhancing the college student’s learning and success outcomes, while also preventing increased dropping out during year one of a college-goer’s experience (Engle and Tinto, 2008). There is also ample evidence of expert and near-peer mentoring effectiveness. Likewise, peer-to-peer mentoring is known to increase GPA, credits earned, and levels of adjustment for first generation students (Colvin and Ashman, 2010). Evaluation will review post-semester questionnaires of 150 undergraduates bi-annually over a three-year period (pre-COVID) and during a two-year period post COVID to gauge effectiveness of STEM peer mentors as evaluated through the words of mentees.

Scull, W., Han, K., & Carrier, J.

University of Wyoming

Isleta

Allyship: Interrogating Concepts and Programming Ideas

This paper builds upon a literature review and analysis conducted by three of the co-authors in the Chronicle of Mentoring & Coaching (Han, Scull, & Carrier, 2022). Despite our previous review aimed at identifying concrete lesson plans and training program templates for higher education contexts, the extant literature on allyship provided largely theoretical concepts concerning allyship with no concrete lesson plans and training program templates. In this paper, the authors search for practical examples and training programs in the diversity, equity, inclusion and belonging (DEIB) field. Thus, our purposes for this paper include: 1) to explore the concept of allyship and how DEIB training and practice have been carried out in workplaces; and 2) to showcase two of the allyship examples by two DEIB consultants from the business and industry sector. In so doing, we seek to recognize a few examples for training that could be applied in higher education settings.

Lewis, H., Jr.

Louisiana State University

Lobo A

Promoting the Retention and Advancement of Black Male Educators Through Mentorship

Entering the demanding field of education can be a complicated decision, particularly for Black males. While research shows that representation matters for Black male educators and students, there continues to be an issue building representation through the recruitment, retention, and promotion of Black men in the field of education. The systematic disparities that exist, which create race-based stress and a lack of mentors and role models in the field, can make retention for Black males much more difficult to navigate. Drawing upon a specialized body of research on the perspectives of Black men educators who have experienced mentorship, the Mentorship Framework for Black Male Educators was created. Through the application of evolving practices for mentorship, the authors designed the mentorship coaching practices to guide conversations between Black Male mentor-educators and their Black male mentees. The significance of this work relies on equipping Black Male educators with the skills necessary to navigate the difficult educational landscape, increasing the representation of Black males in classrooms, administrative offices, and counseling positions.

Robbio, R., Bertram, M., Endersby, L., McCague, H., Brennagh, H., & Quail, S.

York University

Lobo B

E-Mentoring: Partnering Graduate and Undergraduate Nursing Students

New graduate nurses face difficulties in their transition to professional practice and many report being bullied in the workplace (Robbio, 2018; Rush et al., 2014). This challenging transition to professional practice was further compounded for nursing students during the COVID-19 pandemic, resulting in limited academic supports and clinical placements, alongside nursing staff burnout – leading to some nurses leaving the profession (Migneault, 2021). Additionally, Chachula et al. (2022) report that nurses in the clinical setting are key perpetrators of uncivil behaviors and bullying towards nursing students. To help mitigate these struggles, socialization through social supports and mentoring are critical to facilitate entry to practice (Robbio, 2018) and may be realized through opportunities for empathetic, authentic, and relational mentoring to address ongoing issues, such as isolation and a lack of social connectivity and mental wellbeing, faced by nursing students (Cengiz et al., 2021). Traditional in-person mentoring may encounter barriers, such as unsupportive work environments, lack of mentor access, heavy workloads and location and distance constraints. To address these limitations, internal grant funding from York University was obtained to develop and explore an e-mentoring program for nursing students by nursing students as a viable transitional strategy. This intervention, at its core, aimed to have graduate nursing student e-mentors (registered nurses) establish a one-to-one online mentoring relationship with e-mentees (undergraduate nursing students) by offering them psychosocial support and opportunities for professional networking and career support.

This pilot study examined program intervention feasibility and satisfaction using mixed-method methodologies, including quantitative and qualitative elements. A pre-post survey design without a control group was employed to assess change and improvement during the e-mentoring process.

Kohlenberg, R.

University of North Carolina - Greensboro

Luminaria

Implementing Critical Thinking Skills in Higher Education Learners Through Mentoring

Mentoring can present an ideal opportunity for developing and implementing critical thinking skills. Critical thinking is essential in the development of life skills. Furthermore, critical thinking impacts many other aspects of living including situational awareness, creativity, and motivation. A mentoring situation, especially one-to-one as well as group meetings, can impact young adults for life.

Although issues of young adults' inability to develop critical thinking skills were documented as early as 2019, the pandemic and lack of in-person instruction exacerbated the situation. The numerous challenges of working with students at all levels were experienced in institutions nationwide. Although faculty attempted to create new avenues of delivering instruction, many students still were left without the ability to implement critical thinking skills. Mentoring was proposed to be an effective avenue to implement critical thinking skills in pre-professional students.

To explore the potential of mentoring, a preliminary project was designed to determine how a mentor could effectively implement approaches to implement critical thinking. Eight pre-service professionals met together weekly in individual sessions and a 3-hour classroom setting. Discussions about critical thinking, definitions, and approaches, were integrated into the group sessions. Five approaches to implementing critical thinking were selected: problem solving, inquiry, collaboration, questioning, and presentation. Tasks and situations for each area were assigned and addressed by the students. A student learning outcome was established, and the concluding document and presentation were assessed. The document and presentation comprised the measure; a target based on a 4-point rubric scale projected 80% of the participants would score at level 3 or above. Seven students were rated at 3 or above, a success rate of 88%. Although the number of participants was limited, this project was intended to suggest that mentoring in any way could help students implement critical thinking skills.

Miller, A. & Costello, C.

Lone Star College, Northwestern University

Mirage Thunderbird

Lean On Me: Creating Responsive and Effective Mentorship for Postsecondary Students

Seeking a postsecondary degree is a challenging endeavor in the United States. As national trends demonstrate a decline in college enrollment, it is imperative that universities and graduate programs hone their support of current students and faculty. Specific to post-secondary institutions, mentorship has the potential to guard against burnout that can lead to eventual attrition and encourages continued scholarship, which leads to novel ideas to support diverse populations. This paper will seek to identify a framework for defining and assessing an effective mentor for postsecondary students. It will examine current research about the evidence-based qualities of an

effective mentor and how mentors, mentees, and postsecondary institutions can use existing tools to assess the effectiveness of the mentorship relationship to make data- and research-driven improvements to better support students, faculty, and staff. These tools offer great flexibility for postsecondary programs to either grow or begin mentorship programs. While some postsecondary institutions have comprehensive mentorship programs, others may have more unofficial or individual arrangements. Mentors and mentees in both formal and informal relationships benefit from systematically examining the quality of the relationship. Another consideration observed in the current metrics demonstrates a significant decline in student mental health. As such, it is imperative that institutions consider proven ways to create a culture of overall well-being; effective mentorship programs can provide both the psychological support and career development that contribute to improved mental health. Supportive mentorships can address the increased demand on postsecondary institutions to support students' mental health.

Frydman, J. & Cook, A.

Lesley University

Santa Ana A&B

Evaluating a Research Mentorship Pilot Program in the Profession of Drama Therapy

Within the field of drama therapy, a robust empirical research base is currently lacking. As a response, the research committee of the North American Drama Therapy Association conceived of and developed a research mentorship pilot program intended to connect early career drama therapy professionals with seasoned drama therapy researchers to promote the production of scholarship. The pilot program featured two potential mentorship routes: research (i.e., focus on the development of basic research skills) or publication (i.e., move completed research through the publication stages). Of the five mentor partnerships, two were research-focused and three publication-focused. A pre-post qualitative survey design gathered initial expectations among all participants and follow-up reflections on perceptions of success/challenges. Thematic analysis of pre-surveys showed that participants had hopeful expectations, a willingness to learn, concerns about time and resource availability, and a motivating desire to make community connections. Post-survey responses suggested that mentees felt supported by mentors, there were issues with time management and lack of access to academic resources, mentees possessed insufficient foundational research knowledge, and community connections were established. Implications for a more formalized and larger scale program that accounts for these findings are discussed.

Sood, A., Shore, X., Tigges, B., Helitzer, D., & Myers, O.

University of New Mexico, Arizona State University

Spirit Trailblazer

Gender Differences in Self-Reported Faculty Developmental Networks

Scholars have long recognized gender variation in social relationship dynamics. However, how gender shapes developmental networking relationships for career advancement, particularly among university faculty members, is understudied. This area of research is important since women comprise an increasing proportion of faculty and yet report receiving less mentoring and lower career satisfaction, productivity, and advancement than their male counterparts. This cross-sectional study assessed gender differences in self-reported dimensions of faculty participants' developmental networks by collecting information on relationships with developers, who are people who have taken concerted action and offered professional and personal guidance to help participants advance in their careers over the past year. The investigators used egocentric network data from an electronically administered Mentoring Network Questionnaire collected from 159 faculty involved in a mentoring intervention during the pandemic. Faculty were from multiple Southwest and Mountain West institutions. Statistical analyses were performed using the Chi-squared test, Wilcoxon rank-sum test, and unadjusted multilevel regression. Female faculty chose developers of lower gender diversity than male faculty ($p=0.01$). Compared to male faculty, female faculty reported receiving more psychosocial support from individual developers ($p=0.03$). Female faculty members' developers were more often characterized as friends and less often described as sponsors and allies than male faculty, based on relative levels of career and psychosocial support that individual developers provided ($p<0.001$). No gender differences were found in other network characteristics. Female faculty build developmental networks that have different factors compared to male faculty. Greater levels of psychosocial support and fewer allies and sponsors for female faculty may have long-term implications for differential career advancement for women vs. men in academic careers. Strategies to enhance networking should address gender differences and include a structured framework for assessing network gaps.

