MENTORING INSTITUTE

17TH ANNUAL

MENTORING CONFERENCE

Inclusive Developmental Networks

BUILDING TRANSFORMATIVE COMMUNITIES THROUGH EFFECTIVE MENTORING

OCTOBER 21ST - 25TH, 2024

THE UNIVERSITY OF NEW MEXICO

ALBUQUERQUE, NM

Table of Contents

Front Matter
Letter from the Office of the President....3
Welcome Message....4
UNM Executives....6
Features Speakers....7

Monday, October 21st....12
Plenary Sessions....12
Pre-conference Workshops....13

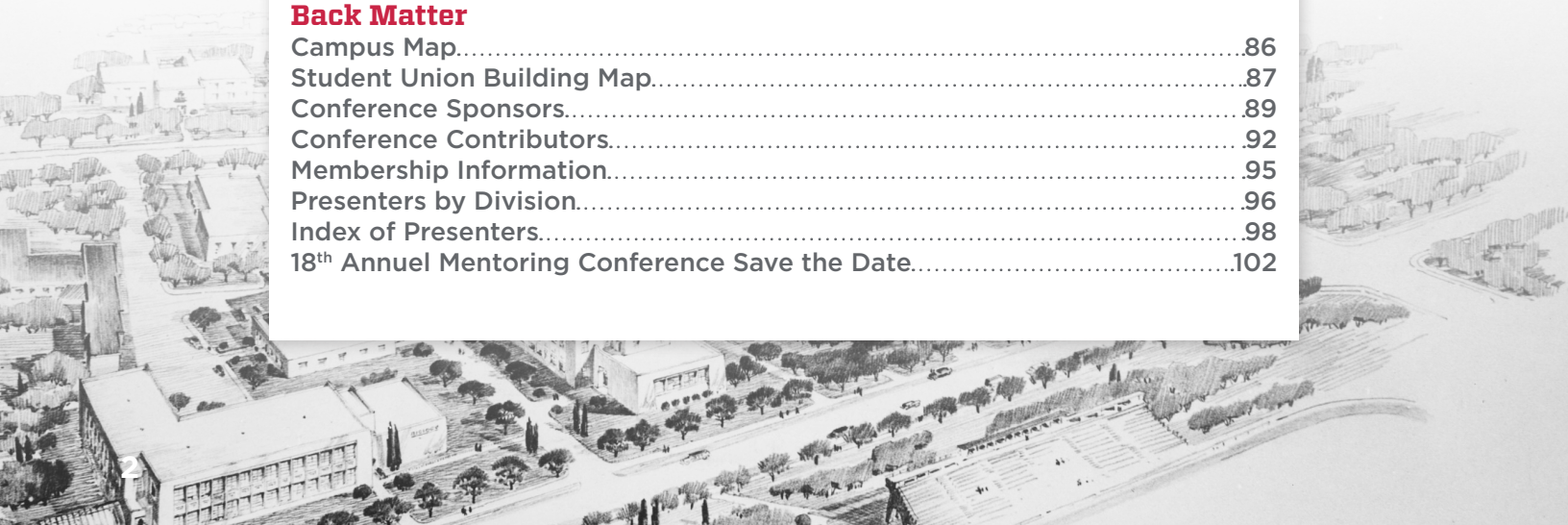
Tuesday, October 22nd....15
Facilitated Learning Sessions....15
Plenary Sessions....15
Concurrent Sessions 9:00 - 9:50 am....16
Concurrent Sessions 10:00 - 10:50 am....20
Concurrent Sessions 2:00 - 2:50 pm....25
Concurrent Sessions 3:00 - 3:50 pm....29
Concurrent Sessions 4:00 - 4:50 pm....34

Wednesday, October 23rd....39
Facilitated Learning Sessions....39
Plenary Sessions....39
Concurrent Sessions 9:00 - 9:50 am....41
Concurrent Sessions 10:00 - 10:50 am....45
Concurrent Sessions 3:00 - 3:50 pm....50
Concurrent Sessions 4:00 - 4:50 pm....54

Thursday, October 24th....59
Facilitated Learning Sessions....59
Plenary Sessions....59
Concurrent Sessions 9:00 - 9:50 am....61
Concurrent Sessions 10:00 - 10:50 am....65
Concurrent Sessions 2:00 - 2:50 pm....69
Concurrent Sessions 3:00 - 3:50 pm....73
Concurrent Sessions 4:00 - 4:50 pm....78

Friday, October 25th....83
Plenary Sessions....83
Post-conference Workshops....84

Back Matter
Campus Map....86
Student Union Building Map....87
Conference Sponsors....89
Conference Contributors....92
Membership Information....95
Presenters by Division....96
Index of Presenters....98
18th Annuel Mentoring Conference Save the Date....102



OFFICE OF THE PRESIDENT

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

We proudly welcome you to The Mentoring Institute's 17th Annual Mentoring Conference at the University of New Mexico. As we continue our journey that has spanned more than seventeen years, we look back on the legacy of our active community of practice and the incredible work it has achieved. To honor this scholarship, we have selected *Inclusive Developmental Networks: Building Transformative Communities Through Effective Mentoring* as the theme for this year's conference.

Since its beginning, The Mentoring Institute has been committed to developing evidence-based, effective practices and the science of mentoring. Our work has expanded into broader concepts, including various developmental relationships promoting authentic connection, supporting and nurturing the development of positive and productive behaviors, and improving the overall well-being and career advancement of students, faculty, and professionals in academic environments. These relationships grow and evolve within communities and developmental networks. The strategic and inclusive use of developmental networks can expand the availability of support and resources for underrepresented populations.

This year, our diverse group of presenters and researchers have come together to further advance the study of meaningful mentorship through inclusive, reciprocal, and imaginative paradigms that value diversity and promote the advancement of faculty and staff, higher education professionals, health science practitioners and employees, K-12 educators and administrators, and leaders from non-profit, NGO, and governmental agencies.

The University of New Mexico is thrilled to host 150 concurrent presentations, eleven plenary presentations from respected scholars in the study of mentoring, and a series of six workshop sessions from some of the world's most recognized educators in evidence-based mentoring practice. We encourage all participants to embrace this unique opportunity to forge and reinforce new relationships through this remarkable networking opportunity. The potential for collaboration and growth is boundless.

We are honored to once again host the Annual Mentoring Conference and eagerly anticipate this week of opportunity and collaboration. The University of New Mexico deeply appreciates your time, effort, and dedication to mentorship. Your participation is a testament to your commitment to the field, and we extend our sincere thanks for attending this year's conference.

Sincerely,

Garnett S. Stokes
President

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

Eric Scott
Vice President for Student Affairs

Nora Dominguez
Conference Chair & Director, The Menotoring Institute

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president.unm.edu

Welcome to the University of New Mexico

Founded in 1889, The University of New Mexico (UNM) now occupies more than 600 acres along the historic Route 66 in the heart of Albuquerque, a city of more than 560,000 people. From the magnificent mesas to the west, past the banks of the historic Rio Grande to the Sandia Mountains to the east, Albuquerque represents a vibrant blend of unique cultures, cuisines, styles, stories, people, pursuits, and vistas. 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 relaxing botanical experience in the midst of one of New Mexico's great public spaces.

The Programs

The University is the state's flagship research institution. UNM research injects millions of dollars into New Mexico's economy, funds new advancements in healthcare, and augments teaching — giving students hands-on training in state-of-the art laboratories. Offering more than 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.

The People

As a Hispanic-serving Institution, the University represents a cross-section of cultures and backgrounds. In the Fall of 2022, there were 21,982 students attending the main campus with over 3,500 freshman enrollments. 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 of UNM graduates choose to remain in New Mexico.

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 Mentoring Institute

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

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

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

Vision

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.

Nora Dominguez

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).

Conference Facilitator

Dionne Clabaugh

Angle 4 Solutions

Dionne Clabaugh, Ed.D. has worked in education and human development since 1982, and in higher education since 1999. She lives in California and works locally and internationally. Her degrees are in Music Therapy, Organization Development, and Learning and Instruction, followed by a Diploma in Social Innovation from UPEACE (United Nations).