Concurrent Sessions • 10:00 - 10:50 pm

Wilcoxon, C. & Langfeldt, J.

University of Nebraska - Omaha

Acoma A&B

Accelerated Certification: Two Tracks, One Destination

Multiple schools across the nation are facing teacher shortages (Sutcher, et al., 2019), thus co-designed high quality alternative certification programs (Guha et al., 2017) can help fill the void. Since 2000, one midwestern university has partnered with local school districts to provide accelerated certification programs. These options combine coursework and field experiences for individuals with a previous bachelor's degree for initial teacher licensure for elementary and secondary needs.

Accelerated candidates experience all classroom teacher responsibilities and work full time while pursuing certification. With coursework aligned to placement needs (Mourlam et al., 2019), multi-year mentoring support (Zaharis, 2019), and cohort support (Fullan, 2014) numerous structures support needs. With close to 300 completing the programs since 2000, this year's 21 are facing new challenges. With changing

classroom dynamics and decreased personnel in schools, the need for increased support surfaced in mid-year surveys.

For example, time management was one predominant theme. Although time management for beginning teachers is common, attributing factors vary from the past, including increased demands due to under-staffing and stressful school climates. Participants reported on elements that led to their success, accomplishments they are proud of, challenges experienced, and advice prior to program initiation. Upon completion of this year, a second survey will collect data on additional information to add context.

With certified teachers in high demand, the need to create alternative pathways for teacher preparation is higher than ever. When districts have unfilled positions, students suffer. Beginning teaching is hard enough without additional obstacles impacting retention and finding a place within the profession. Our presentation explores accelerated certification programs as they relate to making a career change, the dynamics of stressful environments, and time management. Strategies will be shared, modeled, and applied to new contexts.

Gould, D.

University of New Mexico

Fiesta A&B

Overcoming Challenges in Brokering Youth's STEM Interests

Brokering is a form of mentoring that connects mentees with resources for developing their interests. Brokers perceive a mentee's interest(s) and connect the mentee with material resources, collaborators, guides, teachers, programs, or additional contexts for developing the interest(s).

We report a case-study that emerged from our three-year social design study of an out-of-school-time STEM club. The club was designed to leverage in-person and virtual mentoring to broker youths' STEM interests. It emphasized building on youths' assets in service of their interests, developmental mentoring, and co-designing STEM projects. Sixteen college students mentored and brokered the STEM interests of 23 youth aged 11 - 14.

The purpose of this focused study was to examine and report challenges in brokering youths' STEM interests and how those challenges were overcome. We extracted data about brokering from the full data-corpus of the three-year study and conducted coding and constant comparative analysis of that data to develop and interrogate emerging themes (Charmaz, 2006). We report four themes for overcoming challenges in brokering youths' STEM interests: developmental relationships, building program structure and mentors' repertoires for recognizing and responding to youths' signals for support, building program structure and mentors' repertoires for recognizing and supporting youths' social and cultural assets, and mentors' knowledge about social and material resources for brokering STEM interests. We present narratives to illuminate how these themes created capacity for mentors' attunement and advocacy for brokering youths' STEM interests.

Nelson, Y.

The College of New Jersey

Isleta

Value of Belonging: Fostering a Diverse, Equitable, and Inclusive Community for Students

As the population increases in diversity, it is imperative that healthcare workers reflect this shift in demographics and this begins with schools of nursing. We must examine approaches such as supporting a diverse, equitable, and inclusive environment to support students from diverse backgrounds as they navigate the challenging nursing curriculum. Vincent Tinto's model of student retention described "integration" as being a strong predictor of determining whether a student persists or drops out of their respective program (1994). When reflecting on schools of nursing, mentorship has proven to be an effective tool to assist in the retention of nursing students. Mentoring relationships can assist in building self-confidence, socialization skills, retention, developing a sense of belonging, collaboration, and enhancing one's knowledge base.

The "Moving Forward Together" African American (AA) Student Nurse Mentorship Program is just one program that is currently addressing the lack of diversity within the profession of nursing. This program's purpose is to positively impact the lives of AA nursing students by providing support, fostering character development, enhancing leadership skills, developing a sense of belonging, and building self-confidence. The program goal is to expand to engage students within the School of Nursing and to explore their interactions with others whom they perceive to be culturally different.

The summary of the literature provides a brief overview of the factors that affect the persistence of nursing students of color, highlights the value of belonging and its role in retention, and strategies to consider as we continue our mission of creating a diverse, equitable, and inclusive community. As we focus on progressing toward achieving health equity in the United States, a diverse nursing workforce should be at the forefront of attaining this goal. The lack of diversity within the profession of nursing remains an ongoing concern.

Patterson, C., Ajayi-Abitogun, B., Dunn, A., Galloway-Pena, J., & Couri, D.

Texas A&M University

Lobo A

Faculty Mentoring Academy Insights: Implementing Emergent CIMER Competencies

Launched at a research-intensive university in 2020, a Faculty Mentoring Academy was designed and anchored within seven evidence-based competencies and curriculum developed by the Center of the Improvement of Mentored Experiences in Research (CIMER). Since the program's implementation, three new CIMER competencies were unveiled to address wellbeing, ethical behavior, and work-life integration. This research investigates implementation of the three emergent CIMER competencies and provides implications for mentoring development

programs and scholars.

Three additional CIMER competencies were piloted once during each of the Spring and Summer 2023 Faculty Mentoring Academy program: Supporting Well-being (n=19), Cultivating Ethical Behavior (n=15), and Enhancing Work-Life Integration (n=16). This research utilizes descriptive analysis of faculty participants' perceived level of confidence and session feedback forms, supplemented with reflective analysis of facilitator lessons learned.

The CIMER competencies, including learning objectives and session design, are described. A review of the end-of-session feedback forms revealed faculty participants perceived value and utility for each competency. The multipronged reflection analysis explored faculty facilitators (n=2) and Faculty Mentoring Academy coordinator-facilitators (n=3) experiences. Though the study sample is notably small, the findings provide early insights into faculty participation experiences and intention to implement.

The analysis revealed insights into the emergent CIMER competencies, including how faculty participants perceived their session engagement and anticipated competency implementation. Facilitator reflections and participant findings will showcase the Spring 2023 competency commonalities and differences that inform Summer 2023 iterations. Additionally, facilitator reflections analysis provides important lessons learned and builds upon earlier evidence of the Faculty Mentoring Academy facilitation experience.

Chambers, B., Doerfert, D., Garner Santa, L., Ramirez, J., & Tapp, S.

Texas Tech University

Lobo B

Building the Plane as It Flies: A Mentorship Program to Champion Faculty Success

With data from COACH surveys, an NSF ADVANCE grant, and a campus survey about barriers to faculty success, administrators at an R1 institute in the southwest realized university-wide action was required. The results revealed that faculty mentorship was necessary to address career progression and retention, specifically for women and faculty of color. In Fall 2022, the Faculty Mentorship Academy (FMA) was established to supplement existing department- and college-level mentorship and create additional mentorship opportunities.

Based on existing literature and research on mentorship programs, co-directors considered best practices and insights from stakeholders and obtained certification from CIMER. They developed a mentoring circle structure based on affinity groups and preferences. Spring 2023 served as the FMA beta test, with 27 mentees and 10 mentors participating in five circles. Mentees were required to complete a faculty development plan, and both mentees and mentors attended monthly meetings and workshops.

To identify gains and examine FMA's efficacy, pre- and post-test assessments were conducted using quantitative and qualitative methods. The pre-test found that mentees felt more strongly about achieving personal than professional goals but emerged with more awareness and confidence about overcoming professional barriers. Mentors reported a greater understanding of faculty success than mentees, but both ranked knowledge of institutional resources lowest for personal and professional growth. From the post-test, both mentees (89%) and mentors (95%) agreed they grew professionally.

O'Donnell, K. & Munoz, I.

Our Lady of the Lake University

Luminaria

An Examination of Measurements for Determining the Effectiveness of Virtual Mentoring

This research paper sought to explore sources useful in examining the effectiveness of virtual mentoring practices. Measuring effective practices in virtual mentoring can be difficult due to issues in the environment, technology and interactions of the mentor and mentee. A review of literature was conducted to examine aspects of virtual mentoring, peer based and college mentoring programs. The literature was examined to determine how the effectiveness of mentoring practices were measured using research-based instruments. Specific attention was paid to evaluation of virtual mentoring processes. The review of literature found common themes. The need for simple program design, desire to formalize inputs, the necessity of face-to-face input, and the difficulties of establishing virtual mentoring relationships were determined by a variety of studies (Lindsay & Williams, 2014 & Tan et al., 2014). Additionally, a measure to examine effectiveness of the mentoring process was found that includes background information, opinions regarding the impact of the mentoring relationship and regarding the effectiveness and overall mentoring program (Fleury, 2015). Implications for using an effectiveness tool with varying developmental levels of participants was also discussed.

Hirayama, G., Masada, G., & Fillerup, G.

Western University of Health Sciences

Mirage Thunderbird

From Coaching to Mentoring: A Mentored Evaluation Process to Prepare Students for Clinic

The purpose of the "Mentored Evaluation" [ME] was to improve students' readiness for patient assessment, evaluation, and management, prior to embarking upon the clinical education curriculum. This model called for students to perform a complete orthopedic physical examination under the mentorship of a licensed practicing clinician. This process facilitated students' all-around competence and confidence, "easing" their transition from didactic-centric to clinical curriculum.