In her professional roles as mentor, educator, and consultant in higher education she focuses on professional and personal development in mentoring, education, communication, and intergenerational - intercultural relationships. Her focus on sustainable individual growth is grounded in Self-Determination Theory, reciprocal mentoring, and reflective practice to increase one's effectiveness and capacity. She applies constructivist dialogue-based strategies in collaborative and kind learning environments to promote deep learning and far transfer.

Dr. Clabaugh enjoys her family and friends, organic gardening, quilt-making, and playing clarinet. She is happily married for over 30 years and has two adult children who are living creative lives.

Workshop Leaders

David Law

Utah State University

Dr. David Law is the interim associate vice president at Utah State University and oversees the Uintah Basin campuses. He is a family studies professor. 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 seven years. Law is co-editor of the recently published book Making Connections: A Handbook for Effective Formal Mentoring Programs in Academia.

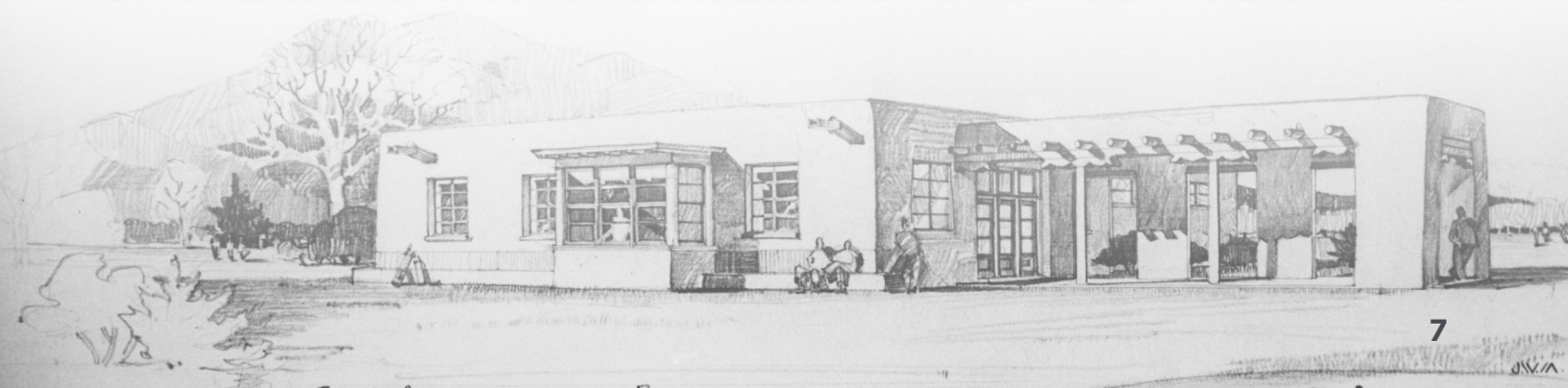
Natasha Mickel

University of Oklahoma

Dr. Natasha Mickel holds a Doctoral degree in Instructional Psychology and Technology from the University of Oklahoma. Currently serving as an Assistant Professor in the Department of Family & Preventive Medicine at the University of Oklahoma Health Sciences Center (OUHSC), she plays key roles as the Assistant Director for Faculty Development, Director for the Oklahoma Center for Mentoring Excellence (OCME), and Director for Multicultural Engagement for the College of Medicine.

In her multifaceted position, Dr. Mickel is dedicated to advancing professional development opportunities for faculty members at OUHSC. Her responsibilities encompass organizing curriculum vitae review workshops, providing mentor training for clinical and translational researchers, leading mentor training initiatives for a campus-wide mentoring network, and offering targeted training to enhance inclusivity on campus. With a robust educational background and an administrative perspective, she has successfully developed and implemented training programs and workshops supported by federally funded grants.

Dr. Mickel's expertise extends across diverse academic fields, including education, mathematics, aeronautics, engineering, and biomedical sciences. This breadth of experience positions her as a collaborative force, bringing together various learning communities to achieve common goals in education, research, and community service. As she looks ahead, Dr. Mickel is enthusiastic about building and nurturing her faculty career at OUHSC within the Department of Family and Preventive Medicine.



Maggie Werner-Washburne

University of New Mexico

Dr. Maggie Werner-Washburne, PhD, is Regents' Professor emerita in the Department of Biology at the University of New Mexico (UNM) who currently works with the Mentoring Institute and Chicana and Chicano Studies at UNM. Dr. Werner-Washburne devoted most of her research career to the genetics, molecular biology, and genomics of stress response in yeast. Maggie, whose mother was from Mexico, has mentored more than 600 students from diverse backgrounds at UNM and nationally, helping many get advanced academic and professional degrees. She founded STEM-Boomerang, which has helped graduates find good careers, mostly in NM. She is a SACNAS past president and has served twice on the SACNAS Board. She is an AAAS Fellow, 2011 Harvard Foundation Distinguished Scientist, and has received other awards for research and mentoring, including two US Presidential awards. In 2017, Dr. Werner-Washburne was awarded the AAAS Lifetime Mentor Award.

Tamara Thorpe

Real Mentors Network

Tamara Thorpe is best known as the Millennials Mentor, and is a recognized thought-leader in next generation leadership. She is the founder of Real Mentors Network, a web based platform for mentoring. Tamara trains, coaches and mentors professionals from across the globe sharing her expertise in leadership development, navigating our cultural differences, and intergenerational collaboration.

Tamara has a MA 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, working with organizations in the Americas and Europe. She is the host of the Making Connections Podcast which features mentoring experts from across the U.S. and has been a guest expert on the top podcasts, blogs and radio shows for Millennial leaders. You can read more about her and her work at www.tamarathorpe.com.

Laura Lunsford

National Science Foundation

Dr. Laura Lunsford is an expert in evaluation, mentorship, and leadership. A U.S. Fulbright Scholar (Germany), she has written over 50 peer-reviewed articles, case studies and chapters on these topics. 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. She previously had a research affiliation with Campbell University, where she was a tenured full professor and now serves as an evaluator for the National Science Foundation in the Evaluation and Assessment Capability section.

Bob Garvey

The Lio Partnership

Professor (Emeritus) **Dr. 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 European Mentoring and Coaching Council's (EMCC) Mentor award. In 2014 he received a Lifetime Achievement award. Currently, he is part of the team designing delivering three Micro Credentials o mentoring for the IMI. He is an active researcher.

Plenary Speakers

Fran Kochan

Auburn University

Dr. Frances Kochan, is a Wayne T. Smith Distinguished Professor and Dean Emeritus, College of Education, Auburn University, Auburn Alabama, USA. She has authored and edited over 150 publications including 12 books and is the founding editor of the Mentoring and Mentorship Book Series for Information Age Press. Dr. Kochan served as secretary and as chair of the Mentoring and Mentorship Special Interest Group of the American Education Research Association. She also served on the Executive Board of the International Mentoring Association. She is the recipient of the 2023 International Mentoring Association Lifetime Achievement Award, University Council on Educational Administration Jay Scribner Mentoring Award, the 2011 Outstanding Reviewer for *The Mentoring and Tutoring Journal.* 2016, Outstanding Reviewer for the International Journal of Mentoring and Coaching in Education and was featured in the Emerald Literati Network 2016 Awards for Excellence Network. She is President of Kochan Consultants LLC.

Mirna Ramos-Diaz

Pacific Northwest University of Health Sciences

Dr. Ramos-Diaz is the inaugural Chief Diversity and Inclusion Officer for Pacific Northwest University of Health Sciences (PNWU) and is an associate professor of pediatrics in the university's department of family medicine. A board-certified pediatrician, Dr. Ramos-Diaz completed the AAMC's Healthcare Executive Diversity and Inclusion Certificate Program in 2020 and the University of San Diego Restorative Justice Certificate Program in 2022.

Since 2021, she has implemented a comprehensive restorative justice program at PNWU, which includes community building circles, healing circles, and community concern circles. Additionally, her scope of work in the Pacific Northwest includes restorative justice training for the Washington State Medical Association. Finally, through a collaboration with Infinite Impact, Dr. Ramos-Diaz has led additional RJ training at the University of Washington and Kaiser Permanente School of Medicine.