The framework of the ME is broken down into three "stages": coaching, dynamic, and mentoring. The coaching stage allows students to be guided and assessed via brief discussions pertaining to "examination process and evaluation procedures". The dynamic stage serves as

a “transition” between coaching and mentorship, where students and mentor collaborate to develop and/or refine technical skills, clinical reasoning, etc. Lastly, the mentoring stage promotes student autonomy, allowing instructors to provide support as/if needed.

The ME model has been implemented in the orthopedic curriculum for the past five years. This examination model has proven successful in increasing students’ curricular competencies and confidence, serving as a well-regarded educational strategy for better clinical readiness.

Early student exposure to demands and expectations of the clinical environment, increased student efficiency and efficacy of their patient examination, evaluation, and management skills. Students reported augmented learning experiences, clinical instructors were able to “personalize” instruction, addressing students’ individual needs thereby promoting greater development, improving overall delivery of physical therapy care. Through enhanced student readiness and transition into clinic, there is greater potential for more profound growth to be achieved as a future healthcare provider. This article will detail the progression of student learning through the evolution of coaching to mentoring for improved student outcomes in the clinical environment and student self-efficacy.

Busenbark, D., Hernandez, P., Hales, K., & Law, D.

Texas A&M University, Utah State University

Santa Ana A&B

Mentoring: Recruiting, Selecting, and Matching Students

Defining Recruitment, Selection, and Matching Strategies guides the program coordinator in recruiting mentors and mentees, selecting who will be in the mentoring program, and matching participants. Recruitment begins by emphasizing how the needs assessment, university vision, and program goals and objectives should align to create a clear vision and purpose for the mentoring program. Recruitment also describes how communication practices in various university ecosystems, rewards and incentives, and activities enhance enrollment. Selection delineates mentors’ positive and negative characteristics, exploring in-depth critical mentor communication skills and the characteristics of successful mentees. Finally, the program coordinator or program committee should consider multiple alternatives in the matching process.

Sood, A., Shore, X., Mickel, N., Wiskur, B., Tigges, B., & Myers, O.

University of New Mexico, University of Oklahoma

Spirit Trailblazer

Curriculum-Based Faculty Training in Networking: Knowledge and Self-Efficacy Outcomes

Although the advantages of developmental networks are well-known, most faculty do not know how to participate in such networks actively. Additionally, institutions face challenges in teaching faculty the best practices of networking. This deficiency constitutes a critical gap in the literature, which may slow career advancement for faculty, particularly from underrepresented groups. The study’s purpose was to examine the effectiveness of a curriculum-based faculty training in developmental networks, utilizing the Extension for Community Health Outcomes (ECHO) platform. In this pre-post study, 33 faculty members participated in the intervention utilizing eight modules involving four competencies. Each module followed a standard format, including a short didactic, two facilitated case study discussions based on real-life scenarios, and self-reading of selected literature. Outcomes included (i) change in knowledge scores obtained from two questions per module and (ii) self-efficacy scores measured on a scale of 0-100. Paired student’s t-test and mixed model regression analyses were used. A significant increase in knowledge score was documented using mixed model regression for 4 of the eight modules (mean change score 0.4-0.8, $p \leq 0.03$ for all analyses). The proportion of faculty participants reporting correct knowledge items for all modules increased from 49.8% (pre) to 64.3% (post), which was statistically significant ($p < 0.001$). Significant increases in paired self-efficacy scores were reported for each of the eight modules (mean change score 17-37, $p < 0.05$ for all analyses). This study highlights the importance of curriculum-based training in networking. Participants showed a significant increase in pre-post networking self-efficacy and knowledge scores. Our ECHO-based curriculum, facilitator training, and manual enable easy implementation in other institutions, ensuring scalability and adaptability. Our analysis provides the evidence basis for examining the impact of a developmental network intervention in enhancing individual career networks.

Concurrent Sessions • 2:00 - 2:50 pm

Gordon, E.

University of Texas - Permian Basin

Acoma A&B

Trickle-Down Mentoring: An Informal Approach.

When a formal mentoring program is unavailable to new hires, one seeks help informally. One such mentoring method in higher education when formal mentoring is lacking is called “trickle-down” mentoring. In essence, new hires find a compatible colleague with similar research interests and form an informal mentoring relationship. During this time, the “mentee” learns the inner workings of the department, school, and college they reside in from the mentor. When another new hire enters, the “mentee” becomes the informal mentor and passes on the information learned from the mentor. The first casual mentoring relationship continues in which a continual flow of information can trickle down. In this session, one will become familiar with trickle-down mentoring, learn what to avoid during this process, and develop collegial, respectful informal mentoring relationships using Kram’s nine career and psychosocial support dimensions.

Wilson, K., Luthi, K., Harvie, D., & Surrency, M.

Embry-Riddle Aeronautical University

Fiesta A&B

Strategies for Engagement of Non-Traditional Students in Engineering Pathways

Peer support interventions in aerospace and aviation-related engineering pathways contribute to student acclimation and persistence in STEM career pathways, specifically in non-traditional groups. As part of an ongoing multi-institutional research study sponsored by the National Science Foundation, the current work highlights best practices in implementing a strategy that has proven effective in supporting students in the face-to-face environment, but not thoroughly studied in asynchronous, online engineering programs. This paper provides an overview of the year one findings in a three-year study focused on the integration of collaborative learning activities offered through peer led strategies on undergraduate engineering students at Embry-Riddle Aeronautical University-Worldwide which serves a large population of Veterans, Adult Learners, and Active Military.

Through peer-led team learning, a peer leader coordinates and facilitates sessions with a small group of students to introduce different topics and concepts covered in the course material. The peer learning model has proven successful in face-to-face classroom environments, especially in courses with activities facilitated by peer leaders in a synchronous setting (Luthi et al., 2022). The current study contributes to the literature on peer-led team learning with a focus on activities facilitated through both asynchronous and synchronous strategies. While there are studies of peer-led team learning in the online environment, the intervention activities require synchronous virtual workshop sessions (Wilson & Varma-Nelson, 2021).

This study addresses the gap in the literature regarding implementing peer-led team learning interventions in the asynchronous online environment. Best practices on student coaching and leadership training are discussed as well as teaching strategies to engage non-traditional groups in peer learning. Practical implications including recommended techniques to implement the peer-led team learning activities within the context of the asynchronous online learning are included in the findings along with implementation strategies to assist peer leaders in mentoring and leading their peers in engineering pathways.

Smith, M. & Cowin, K.

Pasco School District, Washington State University - Tri-Cities

Isleta

The Impact of Portraiture on Mentoring Relationships in Schools: “An Unworthy Assignment”

The purpose of this case study is to uncover the counter-narratives of Latinx educators. The self-portrait process will be used to discuss the importance of strengthening racial literacy among potential school leaders. The purpose of the study is to understand how being racially literate will allow us to “understand what race is, why it is, and how it is used to reproduce inequality and oppression” (Douglass Horsford, 2014, p. 126). Participants will include 3 Latinx educators. The questions are: a) How can using the self-portrait improve racial literacy? b) How can the use of self-portraits amplify the lived experiences of inequality and oppression of the Latinx community? c) How will self-portraits provide opportunities for educational leaders to create change and reforms that allow for deeper feelings of belonging? The findings will allow the researchers to assist candidates in principal preparation programs to understand better the implications of race in education in the United States. The findings could show present building leaders that the racial tensions and oppressions in education are not so distant in the past but reside in present practices and policies. The study could prove to give a greater voice to Latinx teachers and school leaders. The study will provide educational leaders the opportunity to work with their faculty of color to understand the effects of racism in education and to improve the lived experiences of their students and faculty. Second, the study will allow principal preparation candidates to know more about the relationship between race within their school community and its stakeholders. Finally, the case study will demonstrate the power of portraiture, especially using the self-portrait process in preparation programs.

Martin, H.

University of Denver

Lobo A

Stronger Mentoring Relationships Through Life Design, Reflection, and Compassion

Research shows that undergraduate students who are mentored for a year or more earn higher GPAs than academically similar students (Campbell & Campbell, 1997), and the most impactful mentoring relationships begin in the first year (Elon, 2018). However, traditional dyadic faculty-student mentoring relationships within the major are unlikely to develop in the first year. To address this gap, faculty in the First-Year Seminar (FSEM) program at the University of Denver serve as mentors to incoming students throughout the first year, alongside trained near-peer mentors (usually second- and third-year students). To fortify the connections between faculty and students, the FSEM program is deploying life-design techniques (Evans & Burnett, 2019) and critical reflection (Eynon & Gambino, 2017) to foster compassionate faculty-student/student-student mentoring relationships outside of the major. Early insights suggest that faculty support and professional development can support higher-quality mentoring outcomes for first-time, first-year students.

Christopher, A., Riley, T., & Harris, M.

Alabama A&M University

Lobo B

Will the Real Teacher Please Stand: A Developmental Cognitive Coaching Framework to Combat Imposter Syndrome

Teaching is a complex profession with continuously changing innovative measures that must be implemented. These changes coupled with the COVID-19 pandemic have led to qualified teachers leaving classrooms in droves. Due to the critical shortage, districts throughout the nation have had to resort to employing unorthodox methods of filling vacant positions including issuing emergency, provisional certifications to individuals willing to change careers. While novice teachers complete countless rigorous courses, practical experiences, and assessments, there continues to be a trend of feelings of unpreparedness and lack of support when they enter the classrooms. Job embedded stressors can leave a novice teacher feeling intimidated and embarrassed in work situations, questioning their own qualified abilities, and/or fearful of seeking support to ensure they are successful.