Dr. Ramos-Diaz is the co-founder of Roots to Wings, a transformative co-mentoring program for Indigenous and Latinx youth living on Native Homelands to become STEM and health care professionals, and the founder of the Science Research Preparatory Yearlong Program for Indigenous and Latinx students in Washington state. She holds a Master's degree in Religious studies from Gonzaga University, which was influential in her discovery of restorative practices through learning about the life and work of the late Archbishop Emeritus Desmond Tutu.

Lisa Fain

Center for Mentoring Excellence

Lisa Z. Fain is the CEO of the Center for Mentoring Excellence, an expert in mentoring and inclusion, a global speaker and an executive coach. She works with organizations of all types and sizes to create more inclusive workplaces through mentoring. A former employment attorney, Lisa was formerly senior director of the diversity and inclusion function at Outerwall Inc. (former parent company to automated retail giants Redbox and Coinstar). She lives in Seattle, WA.

Lisa Finkelstein

Northern Illinois University

Dr. Lisa M. Finkelstein is a Professor and Program Director of Social and Industrial/ Organizational Psychology at Northern Illinois University, where she has received the Excellence in Undergraduate Teaching Award, Presidential Teaching Professorship, and NIU's Presidential Commission on the Status of Women's Outstanding Mentor Award. Her research focuses on aging and work, stigma in the workplace, mentoring relationships, humor at work, and high potential designation. She publishes in a variety of journals, such as *Personnel Psychology*; *Journal of Business and Psychology*; *Work, Aging and Retirement*; and *Industrial/Organizational Psychology: Perspectives on Science and Practice*; and is the co-author/co-editor of three books (*Ageless Talent, Facing the Challenges of a Multi-Age Workforce, and Designing Workplace Mentoring Programs: An Evidence-Based Approach*). She is a Fellow of The Society for Industrial and Organizational Psychology and has received their Distinguished Contributions to Service Award (2016) and Distinguished Contributions to Teaching Award (2023).

William Gray

Mentoring Solutions

Mentoring became **Dr. Gray's** avocation in 1978 and became his fulltime vocation in 1986 when he (and his wife Marilynne) launched Mentoring Solutions. Dr. Gray's early efforts to encourage informal mentoring shifted once he saw the need for more structured mentoring for greater success. He began collaboratively planning formalized Mentoring Programs (with key stakeholder input) to produce more benefits – for diverse kinds of proteges, mentors and their organizations. To develop the diversified workforce, he developed Mentoring for Results Partner Training and Tools: the Mentoring Style Indicator enables virtual strangers to quickly become mentoring partners (20,000+ thus far), the Protege Needs Inventory precisely identifies what to work on, and the Mentoring Action Plan enhances Goal attainment and documents this.

Mica Estrada

University of California - San Francisco

Dr. Mica Estrada is the Associate Dean of Diversity, Inclusion and Outreach and Professor at the University of California at San Francisco's School of Nursing in the Department of Social and Behavioral Sciences and the Institute for Health and Aging. Her research program focuses on social influence, including the study of identity, values, kindness, well-being, and integrative education. She is Principal Investigator on several longitudinal studies, which implement and assess interventions aimed to increase student persistence in Science, Technology, Engineering, Mathematics & Medicine (STEMM) careers (funded by NIH, NSF, and HHMI). Dr. Estrada's research focuses on ethnic populations that are historically excluded, marginalized, and underrepresented in higher education, most vulnerable to the impacts of climate change, and are providing diverse and creative solutions to the pressing challenges of our day.

She received the Leadership Institute Graduate Award from the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) in 2013, the Adolphus Toliver Award for Outstanding Research, and was selected as a Howard Hughes Medical Institute Facilitator-Scholar in 2022. She has previously served as a member of the National Academy of Science, Engineering and Medicine (NASEM) study on Strengthening Research Experiences for Undergraduate STEM Students and the Advancing Anti-Racism, Diversity, Equity, and Inclusion in STEM Organizations census study, and serves as Roundtable on Systemic Change in Undergraduate STEM Education member. Dr. Estrada earned her B.A. in Psychology from the University of California, Berkeley, and her Ph.D. in Social Psychology from Harvard University.

Sylvia Hurtado

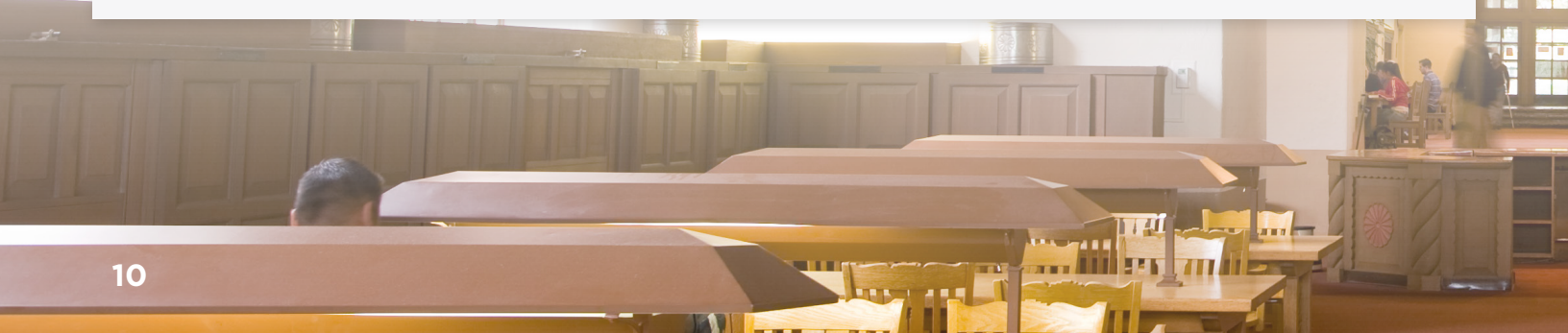
University of California - Los Angeles

Dr. Sylvia Hurtado is Professor in the School of Education and Information Studies, and serves as Special Advisor to the Chancellor at UCLA. She studies diverse students' college experiences, the campus racial climate, and higher education equity and inclusion. She co-edited two books that each won International Latino Book Awards: *Hispanic Serving institutions: Advancing Research and Transformative Practice* (Routledge Press), and *The Magic Key: The Educational Journey of Mexican Americans from K-12 to College and Beyond* (University of Texas Press). Recent work on STEMM interventions includes mentor training as part of racial equity and inclusion efforts in biomedical departments.

Beronda Montgomery

Grinnell College

Dr. Beronda L. Montgomery, is Vice President for Academic Affairs at Grinnell College. She studies how individuals perceive, respond to, and are impacted by environments in which they exist, including responses of photosynthetic organisms to external light and nutrient cues. Additionally, Dr. Montgomery pursues this theme in the context of effective mentoring and academic leadership. Dr. Montgomery is a Fellow of the American Academy of Microbiology (2018), the American Association for the Advancement of Science (2020), the American Society of Plant Biologists (ASPB, 2021) and the American Society for Biochemistry and Molecular Biology (2022), as well as American Society for Cell Biology Mentoring Keynote honoree (2021). She was named one of Cell's Inspiring Black Scientists in America, and awarded the Adolph E. Gude, Jr. Award from ASPB (2022) and 2023 Hutchinson Medal of the Chicago Horticultural Society. Dr. Montgomery is author of *Lessons from Plants* (Harvard University Press, 2021) and at work on her second book *When Trees Testify* (under contract with Holt).



Angela Byars-Winston

University of Wisconsin - Madison

Dr. Angela Byars-Winston is a Professor in the Department of Medicine at the University of Wisconsin-Madison (UW). She conducts diversity science research on cultural and organizational influences shaping the career development and effective mentorship of college students and early career faculty in science, technology, engineering, mathematics, and medicine (STEMM). She is Principal Investigator in the NIH National Research Mentoring Network leading the Culturally Aware Mentorship (CAM) initiative. She chaired the National Academies of Sciences' 2019 consensus study report, The Science of Effective Mentorship in STEMM, and is a current appointed member of the NIH National Advisory General Medical Sciences Council. Dr. Byars-Winston is the 2022 recipient of the Outstanding Educator for Innovation in Mentorship Research Award from the Association of Clinical and Translational Science, a 2022 Distinguished Alumni Award honoree from San Diego State University, and the inaugural Chair of the UW Institute for Diversity Science where she hosts the Diversity Science Podcast. She is the immediate past president of the South Central Wisconsin chapter of Jack and Jill of America, Inc., the nation's oldest Black mothers organization.