Instead, they subscribe to the notion of “Fake it until you Make it” or what Kolontari and colleagues (2023) refer to as the “Imposter Syndrome.” This paper uses the developmental relationship framework embedded within the cognitive coaching model to address imposter syndrome perception and provides an integrated supportive approach to build the novice teacher’s confidence in professional problem solving.

Authors will review the developmental relationships framework and propose its embedding within the three-cycle model of cognitive coaching and discuss its impact on teacher development to combat the “imposter syndrome”; thereby increasing the mindset of “Make it, NOT Fake it” in the classroom. Additionally, implications for developing an integrated developmental coaching model for pre-service teachers to better address their needs prior to employment will be discussed.

Dixon, Sr., W.

Saint Mary’s College of California

Luminaria

How Mentorship Improves Team Dynamics for Newly Established Teams

In higher education the traditional methods of leadership are beginning to change. To consolidate resources and become more cost-effective some institutions are changing to a centralized model that reduces expenses by eliminating individual program staff. The centralized team covers multiple programs with subject matter expertise that support faculty and staff. Armstrong (2022) posited leaders modeling good behaviors can positively influence direct reports that can lead to higher performance and mentoring employees can boost performance higher. Building relationships is key especially when considering the new team members are coming into a new culture they may not fully understand. As new teams form, there are multiple priorities mentors can help new employees determine. Mentorship and coaching support and allow the workers to make decisions, but quality mentoring helps the employee make the best assessment and use their skills to advance important initiatives. Mentor check-ins become necessary rituals that helps form permanent bonds. Mentoring can help new employees determine areas of focus or aspects they may wish to work on to develop. A quality mentor can help assess and build both short- and long-term goals (Birt, 2023). By working with the individuals at the earliest time, mentors can assist mentees create the initial performance goals, they can track over time. When new team members lack goals, they might also lack focus and not be as successful over time. Finally, understanding how all the pieces work together in the diversity, equity and inclusion atmosphere proves essential. Kirkpatrick and Kirkpatrick (2021) reported that it is essential to ensure that the management staff is diverse and understands the cultural differences and unique challenges different groups face. By acknowledging the differing needs of individuals, mentors can assist mentees to understand and navigate the DEI world, even in higher education.

Schumacher, H.

California State University - Northridge

Mirage Thunderbird

“My Academic Mom:” Using Feminist and Queer Kinship to Inform Holistic Mentoring Models

Many mentoring models have been developed at elite and R1 institutions. While effective in those contexts, minority serving institutions, comprehensive teaching universities, and community colleges have struggled to implement these models with first-generation students and students from lower SES. Seeking to build mentoring programs that were effective in these contexts, we have looked to feminist and queer theories of kinship, boundaries, love, and cultural capital to increase sense of belonging, empowerment, and academic self-efficacy for mentees in our programs.

To supplement quantitative data collected in assessment of three interconnected mentoring programs aimed at preparing students for graduate school at a large, public, minority serving institution, we utilized interviews and qualitative survey questions for mentees and knowledge surveys and auto-ethnography for mentors. We deployed thematic coding to analyze data collected from mentees and compared knowledge surveys pre- and post- training for mentors as curriculum and goals expanded in scope.

Among our findings are that student participants often focused on support and resources they received more than on direct academic and career advisement. Interestingly, students in the first program assessment often used the language of family to describe benefit gained. As such, we utilized theories of kinship to rethink the scope of “appropriate boundaries” and shifted our mentor training in a peer mentoring program and in a faculty mentoring program. This resulted not only in program satisfaction, but in greater academic outcomes for participants.

Advocating for the transgression of boundaries that have been effective in some corporate or affluent educational contexts has met with resistance. Feminist and queer theorists have pointed to the heteronormative and white-coded nature of such boundaries. In serving majority first-generation students of color who have built their community cultural wealth and capital in the family, transgressing boundaries to replicate familiar familial structures can increase sense of belonging and empower students to greater academic success.

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

University of New Mexico, University of Maryland - Baltimore, University of Oklahoma

Santa Ana A&B

Mentoring Network Questionnaire Support Scales Reliable and Valid with University Faculty

The Developmental Network Questionnaire (DNQ) is used in business to self-assess relationships with developers, or people who support one’s career. The Mentoring Network Questionnaire (MNQ) is an online modification of the DNQ and includes two scales that rate developer’s contributions to career or psychosocial help. The psychometrics of these scales for different populations are unreported. This study analyzed the construct validity and reliability of the two scales measuring support provided by developers of university faculty. Mentors and mentees (N=150) from three Southwestern universities rated 687 developers on the MNQ’s five-item career- and psychosocial-

support scales. Participants responded on a seven-point scale ranging from "never, not at all" to "the maximum extent possible." Multilevel confirmatory factor analysis (MCFA) using Mplus and the multi-level reliability coefficient omega assessed construct validity and internal consistency reliability, respectively. Results supported the validity of two latent constructs of career- and psychosocial support, each measured by the established five-item scales: Comparative fit index (CFI)=0.93, Tucker-Lewis Index (TLI)=0.91, root mean square error of approximation (RMSEA)=0.06, standardized root mean square residual (SRMR): W=0.09, B=0.10. The measurement model was improved when the "removes barriers" item was removed from the career-support scale (CFI=0.96, TLI=0.95, RMSEA=0.05, SRMR: W=0.06 B= 0.09. Reliability omegas for both scales ranged from 0.85 to 0.92. Career and psychosocial support provided to university faculty by developers in their networks may be validly and reliably measured by a modified four-item career support scale and the original five-item psychosocial support scale from the DNQ and the modified MNQ. Limitations include reduced statistical power due to small sample size. Future work will assess the responsiveness of these scales to measuring change over time in the amount of support provided by any one developer.

Harrell-Williams, L. Windsor, L., & White, C.

University of Memphis

Spirit Trailblazer

A Case Study on the University of Memphis Women's Mentorship Network

The Memphis Women's Mentorship Network began as a small group of women scholars across computational cognitive and neuro-social sciences and expanded its scope to serve all women faculty staff and students. During - we received internal funding via the Communities of Research Scholars program to host and evaluate specific Spring programming including monthly meetings, book clubs, and weekly writing time, and investigate the development of mentorship networks at other institutions. Surveys specific to each event type were emailed to the book club, monthly events, and writing time participants at the end of Spring to assess their perceptions and solicit suggestions regarding the programming they attended. Descriptive statistics, e.g., proportions, were used to summarize Likert item responses. Additionally, open-ended surveys were sent to multiple institutions to explore the origins of similar networks. Thematic analysis was used to categorize the approach at each institution. Results for the book club programming indicated that over of the respondents thought the chosen books were useful, over thought it increased networking opportunities, and over thought it fostered their mentoring skills. Results for the monthly meetings were similarly positive regarding usefulness, networking, and skill development. The institutional surveys indicated that mentorship networks were formed in three ways: top-down by administration, grass-roots by faculty, and some mix of both in network formation. Through the various mentorship programs, the Memphis Women's Mentorship Network (WMN) has improved the way that women scholars, faculty, and staff communicate, network, and engage with interdisciplinary university members across the campus. The WMN has cultivated safe spaces for members to share their experiences, enhance their personal and professional skillsets, initiate collaborations, seek and receive class coverage, and receive hands-on, multi-dynamic mentoring from members of the university community they may not have known.

Concurrent Sessions • 3:00 - 3:50

Long, H.

Kennesaw State University

Acoma A&B

Peer Mentors at Play: Dialogue and Leadership Learning Through Acting Exercises

Academic leaders have a responsibility to foster the kinds of collaborative discourse needed to advance institutions peacefully and productively. Yet political polarization, budgetary challenges, and social justice concerns are thorny issues that can inflame communication across academic communities. Complex problem-solving demands effective communication. As a theatre artist and educator, I have used performance techniques to create healing dialogue among audiences and artists within the campus community and beyond. Theatre has taught me people may make sense of their experience through collaboration with others in a community. Merriam Baumgartner p. This mode of learning is sometimes referred to as a community of practice. p. This study reveals how five high-level academic leaders formed a multi-disciplinary peer-mentoring group using applied theatre techniques to develop dialogue skills. The study's purpose was to develop effective dialogue skills within a peer-mentoring group of university leaders using acting exercises. The research question was how can acting exercises facilitate learning that advances the theory and practice of dialogue within a peer-mentoring group of academic leaders. This exploratory qualitative Action Research (AR) project represented the second of three research cycles conducted at a large research university in the southeastern United States. Through the peer-mentoring process, participants identified personal obstacles to presence, fostered the connections that make collaboration possible, and developed imaginative solutions together. They also forged a network of support that may sustain personal and professional development beyond the scope of research. Results suggest peer-mentoring groups can provide a valuable forum for personal and professional growth, particularly when diverse perspectives are represented. Several important factors must be considered: focus, compassion, safe environment, confirmation, releasing control, and embracing the unknown.

Witmer, M. & Marcum-Dietrich, N.

Millersville University of Pennsylvania

Fiesta A&B

Supporting Student Success: Improving Retention in STEM Fields Through Mentoring

The Supporting Student Success: Improving Retention in STEM Fields (S-STEM) Scholarship Program aims to recruit, retain, and graduate low-income, academically talented students in STEM disciplines. Scholarship recipients are referred to as scholars. Key components of the program include group mentoring through Community Building Retention Activities (a combination of social support and community-building activities to engage scholars) and one-on-one faculty and peer mentoring. Each scholar is matched with a faculty and peer mentor.

The S-STEM program evaluation used a mixed methods approach to assess the mentoring portion of the program. Data were collected on the number of times faculty and peer mentors met with their assigned scholars, data about the quality of the mentoring sessions, and Scholars' perceptions of the effectiveness. Faculty submitted monthly self-assessment forms and set personal mentoring goals. Peer mentors submitted monthly reports on the type of interaction they had with their Scholars. Quantitative and qualitative results will be shared at the conference. We found that engagement was high and peer and faculty mentors kept their commitments to meet regularly with their scholars. Both mentors and scholars reported that this interaction was valuable. At times, faculty reported struggling with the difference between mentoring and advising. These data will be used to inform ongoing mentor training. Southeastern Pennsylvania is at the crossroads of educational institutions and federal laboratories seeking to hire trained workers. Workers in STEM occupations experience lower rates of unemployment and higher salaries than those in non-STEM occupations, and employment in many STEM occupations is expected to grow (NCSES, 2021). S-STEM scholarships, mentoring, and tutoring support low-income scholars in graduating in four years to enter a workforce that will lead to a stable occupation with a livable wage.

Stern, J., Abnet, D., & Janssen, V.

California State University - Fullerton

Isleta

Passage to the Future: Connecting Humanists and Social Scientists to Careers in Tech

Recent discussions about Artificial Intelligence have highlighted the need for humanists and social scientists to be involved in the design and implementation of new technologies. Yet more than most disciplines, students in H&SS do not know the range of careers they are prepared for. The Cal State Fullerton Passage to the Future program provides students with structured curriculum, mentorship, and internships that allow them to enter a range of industries, including tech. The first cohort of Passage students will graduate in late-May. Student testimonials speak to the program's success, and comprehensive analysis of the first cohort outcomes will commence in June and will include tracking student attendance at Passage events, internship placement rates, and alumni career outcomes. An exit survey will determine the impact of the Passage program in helping participants envision a range of futures and chart their path. Our findings support the argument that anchoring a career mentoring program with a career-envisioning course students take their first semester, and ending with a paid-internship, is key. We have also found that these lessons must be enforced consistently with structured opportunities throughout the rest of their college career. Finally, working with industry partners in designing the program ensures its alignment with emerging fields and their partnership as mentors. The Passage to the Future program provides a blueprint for large, minority-serving public institutions to embed career mentorship programs into academic colleges. Sixty percent of students in the Passage program are Latinx and 40 percent are first-generation college students. For these students, having the assurance that they can choose a major they are passionate about, while being assured of a career that will advance social mobility and benefit their communities, is critical.

Lewis, H., Jr., Brooks, J., & McManus-Thomas, K.

Louisiana State University, University of Holy Cross

Lobo A

Mentorship Relationships: Creating Risk-Free Environments that Encourage Academic Pursuits

Major aspects of mentoring doctoral students is to engage with students by building rapport and understanding their needs to be successful towards a doctoral degree (Sulentic Dowell, DiCarlo, & Lewis, 2022). The purpose of this study is to examine the experiences of BIPOC students with mentor relationships while pursuing a doctoral degree. This study aims to understand the perspectives of BIPOC students to support mentorship practices in fostering risk-free spaces that encourage individuals' academic pursuits. The study will utilize a phenomenological approach to ascertain the mentorship experiences of BIPOC doctoral students. Volunteer participants, through purposive sampling, will participate in a recorded and transcribed, semi-structured interview. The transcription will be analyzed using Creswell's (2012) data analysis protocol. Participants will receive a copy of the transcribed interview for member-checking and accuracy. Once validated, researchers will analyze and code responses for themes. The identified themes will be utilized to determine significance and implications. According to Sulentic-Dowell, DiCarlo, and Lewis (2022), mentors need to balance support with the freedom to research what students are interested in researching for their study. The findings from the participant interviews identified ways for mentors to create spaces that motivate students to pursue academic excellence. These results allowed for mentors to reflect on mentorship relationships as they foster environments for students to feel risk-free during the dissertation journey and the pursuit of academic excellence. The significance of this study is to provide insights into the experience of BIPOC doctoral students engaged in mentorship. This study provides more context to the mentee from a minority, marginalized perspective. Additionally, the significance of this study provides current and potential mentors background to the needs and supports of BIPOC mentees. Furthermore, building community with the mentor beyond the coursework is important to supporting the mentee as they transition to academia or professional pursuits.

Sulentic Dowell, M.

Louisiana State University

Lobo B

Case Study of Graduate Student Writers: Reverse Mentoring and Accountability Partners

Mentoring writing during a student's doctoral journey is an inherent component of traditional doctoral programs; however, the rigor of this experience varies based on the interpretation of mentorship by a major professor and that individual's skill and comfort with proving writing

feedback. In this presentation, the aspects of writing mentorship that assist novice graduate students to acquire writing skill will be presented through the practice of accountability partners and reverse mentoring. While research on developing and mentoring scholarly writing exists, this exploratory case study illuminated the importance of mentoring, reverse mentoring, and the use of accountability partners in shaping the writing skills of doctoral candidates. Using a case study design with seven participants who graduated with PhDs in 2022, reflections, a questionnaire, and focal interview data were examined to gain the essence of mentoring relationships that utilized reverse mentoring and accountability partners as mentoring practice. Results indicated reverse mentoring and accountability partner opportunities were beneficial for both mentor and a cohort of mentees. Three major themes emerged: strategic collaboration, developing mentoring capacity, and accountability as motivation. Findings suggest that both reverse mentoring and accountability partners as mentoring practice may be used to inform writing expectations within doctoral programs and provide the supports necessary for assisting novice writers with differing skill sets to become confident, productive academic writers. Mentoring scholarly academic writing requires mentors to serve in shifting roles while navigating multiple contexts. Given that doctoral candidates possess differing levels of confidence and expertise regarding writing, utilizing the strategies of reverse mentoring and accountability partners can create both an e'spirit de corps among doctoral candidates as well as improve writing skill and writing confidence. A mentor and quality developmental mentoring relationship strengthen writing skills and are mutually beneficial.

Diaz-Mendoza, V.

John Jay College of Criminal Justice

Luminaria

Creating Opportunities: Faculty Mentored Research at a Hispanic Serving Institution

The proposed paper will highlight findings about a grant funded project which involved historically marginalized students in a yearlong faculty mentored research experience. The paper will describe the project, what was accomplished, and some of the challenges involved in engaging underrepresented, historically marginalized students in the research experience. The research project was intended to serve multiple purposes. First and foremost, historically marginalized students could have the opportunity to participate in a faculty mentored research experience. Next, the project could yield important findings to inform best practices in mentoring. Finally, the findings could be useful for publication and dissemination of information on best practices in mentoring. Using a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, the paper will describe the yearlong project, what was accomplished, and some of the challenges involved in engaging underrepresented, historically marginalized students in the research experience. Mentoring can provide students with a role model that demonstrates the behaviors and skills necessary to be successful in college and beyond. Providing quality mentoring to historically marginalized students helps them feel more confident about their ability to be successful in college and increased their sense of belonging (Droogsman Musoba, Collazo, and Placide, 2013; Pittman and Richmond, 2008) . Research about mentoring and the effectiveness of such programming efforts is lacking (Crisp & Cruz, 2009).

Kopera-Frye, K.

New Mexico State University

Mirage Thunderbird

Preparedness Among Latinx Caregivers: A Role for Mentoring via Relationship Connections?

Taking care of one's family is a primary obligation among Latinx communities often due to the strong cultural value of familismo. According to CDC's Behavioral Risk Factor Surveillance System of New Mexican adults reported providing care to a friend or family member in the past days. The southern Border region of New Mexico is remote and desert with high rates of poverty and inaccessibility to health care and services. Caregivers may feel unprepared for caregiving lack the knowledge and skills required to provide care but struggle through because of the importance of La Familia. Adverse physical and psychological consequences have been found yet those who report greater preparedness exhibit lower levels of strain. Seventy-six primarily female and healthy Latinx caregivers age range - years young middle-aged and older adults were surveyed on caregiving they provide administered the Preparedness for Caregiving Scale and asked what types of services are needed in their role. Results indicated the top three provided aspects of caregiving were in descending order Food emotional support and transportation. Caregivers reported a high degree of preparedness in taking care of the recipient's physical needs handling emergencies and providing overall care. Needed resources included emotional support financial assistance and respite. Greater caregiving provision was significantly associated with better health r p and greater resource needs r p. By utilizing promotoras peer supporters and trained social agency staff within a culturally appropriate and developmental relationship framework feelings of preparedness for caregiving among Latinx caregivers may be increased.

Tigges, B., Myers, O., Mickel, N., Helitzer, D., & Sood, A..

University of New Mexico, Arizona State University, University of Oklahoma

Santa Ana A&B

Inter-rater Reliability of the Mentor Behavioral Interaction Rubric

Objective assessment of a mentor's behavioral skills is needed to assess the effectiveness of mentor training interventions in academic settings. The Mentor Behavioral Interaction (MBI) Rubric is a newly developed, content-valid, observational measure of a mentor's behavioral skill during single-episode interactions with a mentee. The purpose of this study was to assess the inter-rater reliability (IRR) of the MBI Rubric when used to assess video-recorded mentor-mentee interactions. Three of four faculty raters with expertise in mentor training synchronously rated 26 videos of mentor-mentee interactions using structured guidelines. The MBI Rubric includes six items (Part 1), each with ratings on a 3-point scale ranging from 3 (highest performance) to 1 (lowest performance), and ten yes/no items (Part 2) that characterize the content of the interaction. After individual ratings were completed, the three raters met, reviewed disagreements, and reached decisions about final item scores. IRRs ranged from "good" (Part 1 IRR=0.67) to "excellent" (Part 2 IRR=0.83). Rater effects were observed, with significant difference between one vs. other three raters on Part 1 total scores, with no effects for Part 2 scores. No training effects were observed, with no improvements (less variability) in inter-rater standard deviations over time or IRRs on the last 16 videos (Part 1 IRR=0.67; Part 2 IRR=0.81). Mean total Part 1 scores ranged between 1.92-2.27. The MBI Rubric is the first observational measure to assess single episodes of video-recorded mentor-mentee interactions, has demonstrated content validity, and now inter-rater reliability. It may be used in parallel with other instruments to measure the efficacy of mentor training. Limitations include: focus on a single interaction, rating of mentor's behavior only, and no concurrent ratings of cognitive processes. Future work will assess responsiveness of the rubric to change in mentor skill and construct validity.