Clinton Patterson

Texas A&M University

As Assistant Director at the Center for Teaching Excellence, Dr. Clint Patterson invests in mentorship development initiatives, interdisciplinary activities, and graduate education curriculum (re)design. These scholarly practitioner efforts provide evidence-based information for the Center and Texas A&M academic leadership and contribute to his faculty collaborations. Clint transitioned to Texas A&M University as a postdoc in August 2018, following a doctorate in educational leadership. With 15 years as a higher education professional, Clint developed skills to advocate, support, and lead areas of student and faculty success. His career began in Student Life at Baylor University, where he oversaw many institutional initiatives and collaborations, including 16 years overseeing care for the university's live mascots -- two American Black Bears. His research interests include mentorship development, graduate education, and oral history. He has published in *International Journal for Academic Development*, *Advances in Developing Human Resources*, and *The Chronicle of Mentoring & Coaching*.

Monday October 21, 2024

Day at a Glance

Pre-conference Workshops • 8:00 AM - 10:50 AM
Plenary Session 1 • 11:00 AM - 11:50 AM
Lunch 12:00 • 12:00 PM - 12:50 PM
Opening Remarks • 1:00 PM - 1:50 PM
Pre-conference Workshops • 2:00 PM - 4:50 PM

Plenary Sessions

Ballroom A&B

11:00 AM - 11:50 AM	Lunch • 12:00 PM - 12:50 PM	1:00 PM - 1:50 PM

Transformative Comentoring Through a Restorative Justice Lens | 11:00 am - 11:50 am

Fran Kochan & Mirna Ramos-Diaz
Auburn University & Pacific Northwest University of Health Sciences

The environment and culture we are living in today is full of conflict, stress, uncertainty and disharmony. This is being reflected in our institutions and workplaces. This session will provide participants with guidelines on how to structure and implement conversations to foster dialogue and understanding among and between others with divergent views and experiences, using Transformative Comentoring through a Restorative Justice Lens. Participants will have the opportunity to engage in meaningful dialogue and discussions to garner an understanding of the processes necessary to engage others in similar experiences when they return to their own institutional settings.

Lunch 12:00 pm - 12:50 pm

Opening Remarks | 1:00 pm - 1:50 pm

Lisa Fain
Center for Mentoring Excellence

These opening remarks will ground us in the conference theme “Inclusive Developmental Networks: Building Transformative Communities Through Effective Mentoring.” They will emphasize the critical importance of embracing transformation in personal and professional contexts, highlighting how openness to change fosters growth and innovation. Inclusion will be presented as a key driver of transformation, bringing diverse perspectives and innovative solutions to the forefront. The address will underscore the role of community as a catalyst for transformation, illustrating how supportive, interconnected networks provide the resources and sense of belonging essential for individuals to thrive. Attendees will gain insights into how mentoring serves as a powerful tool for facilitating transformative change. It will set the stage for a conference dedicated to fostering transformation through inclusive mentoring practices and community building.

Pre-Conference Workshops

Part 1 • 8:00 AM - 10:50 AM | **Part 2 • 2:00 PM - 4:50 PM**

Mentoring Foundations for Program Managers

Dionne Clabaugh
Angle 4 Solutions

Acoma A&B

This interactive workshop takes a breadth perspective in helping 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:

- Understand the alignment between their institution's needs and the program's goals.
- Understand and apply theoretical constructs to their program.
- Understand various mentoring typologies.
- Understand and create an operational definition.
- 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 for this workshop and will be the focus of the afternoon session. 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 how the mentoring program will address those needs. Third, the theory of change logic model provides a clear and concise visual guide to explain the program to key stakeholders. Participants will access Law and Dominguez's 2023 book, *Making Connections: A Handbook for Effective Formal Mentoring Programs in Academia*.

Developing Mentoring Competencies

Natasha Mickel
University of Oklahoma

Fiesta A&B

The "Developing Mentoring Competencies" workshop is designed to equip participants with essential skills for effective mentorship across diverse contexts. Through an interactive session and practical exercises, attendees will enhance their abilities in key areas crucial to building successful mentoring relationships.

Communication stands as the cornerstone of effective mentoring. Participants will learn to communicate clearly and empathetically, fostering trust and understanding with their mentees. Emphasis will be placed on active listening, constructive feedback, and adapting communication styles to individual mentee needs. Aligning expectations is vital for establishing mutually beneficial mentor-mentee relationships. Attendees will learn strategies to clarify goals, roles, and responsibilities, ensuring both parties are on the same page and working towards shared objectives. Work-life integration is increasingly important in today's dynamic environments. This workshop addresses techniques for supporting mentees in balancing professional and personal commitments, promoting well-being and sustainability in their pursuits. Diversity support is essential for fostering inclusive mentorship environments. Participants will explore ways to recognize and respect diverse backgrounds, experiences, and perspectives, creating inclusive spaces where all mentees feel valued and supported. Fostering independence empowers mentees to develop autonomy and confidence in their abilities. Through skill-building exercises, attendees will learn how to provide guidance and resources while

encouraging mentees to take ownership of their learning and growth journeys.

By mastering these competencies, workshop participants will be better equipped to build meaningful mentoring relationships that empower mentees to thrive personally and professionally.

Mentoring Principles for Imagination and Teamwork

Maggie Werner-Washburne
University of New Mexico

Santa Ana A&B

The Intentional Mentoring Program was developed at UNM over the past 20 years through an NIH-funded training program that enrolled 400 UNM students from many races and ethnicities. Mentees graduated at much higher-than-average rates as both undergraduate and graduate students and have gone on to have rewarding careers. Both mentors and mentees benefitted from this approach. This program has flexibility in its implementation and, with good leaders, can create an imaginative-mentoring ecosystem, leading to better problem-solving and inclusion within a larger community.

Imagination: Early work showed that young children are much more imaginative than adults. In teaching biology, I found that young people had difficulty imagining what they were being taught. We will learn some basic approaches for growing imagination that are applicable to many mentoring situations.

The program also incorporates a set of universal principles that help mentees center their values in decision-making and learn to use reframing to increase emotional intelligence, imagination, resilience, and agency or executive function. This approach circumvents some DEI issues, because first creates a community among mentees and mentors first, and, subsequently, cultural, and other differences are seen as positives.

The work on teams helps groups understand how to build a strong, diverse team, know if a team is working, and, if it is not working, how to fix it. Agreeing to the goal of "no unnecessary emergencies" allows calm discussion of problems and ways to restore a high-functioning team.

Tuesday October 22, 2024

Day at a Glance

Facilitated Learning Sessions • 8:00 AM - 8:50 AM
Concurrent Sessions • 9:00 AM - 10:50 AM
Plenary Session • 11:00 AM - 11:50 AM
Lunch • 12:00 PM - 12:50 PM
Plenary Session • 1:00 PM - 1:50 PM
Concurrent Sessions • 2:00 PM - 4:50 PM
Networking Session at the Hispanic Cultural Center 5:00 PM - 7:00 PM

Facilitated Learning Sessions

8:00 AM - 8:50 AM

Let's Get Started - Inclusive Developmental Networks: Building Transformative Communities Through Effective Mentoring

Dionne Clabaugh
Angle 4 Solutions

Ballroom A&B

Following opening remarks and description of session purpose and guidelines, groups of 6-8 participants engage in a facilitated conversation circle that applies appreciative inquiry in response to provided prompts. Participants will explore and discuss ways in which the conference theme is relevant to them, to their mentoring practice or program, and how the theme supports their own development in mentoring.

Plenary Sessions

Ballroom A&B

11:00 AM - 11:50 AM	Lunch • 12:00 PM - 12:50 PM	1:00 PM - 1:50 PM

Mentoring Enactments: What Are They Doing in There? | 11:00 AM - 11:50 AM

Lisa Finkelstein
Northern Illinois University

The scientific literature on mentoring often measures mentoring behaviors with broad strokes. The absence of nuance and detail about what great mentors are actually doing, how they are doing it, and what their intentions are behind their actions can inhibit our understanding of the power of great mentors and also

limit our capacity to train new mentors to become great mentors. This session will describe recent work capturing mentoring enactments, suggest ways the enactment approach can be applied to research on inclusive developmental networks, and provide a useful tool that can be used for mentor development.