Fiore, L. & Baldwin, J.

Lesley University

Spirit Trailblazer

Sharing Strengths-Based Lenses: Transdisciplinary Motivation, Resilience, and Relationships

This session provides participants with a framework that can be replicated in their organizational setting. Building a community culture that emphasizes strengths, rather than deficits, lays the foundations for trust, competence, humility, and responsiveness. We will share examples of classroom activities and strategies to re-center theories and perspectives, which contributed to increased engagement, academic achievement, and a sense of belonging in the educational community. We utilize the image of a spiral -- one in which people may enter wherever they are, and begin a journey that brings them into the pathways traveled by others. The spiral contains specific elements, including reflection, structure, content, and application. We have noted that individuals who are aware of their learning as a developmental, often recursive process demonstrate a willingness to notice strengths and assets as opposed to deficits and obstacles. As a model for development, a spiral represents opportunities to reflect and revisit learning. Working toward specific academic and career goals typically results in students expecting a linear journey with a clear beginning and ending. We have utilized opportunities for reflection in the form of written reflections/discussion board posts, oral presentations, and artistic works that are evaluated collaboratively at key points during an academic year and degree program across disciplines. Several outcomes have underscored the power of developmental relationships across students' and faculty mentors' journeys in an educational setting, including: 1) students creating a culminating event to showcase their burgeoning understanding and application of content in dialogue with faculty mentors, and 2) students' projects and presentations that focus on topics related to equity, diversity, inclusion, and justice as they define the terms. Students have found careers and graduate programs that further extend their learning



Friday, October 27, 2023

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

Connecting the Partners & Pieces: Funding the Mentoring Program in Uncertainty

Monica Castañeda-Kessel

Arizona State University

Acoma A&B

The Research & Development Ecosystem is dynamic and evolving. How can we ensure full participation of diverse students and faculty as well as engaged regional stakeholders from industry partners, nonprofits, national labs, K-12s, and others? How can individual entities participate in the collective transformation of a region for an industry cluster? This is a three-part hands-on session which enables participants from diverse entities to actively engage and give voice to what is critical for the success of their organizations and mentoring programs.

Part I :

- Identify potential regional areas where mentoring is occurring or could occur
- How we communicate there are mentoring opportunities for staff, faculty, students, or other stakeholders via formal or informal mechanisms
- What we do to assess and evaluate the quality of the mentoring opportunities.

Part II :

- In this part of the session, we will look for funding based on role play and examining priorities using a live grant database.

Part III :

- We will connect the partners and findings as a group.

Becoming an Effective Mentoring Program Coordinator/Manager

David Law, Jim LaMuth

Utah State University

Fiesta A&B

This interactive workshop helps program coordinators/managers design or redesign effective formal mentoring programs in business, education, non-profit, and government settings. Participants will learn how to apply the six phases of program development to their particular program (1) Defining the Program, (2) Preparing for Mentoring, (3) Designing the Program, (4) Implementation, (5) Evaluation, and (6) Funding and Sustaining the Program.

The workshop objectives are as follows. Participants will:

- Create a clear purpose for the program by aligning the institution's needs with the program's goals and objectives
- Understand and apply a theoretical framework to their program
- Understand and apply a mentoring typology to their program
- Understand the process of creating an operational definition and will develop an operational definition for their program
- Create the programs' goals, objectives, and outcomes
- Create a program assessment and evaluation plan
- Create a theory of change logic model

The last objective, creating a theory of change logic model, is the capstone learning experience. A logic model is a series of "if-then" statements. Developing a theory of change logic model is critical for three reasons. First, it helps mentoring programs move from an ad hoc culture to one of intentionality and effectiveness. Second, it clarifies the interconnections between the organization's needs and the program's operational definition, theoretical framework, methodology, outcomes, objectives, and goals. Third, the theory of change logic model provides a clear and concise visual guide to explain the program to key stakeholders. Participants will have access to Law and Dominguez's 2023 Handbook for Effective Mentoring Programs.

Creating and Assessing Effective Mentoring Programs

Laura Lunsford

Campbell University

Santa Ana A&B

This workshop will take you through the steps to create and assess an effective mentoring program. It is designed for new and experienced program managers who wish to maximize their mentoring program effectiveness. Learning these steps will save you time and trouble in launching and managing a successful program.

The morning session will focus on sharpening your program goals and recruiting and preparing participants. You will ‘stress test’ your program against international standards. The afternoon session will focus on how to collect the right information at the right time and from the right people to improve your program. Finally, you will learn how to share your program’s success. Bring any program materials you have developed.

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

The morning session will cover:

- Step 1: Identify the “Why”
- Step 2: Map Your Theory of Change
- Step 3: Recruit and Prepare the Right Participants

The afternoon session will focus on:

- Step 4: Collect the Right Data
- Step 5: Create Your Success Story

Objectives

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 prepare compelling reports.

Plenary Sessions

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

Ballroom A • 11:00 am - 11:50 am

Tamara Thorpe

Real Mentors Network

The Future of Work Is Hybrid, Non-traditional, and Focusing on Equity and Inclusion: So Is Mentoring!

The workplace has undergone radical transformation since the global pandemic, and recent trends suggest that it will continue to break away from tradition, become more hybrid, and challenge the status quo to become more equitable and inclusive. Mentoring must also align with the future of work and explore non-traditional methods of mentoring and how to make mentoring more hybrid, equitable, and inclusive. In this session, the presenter will discuss how moving away from traditional workplace mentoring relationships to ones that are online, remote and hybrid can remove limitations and barriers, making mentoring more accessible.

Tamara has built Real Mentors Network, an online platform that brings mentors and mentees from across the globe together to connect, grow and change. Real Mentors Network, and similar platforms, put mentees in the driver’s seat, no longer restricted by space and time, to access mentors, bypassing workplace politics to grow their networks, develop professionally, and reach their professional goals. Tamara will discuss how online mentoring aligns with the future of work trends such as quiet hiring, attrition, and the skills gap. She will then share her vision for more hybrid, equitable, and inclusive mentoring and how it can be used to meet the evolving needs of the workplace.

Lunch Break • 12:00-12:50 PM • Ballroom C

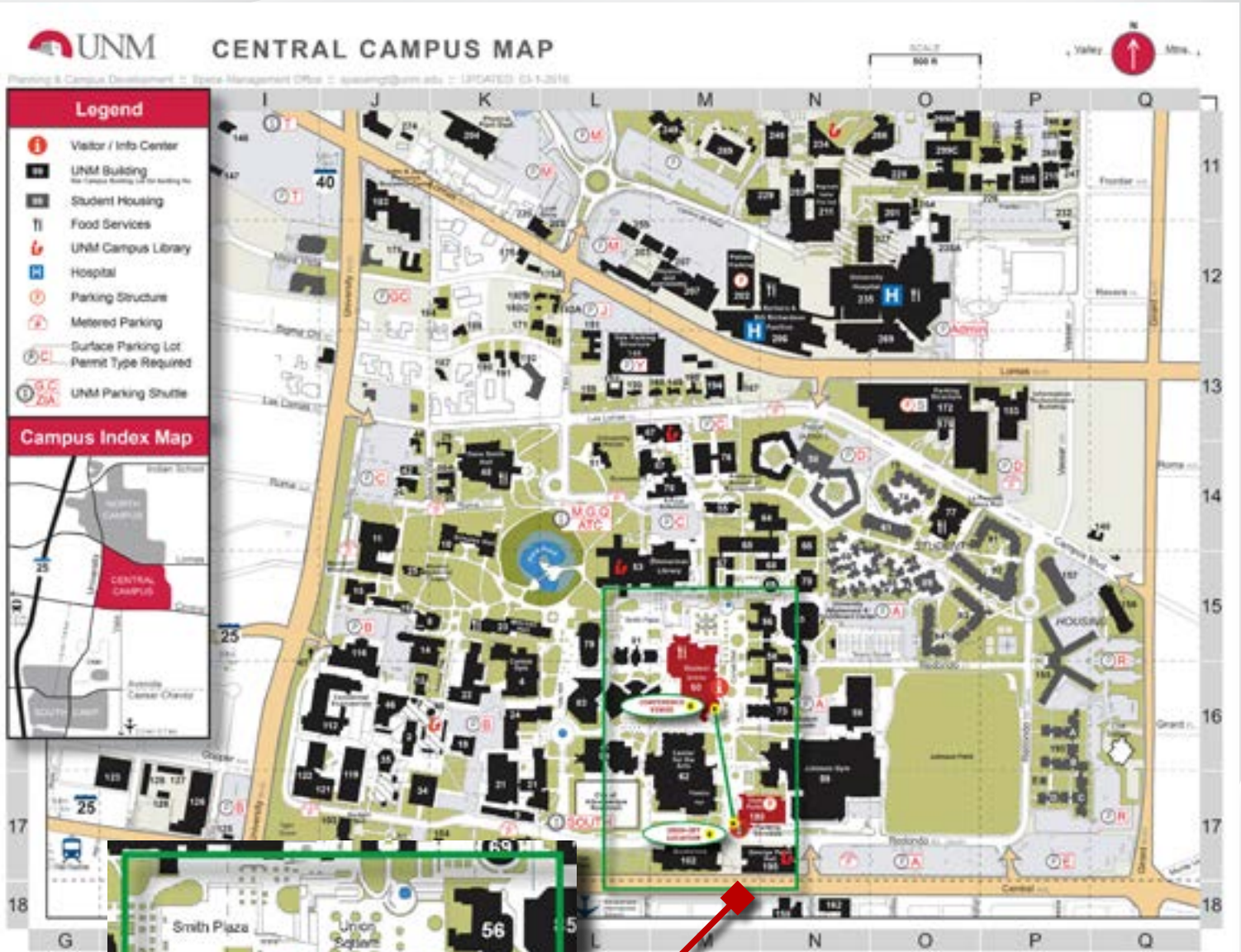
Ballroom A • 1:00 pm - 1:50 pm**Dionne Clabaugh***Izzi Early Education***The Impact of Developmental Relationships in Mentoring Networks on the Future of Work**

You made it to Friday! You went to many sessions and met great people! During this week you've engaged, learned, networked, and inquired in many ways. Clearly, you are not the same today as you were when you first arrived at UNM. But what really happened? And what will you do differently as a result of what you've experienced here this week?

In this closing plenary session, Dr. Clabaugh helps participants connect the conference dots by bringing them through a sequence of short interactive activities that begin identifying the conference's impact on them and their work in mentoring. The activities move through the "What, So What, Now What" process, developed by Terry Borton (1970), so participants can describe meaningful conference experiences (what happened), analyze these experiences (So What?), and discover effective and personalized next steps (Now What?). Participants also begin uncovering assumptions that may otherwise obscure the deeper meaning of this conference so they can begin to find effective next steps that create their own future of work.

This process uses intentional reflection to make sense of one's experiences in order to determine one's next steps. It can be applied during mentoring conversations to advance personal and professional growth. Dr. Clabaugh will facilitate the "What, So What, Now What" process in a way that can be applied by mentoring program managers, mentors, and mentees to make sense of developmental relationships and mentoring networks, in order to then apply autonomy for shaping the future of their own work. for reflecting on ways their behaviors may be experienced as harmful or unhelpful, and to mentees in reflecting on how to identify, avoid, and mitigate the impacts of negative mentoring. The findings can also serve as a foundation for future research aimed at examining the prevalence and impact of negative mentoring in academic research training.

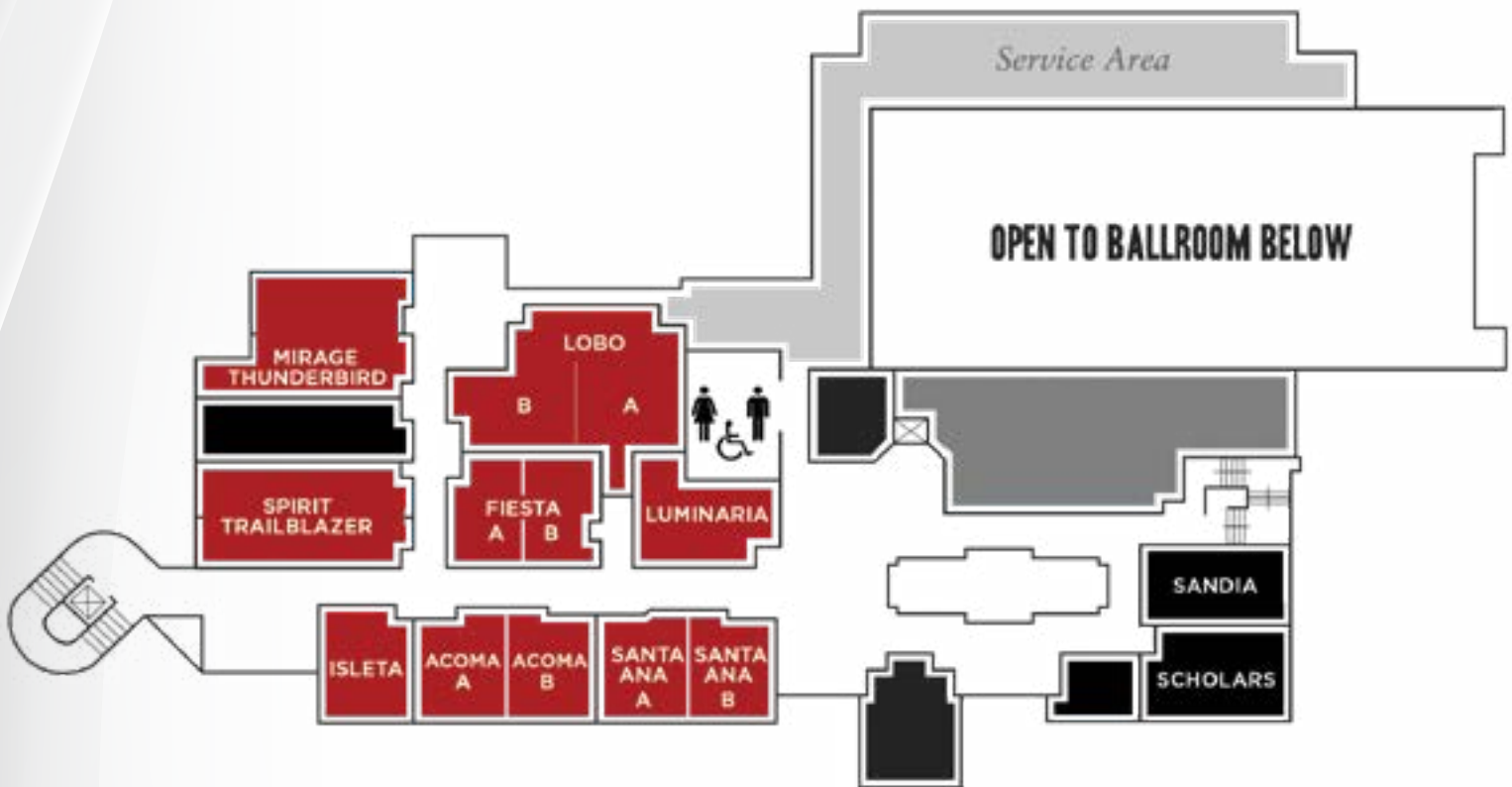




Conference Venue Maps • Student Union Building (SUB)

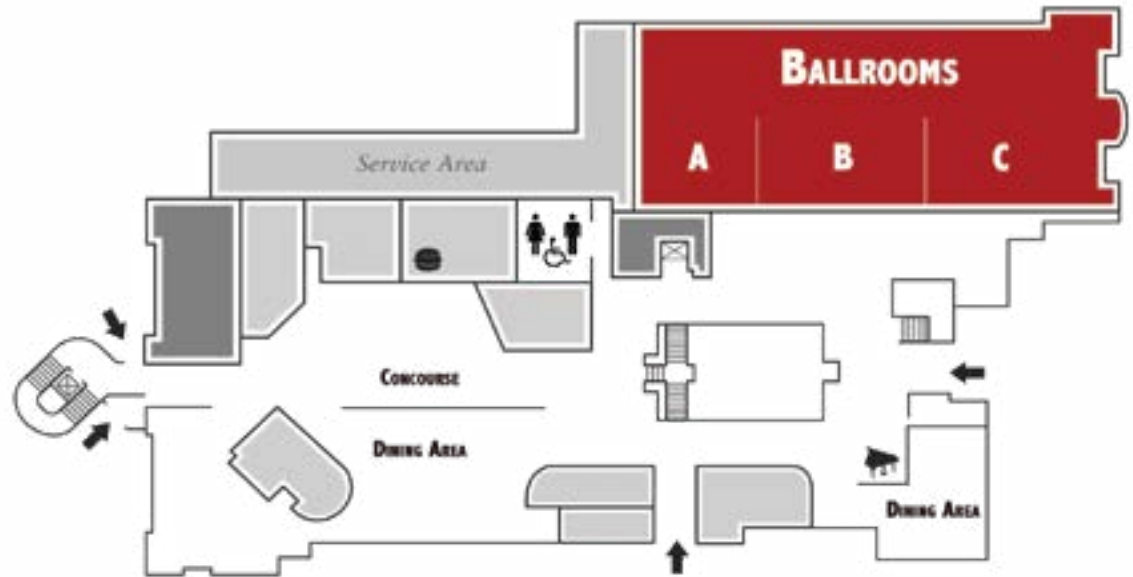
Level 3

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.