Lunch 12:00 pm - 12:50 pm

Different Mentoring Solutions for Diverse Challenges | 1:00 PM - 1:50 PM

William Gray
Mentoring Solutions

Dr. Gray describes 12 of the 200+ different Mentoring Solutions he developed to resolve diverse challenges in education, government and corporations. You'll learn why we trained Mentoring Partners to engage in rotational mentoring, reciprocal mentoring, reverse mentoring, group mentoring, co-mentoring, cross-functional mentoring, three-tier mentoring, cascade mentoring, peer mentoring – and other formats. You'll learn how we progressed from Level 1 Novices who encouraged do-your-own-thing-mentoring, to become Level 5 Experts who can plan and implement complex structured Mentoring Programs from scratch or to salvage existing efforts.

Networking Session at the Hispanic Cultural Center

5:00 PM - 7:00 PM

Concurrent Sessions

9:00 AM - 9:50 AM

Leveraging Department Teams to Plan and Implement Strategies for Faculty Mentoring

Wojton, J. & Rohrbacher C.
Embry-Riddle Aeronautical University

Lobo A

This case study features the planning and delivery of a one-day workshop designed for university department teams to develop and/or refine plans for intentional mentoring practices and broad expectations for mentors/mentees within their departments. This workshop was designed to reflect a networked mentoring approach and to introduce faculty to the value of establishing intentional frameworks and expectations for mentoring within their departmental units. The workshop was shaped by using institutional knowledge and relying on the tenets of inclusive network mentoring practices. Data was collected about the impact of the workshop using a combination of quantitative and qualitative methods: 1) a pre-survey and post-survey to measure any changes in faculty attitudes after their participation in the workshop 2) mentoring plans from each team (6 total, comprised of 4-6 members) to determine if faculty participation resulted in actionable mentoring goals and thoughtful assessment strategies for their department. The results of this assessment led to the broad conclusion that the need for intentional mentoring within departments was acute and that the mentoring institute did result in plans to be implemented and assessed within departments that would likely fill these needs. Lastly, obstacles noted include insufficient faculty support for mentoring programs and the perception that mentoring labor was not sufficiently valued. Ideas to mitigate these challenges more carefully in future

iterations of the workshop are discussed.

Camp Hope: A Promising Model of Mentoring and Retreat for Educators

McCormick, P. & Von Grey, G.
Bethel University - Saint Paul

Lobo B

Central to the research on the retention of public school teachers is an emphasis on attrition and the ability of teachers to remain resilient and persist in the field despite unmitigated challenges (Sabina et al., 2023). In the face of these challenges, Young (2021) said: "Staying resilient without hope is no more than white-knuckling and enduring" (p. 61). This study suggests that the science of Hope Theory may provide a promising platform to support the well-being and emotional health of K-12 teachers when applied within a model of retreat followed by collaborative mentorship. In 2022, following a five-year longitudinal study related to the occupational health of novice teachers, researchers designed a three-day retreat with racially diverse teachers who gathered to learn about Hope Theory as a pathway to personal and professional wellness. This retreat was followed by participation in a professional learning network with monthly meetings. Participants explored concepts of hope, compassion, empathy, and value alignment through artifact-based experiential pedagogy. The retreat experience included shared meals, teaching Hope Theory, micro-adventures, nature exploration, exercise, and reflective practices for nurturing the holistic self. Qualitative data from the 2022 cohort demonstrated success in achieving targeted outcomes: rest, shared experiences, core value identification, application of the praxis of hope, and the development of community bonds. These relational connections, established through a shared retreat, established the necessary trust before the implementation of monthly group mentoring meetings. Feedback from the 2023 cohort reflected similar success. Consequently, subsequent retreats will be conducted. Researchers aim to explore how a replicable retreat model might support professional mentoring programs across other compassion-focused careers.

Student Ombudsman as a Mentor: Assisting Students to Resolve Conflict

Hendricks, L., Smith, D., Barnett, N. I., & MohdZain, Z.
Texas A&M University - Commerce

Luminaria

Student Ombudsmen are highly valued in higher education. They exist to protect students against poor service by personnel in the academic environment. Their roles consist of advocacy, and challenging the academics in the academy, and other areas on campus for the well-being of students. Overall, Student Ombudsmen are highly knowledgeable of university policies and procedures, thus allowing them to protect the integrity of all parties involved. Due to the rise in violence on college and university campuses during the Vietnam War, and the struggle for civil rights, higher education discovered the value and importance of having an advocate for the voice of students. Ombudsmen were used to allow students to have a strong voice to the administration without fear of suspension or probation. Student Ombudsmen serve as mentors for students in the area of conflict resolution. This will be an interactive session where participants will gain knowledge on the role of ombudsmen and their essential role on college campuses.

Strategic Mentoring to Retain Accomplished Mid-Career Scholars

Logsdon, M. C. & Pifer, M.
University of Louisville & University of Kentucky

Santa Ana A

Based upon the Person-Environment Fit theoretical framework, the Ascending Star Fellowship Program (ASF) is a partnership between academic units and the Office of the Executive Vice President for Research & Innovation (EVPRI) at the University of Louisville, a metropolitan public research university. Its aim is to accelerate the scholarship and enhance the national/international presence of accomplished mid-career scholars. The design of the program centers around a developmental networks approach that enhances midcareer faculty success and belonging through the cultivation of meaningful relationships. The 3-year retention rate of ASF's is 100%, compared to 84% for overall university mid-career faculty. Feedback indicates strong program satisfaction, with the fellows particularly satisfied with time released from teaching and EVPRI internal grant to support travel and other professional expenses. Examples of outcomes related to national leadership include international presentations, leading conference symposia, national awards/fellowships, and the creation of multi-organizational and multi-sector research teams. Communication and messaging between mentors and ASFs are key to promoting person-environment fit.

A Review of the Comunidad and Umoja Scholars Program

Owens-King, A. P.
Salisbury University

Santa Ana B

The social work profession is rewarding yet demanding. Social workers are trained to put our issues aside and provide services and support to our clients. Practice wisdom tells us, and research supports the position that direct social work practice involves inherent occupational hazards, including secondary traumatic stress (STS) reactions. However, there is evidence that social support like mentoring and self-care activities can mitigate STS's negative impact on social workers. Given this knowledge, social work educators developed a culturally informed leadership development program that utilizes mentoring to support students and promote workforce retention. This article examines key elements of the culturally informed effort, Comunidad and Umoja Scholars Program (CUSP). There will be a detailed review of mentor and mentee recruitment, selection, and pairing processes. There will also be a review of the program's workshop series, which allows structured mentor and mentee interaction while promoting competent social work practice with marginalized communities. Participant feedback discussed here is part of a more extensive research study exploring the impact of various social work mentoring initiatives on feelings of belonging and career development for students of color (Salisbury University Institutional Review Board (IRB) protocol #14A).

People of Color Navigating the Academy: Lessons for Mentoring

Rodriguez, R., Fonsworth, A., Tayebi, S., Fox, L., & Tayebi, K.
Sam Houston State University, University of Mississippi

Acoma A

As demographics change in the United States, colleges and universities find their student population changing as well, including their graduate student population. In 2021, over a quarter (25.9%) of graduate students were underrepresented, the majority of whom were Black (11.6%) and Latino (13.8%). These students enter our predominantly white institutions facing several barriers: socioeconomic, sociopolitical, racial, and multi-layered language barriers. These experiences can have critical effects on mental health from significant exposure to gaslighting, microaggressions, social isolation, and feelings of invisibility. Furthermore, underrepresented students lack role models who look like them and have a dire need for culturally relevant and sensitive mentoring. Traditional mentoring programs have often marginalized or silenced the experiences of students of color by addressing student needs from a dominant vantage point centered in Euro-descended praxis. Critical Race Theory (CRT) critiques social structures that affect people of color. This was later expanded by Gloria Ladson-Billings to expose the racism inherent in the educational system. CRT provides mentors with tools and a theoretical foundation to address the barriers confronted by students of color. An important aspect of CRT, counter-narratives are necessary, and as Baxley (2012) stated, "to give voice to the experiences and ways of knowing" of underrepresented students (p. 53). This paper provides counter-narratives from two graduate students of color (one Black woman and one Latina), which challenge and critique the hegemonic discourse around graduate school and mentoring. These narratives share insights on navigating academia in a black and brown body. Building on these perspectives, we will offer recommendations for mentoring students who must navigate our institutions in bodies of color and suggest ways to address the mental health effects of dealing with racism.

The INFUSE Shopping Cart Framework of Mentoring Relationships

Aron, D.
Dominican University

Acoma B

Those pursuing career success benefit from relationships with mentors, yet mentors are difficult to find, train, and maintain at both the personal and institutional levels. Operating under the notion that people can seek potential mentors from different sources within their own network - close at hand and at a greater distance - this project introduces the INFUSE Shopping Cart Framework of mentoring relationships, an approach to mentoring that proposes a self-developed constellation or shopping cart model of mentors fulfilling different roles for the mentee as needed. The INFUSE Framework proffers six types of relationships: from one's industry, physically or virtually nearby, from one's firm, offering unconditional support, at a similar position, and a mentor who is exceptional in the same way as the mentee. Expanding the concepts of multiple mentors and nodes, this framework considers relationships on different dimensions as well as based on particular needs. Currently at the conceptual level, the INFUSE Framework will be developed by means of a mixed-method approach to

establish validity and outcomes related to use of this model. Variables including employee, employer, and even customer satisfaction will be examined qualitatively through interviews and quantitatively through correlational analysis or multivariate analysis of variance (MANCOVA), exploring the impact of the number and nature of mentoring relationships as categorized by this framework. This proposed project is intended to establish the validity of the INFUSE Framework, laying the groundwork for further research. By examining the framework through employee, employer, and customer satisfaction outcomes, this project will contribute valuable insights into the fields of mentoring and employee development as well as the relationships between employee and customer satisfaction in both the management and marketing domains.

Collaborative Matters: Theorizing Social Mentoring Across Educational Partnerships

Marotta, C., Sowa, A., Hart-Micke, S., & Martin, H.
University of Denver

Fiesta A&B

Drawing from a variety of mentoring partnerships, we theorize socializing as a collaborative mentoring method. Socializing refers to interactive opportunities to connect relationally as whole humans and collaborative refers to a reciprocal, dynamic, and multi-person process. Synthesizing research from rhetoric, organizational theory, psychology, and education, we highlight socializing practices across contexts, including K–12 environments, community-engaged learning programs, and higher education which address some of the same challenges that mentoring programs seek to address, such as faculty burnout and stress. As our literature review explains, research suggests that belonging is central to faculty wellbeing, mental health, and professional fulfillment, which can be cultivated through regular social interactions. Here we theorize socializing as an important collaborative mentoring method we are currently piloting to suggest ways readers might apply such practices in different educational partnerships.

Structured, Holistic Mentoring Model for Underserved STEM Undergraduates

Reding, T.
University of Nebraska - Omaha

Spirit Trailblazer

The University of Nebraska at Omaha (UNO) has recently submitted a National Science Foundation (NSF) Scholarships in Science, Technology, Engineering and Mathematics (S-STEM) grant proposal. The project provides financial, academic, and well-being supports to underserved, low-income STEM undergraduates, known as scholars. Mentoring in this project will address both academic and well-being supports, and we will modify an existing structured, holistic mentoring model to better fit our context. The model includes small group mentoring, 1:1 faculty mentoring, and scholar - demographically similar young professionals. There are many psychological/social barriers to success in STEM specifically for underserved populations that can be addressed by a structured, holistic mentoring model. These barriers include STEM identity, sense of belonging, and social capital. Our model will modify work based on mentoring underserved, low-income STEM undergraduates as well as integrating culturally aware mentoring resources. UNO has a current S-STEM grant that expires after the Spring 2024 semester. We have supported 41 underserved STEM undergraduates through the current program. Two of the key evaluation recommendations based on current scholar feedback was to improve the cohort identity and make the mentoring more accessible and robust. The proposed mentoring model is designed to address the cohort feel and improve the accessibility and robustness of the scholar experience. The intended scholar outcomes based on their mentoring engagement include: (1) improved STEM identity, sense of belonging, and social capital, (2) strong cohort identity, (3) enhanced persistence, retention, and graduation, and 4) gainful employment in STEM occupation. The larger community-wide impacts based on mentoring participation include: (1) increased regional social capital, and (2) an increase in resiliency, inclusiveness, and adaptability in regional STEM workforce.

From Dyadic to Network: A Success Story

Dill, C., & Smith, S. R.
Dalton State College

Isleta

The Noyce Teacher Scholars program began in 2021 and is in its third year of implementation at the time of this writing. The program located in a School of Education in Northwest Georgia has an objective to cultivate successful graduation and retention rates for non-traditional Science, Technology, Engineering, and Mathematics (STEM) secondary teacher candidates as they move through the undergraduate program and into the

classroom. The focus of this paper is to demonstrate the program's shift from traditional dyadic mentoring relationships to a model based on developmental networks. Research supports the idea that having multiple mentors, and supportive relationships under a cohesive structure gives the mentee the best chance for long-term success. In using Belle and Kram's findings, the Noyce program focuses on the two broad categories of support from which mentees best benefit: connectivism and respect. Previous literature in mentoring shapes the approach of this study in many ways, including research conducted by highlighting the importance of exploring approaches of mentoring programs using case studies as a method. This basis has provided the opportunity to understand the nature of mentoring relationships and how they could influence program outcomes (teacher retention and teacher recruitment). However, determining the effect mentor/mentee relationships within this study will be significant because network-based mentoring helps to facilitate natural relationships and interactions in the mentee's lives. The authors will describe their approaches to growing the mentoring program towards success in program facilitator and Noyce scholar roles. The authors will also discuss experiences of various participants from three years of the program and examples of how and why the program has undergone structural changes.

A Case Study on Fostering Grant Writing Mentorship Via a 10-week Grant Writing Workshop

Harrell-Williams, L., White, C., & Kaldon, C.
University of Memphis

Mirage Thunderbird

The Memphis Women+'s Mentorship Network held a 10-week grant writing workshop for faculty, staff, and graduate students during Summer 2023. Our goals included making grant writing skills more transparent and exposing "the hidden curriculum" for succeeding in grant writing. We sought to help scholars succeed in the "academic game of chutes and ladders" by preparing first-time principal investigators to submit a grant proposal in a supportive learning environment. The multiple grant writing mentorship programs described in Jones et al. (2017) expect that new investigators are ready to write a draft National Institutes of Health Specific Aims page. However, our program was designed for those who did not know where to start. To apply to the program, our novice participants only needed an idea, a potential funding agency (after a meeting with their pre-award coordinator), and an individual mentor they identified before applying. Our workshop fostered mentorship in two ways: novice participants identified mentors with content area or specific funder experience prior to applying to the program, and participant peer mentoring during weekly progress discussions and a final presentation of their idea. Topics included Gantt charts, budgets, broader impact and intellectual merit, an introduction to our university research support personnel, evaluation plans, an overview of what reviewers want, and grant and lab management. Approximately 57% of survey responders reported having a mentor was 'very beneficial' and 36% responded with 'at least somewhat beneficial'. Approximately 43% reported meeting 6+ times with their mentor and 21% indicated they met 4-5 times. One participant noted that "all members took the time to help you advance in your specialty each day, individually with great desire and compassion." Mentors wished overall expectations were clearer and wanted knowledge of weekly content more in advance.