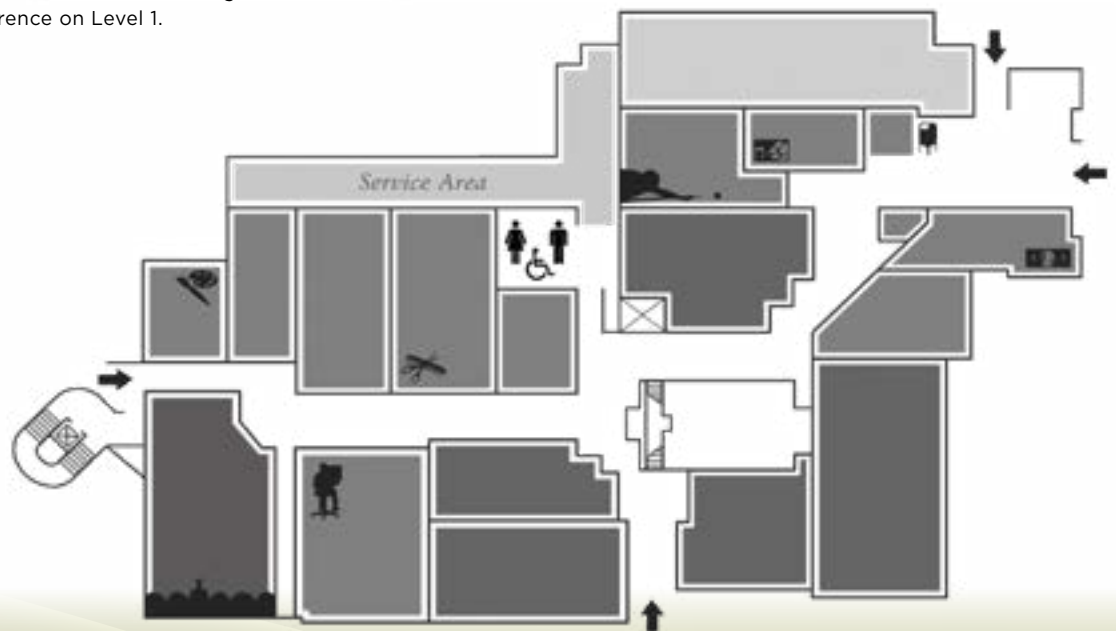
Level 2

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.



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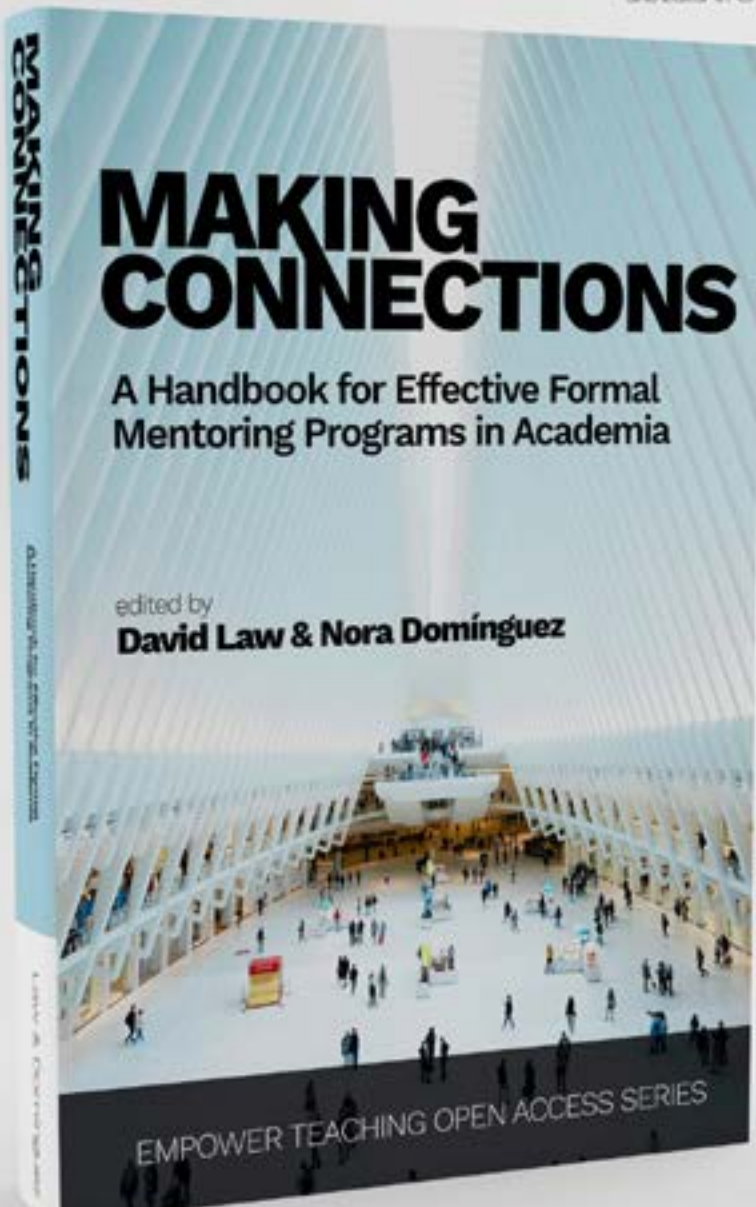
Shipley Professor in Management, Emerita Boston University Questrom School of Business



“informed by research and first-hand experience of leading mentoring programs in academia”

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Making Connections is a comprehensive resource for those in academia who want to understand how to develop, implement, evaluate, sustain, and fund mentorship at their respective universities



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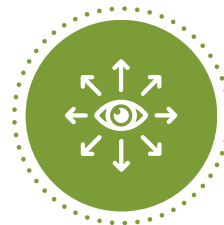
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Professionals from all disciplines can benefit from membership, but our primary research focus is mentoring in academia. Staff members in higher education, faculty members, and students at the undergraduate, graduate and post-doctorate level will benefit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

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



Presenters by Division

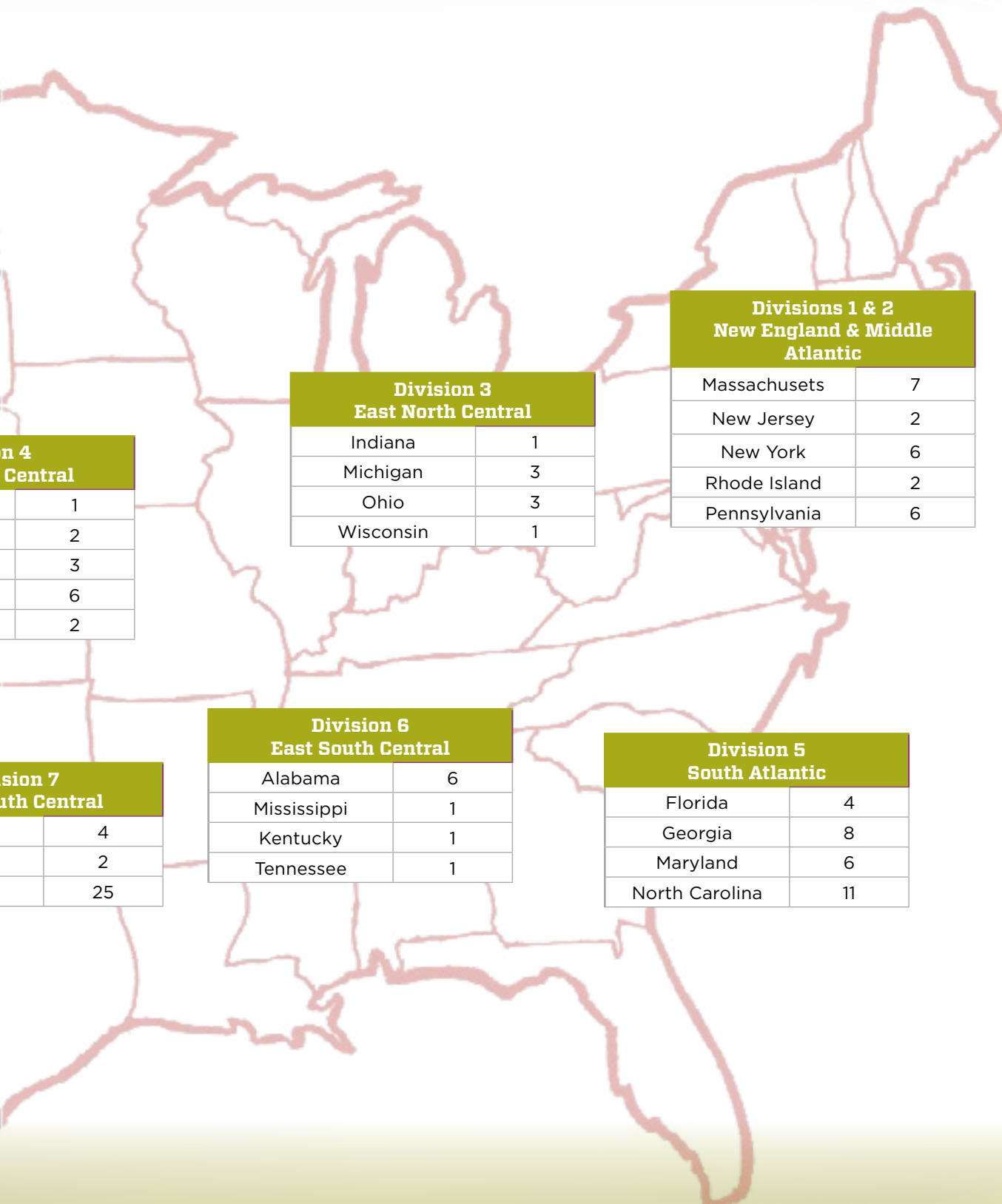
Division 9 Pacific	
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California	24

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Presenters by Division



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	3
	6
	2

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Ohio	3
Wisconsin	1

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Kentucky	1
Tennessee	1

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2024 Mentoring Conference

Monday, October 21st – Friday, October 25th

Call for Proposals Release:
Feb 15, 2024

Submission Deadline:
March 30, 2024

Accepted Proposal Notification:
Apr 30, 2024

Paper Submission Due:
May 30, 2024

Peer Reviewed Paper Submission Returned:
June 30, 2024

Final Paper Submission Due:
July 30, 2024



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Thank you for your participation and we look forward to seeing you next year!



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