Concurrent Sessions

10:00 AM - 10:50 AM

The Life Design Approach to Mentoring: A Case Study of the BOAHS and DUHOP programs at MSU

Morton Luna, M., Chumacero, S., Pascual-Miranda, M., & Stubbs, A.
Metropolitan State University

Lobo A

Significant equity gaps persist for first-generation and BIPOC (Black, Indigenous, or Person of Color) students, who report experiencing a lower sense of belonging and fewer connections with faculty and professionals compared to continuing-generation peers. This contributes to first-generation and BIPOC students graduating at a lower rate than their peers. These equity gaps are particularly pronounced for DACA (Deferred Action for

Childhood Arrivals) and Undocumented students, who face added pressures due to their status uncertainty. In healthcare, patients often express higher satisfaction when providers share similar identities, highlighting the need for a diverse workforce. However, because first-generation and BIPOC students have a lower rate of degree attainment than their continuing-generation and White peers, they tend to be underrepresented in the healthcare workforce. Therefore, recruiting, retaining, and graduating healthcare students from diverse backgrounds is imperative to meet these workforce needs. To address these challenges, Metropolitan State University of Denver (MSU Denver) received funding and developed the Bank of America Health Scholars Program (BOAHS) and DACA/Undocumented Health Opportunity Program (DUHOP) to offer wraparound mentoring to Latinx and DACA/Undocumented students pursuing health-related fields. Drawing from Stanford University's Designing Your Life framework, these programs employ a comprehensive mentoring strategy to guide diverse students through their health-related academic and career paths. This strategy encompasses individual guidance from Health Career Navigators (HCNs), personal mentoring from Peer Mentors, and professional mentorship from field experts. This multifaceted approach ensures holistic support for our scholars academically, personally, and professionally. The programs' outcomes gathered over two years through demographic data collection, surveys, and focus groups with participants, underscore the effectiveness of this mentoring approach. Quantitative results demonstrate a 90% - 95% program retention rate.

Addressing Graduate Mental Health through Supportive and Career-Focused Mentoring

Coutin, S.
University of California - Irvine

Lobo B

There is extensive research documenting a global mental health crisis associated with graduate study. This crisis comes at a high cost. It impacts retention and degree completion, contributing to loss of talent and of investments in graduate education. Ameliorating graduate student mental health challenges requires changing the stressogenic aspects of the graduate training environment. Our project focuses on two facets of this environment: 1) building supportive mentor-mentee relationships and 2) professional development to reduce stress regarding career outcomes. Previous research on graduate mental health has highlighted the preventative role that social support can play in buffering against stressors that lead to poor mental health outcomes. Concepts of culturally relevant pedagogy and theories of socialization suggest that such support should demonstrate respect for students' cultures and communities while effectively communicating the values, norms, and expectations of particular disciplines so that graduate students can see themselves as future professionals. Our project focuses on StandOut: a "Supportive Training and Diverse Outcomes" program that is in development at the University of California, Irvine, an R-1 university with a diverse graduate student population, a commitment to innovations in graduate education, and support for graduate professional development. By piloting Standout in two areas of STEM education - Social Ecology and Biological Sciences - we will develop programming that transcends disciplinary differences. The StandOut mentor-mentee curriculum will be delivered to faculty and students through monthly workshops, with opportunities to practice skills between workshops. During Fall, the curriculum will focus on supportive mentoring, Winter will be devoted to supporting diverse career pathways, and Spring will integrate fall and winter trainings to promote programmatic change, with formative and summative evaluative data collected throughout. By integrating supportive mentoring and preparation for diverse careers into doctoral training, we seek to create a graduate environment that supports mental well-being.

The Use of Testimonios Methodology as An Effective Instrument for Mentoring Latinas in Doctoral Programs

Rangel, J.
Claremont Graduate University

Luminaria

Latinas are underrepresented in obtaining PhDs, in the United States. According to the NCES, from 2018 to 2019, of all women who completed doctorates, only 8.3% identified as Latina. This may be partly due to patriarchal academic institutions that have historically devalued the cultural experiences and identities of marginalized populations, including Latinas. However, research suggests that mentorship can help Latinas obtain PhDs and disrupt institutional norms and practices. This qualitative study combines three theoretical frameworks based on Latina PhDs' communities of social, cultural, and historical realities. Bridging education and women's studies resulted in the following frameworks: LatCrit, a social justice research agenda that attempts to annihilate racism, sexism, and poverty while empowering marginalized groups. Second is Mestiza Consciousness,

which recognizes a gendered analysis in Latina communities. Third is Mujerista Mentoring, which values the lived experiences of Latinas, centers communities, and uses reciprocal mentoring while challenging traditional hierarchical mentoring. The Testimonio methodology in this study further challenges traditional academic norms. The methodology of Testimonios is appropriate for exploring Latinas' lived experiences of mentoring as they obtained their doctoral degrees. Testimonio as a genre has been used as a liberatory tool across Latin America and for People of Color in the United States. A Testimonio is a methodological tool to support critical reflection, healing, and collective memory. The Doctora's experiences in this study were unique. The outcomes reflected tensions experienced through racism, sexism, classism, and ableism that guide academic research. Mentorship mattered in transforming the Latina PhD community in the following ways: funding, finding postdoctoral positions, providing support and cultural competency, and having a scholar familia. The Latina PhD stories add to the existing research by giving Testimonios about how they claimed space grounded in their community and found the right "tribe" to maintain their cultural and gender identities while obtaining a PhD.

Increasing Student Sucess: A Faculty Cohort Mentoring Story

Van De Car, S., Armstrong, B., & Kasha, R.
Valencia College

Santa Ana A

Mentoring has been used in higher education to support faculty growth and targeting the mentoring relationship to changes in classroom practice can help to inspire transformational growth in an institution. Further, pairing mentors and mentees in professional development focusing on constructing practices to support diverse learners builds reciprocal mentoring relationships in line with relevant literature. Such a reciprocal mentoring program was developed for mathematics faculty at a two-year Hispanic serving institution. Valencia College in Orlando, Florida, serves around 75,000 students annually with approximately 235 mathematics faculty. Faculty across the seven main campuses were given the opportunity to participate in the mentoring program and professional development designed to foster inclusive classroom practices and active learning. Cohorts underwent professional development in the summer and engaged in mentoring in the Fall semester. Two cohorts have participated in the faculty mentoring program (n=26, 25). Over 200 classroom lessons centered on inclusive active learning were developed and implemented from the pairings, indicating a substantial change in instructional delivery. Qualitative feedback from mentors indicated appreciation of the reciprocal nature of the mentoring relationship. In qualitative and quantitative preliminary results, mentees describe engaging in more student outreach and reported an increase in knowledge of inclusive active learning techniques and their importance.

Mentoring Through Affinity Groups to Support Historically Underserved Students

Moffit, C. & Seipel, B.
California State University - Chico

Santa Ana B

The NorCal GREAT Teachers Pipeline is a grant-funded program designed to increase the number of diverse and highly effective teachers from historically underserved populations in the far-north region of California. Over three semesters, the program has already supported 659 future (i.e., undergraduate), in-training (i.e., credential candidate), and current teachers (i.e., master's students) as they make progress on their respective academic programs. The program incorporates traditional advising, informal advising, and mentorship into professional development sessions coupled with affinity groups. In our program, affinity groups are self-structured, self-selected and run support groups based on a common intersectional identity or interest. Most affinity groups in the program have a dedicated faculty or staff mentor who shares affinity with the group. Survey and observational data indicate that the vast majority of students find the program beneficial and appreciate the advising and mentorship they receive from affinity groups. Survey data also indicate that the surveys themselves are beneficial in reminding students to be proactive in their academic planning. Similarly, intentional survey items can provide formative feedback to better meet the advising and mentoring needs of students in the program. Conversely, the data also reveal that not all mentors are equally capable of serving as mentors or able to meet students' advising and mentorship needs. Ultimately, survey data on academic planning and advising indicate that the program effectively guides students toward their academic goals.

Fore-fronting Relationships: Building Marginalized Students' Computer Science Identities

Banwo, B. & Navarrete-Burks, L.
University of Massachusetts - Boston, University of Houston - Downtown

Acoma A

With a rise in technology, the demand for computer science (CS) education is increasing in K-12 schools, yet access is inequitable. This research brings together teachers and students participating in a secondary school CS program in the Milwaukee Public School District through an initiative to ensure all students have access to equitable, meaningful, rigorous, and relevant inquiry-based CS education. Utilizing a qualitative approach and grounded theory, this study investigated student-teacher relationships in computer science program participation and what factors from these relationships contribute to marginalized students continuing in an early Science, Technology, Engineering, and Mathematics (STEM) K-12 pathway. Findings suggest teachers served a dynamic role as agents of professional orientation central to how students experienced CS learning and how they perceived the field they were attempting to enter (development of a CS identity). Moreover, students were oriented into an industry with a history of marginalization by teachers.

Hacking Entrepreneurship Pedagogy with Near-Peer Mentoring at UC Berkeley

Balaraman, A., Finalyson, J., Fakoukaki, G., & Tang, D.
University of California - Berkeley

Acoma B

The productivity of an entrepreneurship program cannot be adequately evaluated by the number of students who have graduated, as it is in other disciplines. The socio-economic impact that successful entrepreneurship programs produce is the standard by which they should be measured. This research aimed to evaluate the impact of the entrepreneurial program at UC Berkeley using social cognitive measures. The program incorporates a unique pedagogy of incorporating ethics and near-peer mentoring into instruction. The student teams culminate their learning by pitching innovations that demonstrate how businesses can be good at solving social problems. Social Cognitive Career Theory introduces the evolution of career development from the perspective of social cognition. The interconnectedness of individual characteristics, occupational background, cognitive/interpersonal factors, and the complex relationship between self-orientation have an immense impact on the external environment of an entrepreneurial career. Using a mixed-method approach, quantitative assessment with pre- and post-program student surveys, entrepreneurial self-efficacy, and the effectiveness of entrepreneurial education were measured by adapting measures from past literature. The measures corresponding to a student's evaluation of their entrepreneurial self-efficacy and entrepreneurial skills/learning were calibrated at the beginning and end of the 15-week program. Entrepreneurial self-efficacy increased by an average of 25%, positively influenced by near-peer mentoring, and entrepreneurial education/learning increased by 34%. Entrepreneurial pedagogy must provide systemic frameworks that help ground debates about ethics, when to take risks, and empirical knowledge sharing through 'patterns of success and failure' with near-peer mentors, e.g., Innovators-in-Residence, embedded into the pedagogy to engage diverse talent. This study advances frameworks, tools, and metrics to design, implement, and measure inclusive entrepreneurship pedagogy across disciplines, necessary for a more significant transformation of capitalism and social entrepreneurship.

Demystifying the Promotion Process through Peer Mentoring: Implementing Faculty Development Communities for Promotion

Chandler, T., Arroyo Perez, A., & Romero, A.
University of Arizona

Fiesta A&B

It takes multiple types of mentoring relationships to effectively support faculty in their career advancement. Promotion and tenure are critical for faculty career advancement, yet the process can feel isolating and shrouded in mystery. Thus, to address the requests for additional mentoring and support as faculty prepare for promotion the Faculty Development Communities for Promotion (FDCP) program was created at the University of Arizona in 2022. This is a peer mentoring model that links a group of four faculty at the same rank and faculty track with a scholar who has been through promotion and who has experience reviewing promotion materials. This program was inspired by the work of Felten and colleagues (2013) Transformative Conversations, where mentoring communities of faculty were created to foster professional development by creating a

space where faculty could speak openly and honestly about the growth and development in their work. This provided an opportunity for humanization of faculty within small groups that can lead to tangible changes in development and faculty activity. As such, this work is also driven by the multi-faceted approach to mentoring promoted by Kram's (1985) model of mentoring that incorporates both career and psychosocial support. The FDCP program has been running for three years; it is a year-long program that faculty can opt in to join as mentees or mentors. Groups meet at least once per month to discuss promotion and tenure topics. Experienced scholars join them at least once to help answer questions and keep discussions on track. Post-surveys have been completed by participants (N = 187) and demonstrate that participants felt that their confidence increased. By engaging in open discussions about promotion, the process was demystified and created a safe space for faculty to get support as they prepare for promotion.

Graduate Students as Bridge Mentors: Power Dynamics in Mentoring Triads

Rynearson, A. & Pantoja, C.
Campbell University

Spirit Trailblazer

This paper will introduce a more complete model of triadic mentoring relationships seen in the faculty-postgraduate-undergraduate mentoring triads commonly employed in undergraduate research experiences in Science, Technology, Engineering, and Mathematics (STEM) fields. In summer research experiences and in many research labs, undergraduate researchers are mentored and sometimes supervised by graduate students or postdoctoral researchers, who are, in turn, mentored by faculty, who may or may not also mentor the undergraduate researchers. In 2016, Aikens and colleagues explored the different relationships that can exist within faculty-postgraduate-undergraduate mentoring triads. Of the eight models presented, the majority of relationships were either in open or closed triads. Researchers shared these two models as the two types of triadic mentoring relationships through a report for the National Academies publication The Science of Effective Mentorship in STEMM (National Academies of Sciences, Engineering, and Medicine, 2019). These basic models are missing the power dynamics often seen in hierarchical triadic relationships. Mentor triads are commonly employed in (near) peer mentoring, student teaching, and nursing education in addition to STEM undergraduate research. In STEM undergraduate research contexts, there is usually a hierarchy from faculty to postgraduate (graduate student or postdoctoral scholar) to undergraduate researcher. This hierarchy and dual supervisory and mentoring role create additional strain on the postgraduate or bridge mentor. To better support bridge mentors, we propose considering an additional dimension, power dynamics, in triadic mentoring relationships. This paper focuses on the postgraduate or bridge mentor in mentoring triads in undergraduate STEM research. A faculty-postgraduate-undergraduate mentoring relationship is unique within triadic mentoring relationships due to its hierarchical structure and associated concerns related to power dynamics. In this paper, we provide an updated model that focuses on the postgraduate or bridge mentor and highlights the power dynamics within the mentoring relationship that will promote greater understanding of the role of postgraduates in undergraduate research mentoring triads and allow new strategies and approaches to mentoring in undergraduate research settings.

The Kansas Educational Leadership Institute: A Model for Nurturing Effective Peer Mentoring

Augustine-Shaw, D. & Miller, M.
Kansas State University

Isleta

The Kansas Educational Leadership Institute (KELI) plays a pivotal role in establishing peer networks and mentoring fostering growth in PK-12 educational leaders. State-wide partnerships enhance opportunities for building capacity in new leaders, served by experienced peer mentors and supportive networks. KELI's work centers on strong relationships through individualized mentoring. KELI's impact is evidenced by 13 years of perception survey data highlighting programmatic effectiveness in supporting new educational leaders in Kansas. Sustaining mentoring programs for new educational leaders is critical. The National Educational Leadership Preparation (NELP) standards serve as a conceptual framework (National Policy Board for Educational Administration, 2018) complimented by mentoring for leaders required for licensure (Kansas State Department of Education, 2022). Simply put, leadership matters. Districts cannot afford to allow new leaders to be "thrown into their jobs without a lifejacket" a phrase used by the National Association of Elementary School Principals in 2003. KELI mentors understand research-based standards and the mentoring support necessary to move theory to practice. KELI is considered the premier mentoring program for new educational leaders in

Kansas. The best practices of KELI are demonstrated through clear expectations, careful matching, and a responsive approach to field-based needs. Experienced mentors participate in coaching training to ask powerful questions. KELI was designed by field practitioners and showcases mentoring practices that help principals understand who they are and the impact of their decisions. KELI received the gold accreditation from the International Mentoring Association in 2023.

Mentoring in Public Safety Organizations

Cassidy, M.
Town of Holliston - Massachusetts

Mirage Thunderbird

Many public safety organizations have implemented formal new-hire mentoring programs. Others have chosen to utilize more informal mentoring relationships. By initiating a comprehensive mentoring program, organizations can improve effective recruitment, retention, and personnel leadership development. While some mentoring principles are easily transferrable in the public safety workplace, there are some unique implementation challenges faced by those in law enforcement, fire, EMS or related fields. It is essential that leadership in public safety organizations proactively address issues of recruitment and retention. One solution some organizations have implemented are mentoring programs to assist new hires, as well as more seasoned members.

Concurrent Sessions

2:00 PM - 2:50 PM

Utilizing Purposeful Pairing to Support Candidates and Mentors in a Co-Teaching Setting

Montgomery, M., McClain, R., & Akerson, A.
Stephen F. Austin State University

Lobo A

The demands on educators are at all-time highs. The National Education Association (2022) recently reported 90% of educators feeling burned out. Additionally, 55% of educators indicated readiness to leave the profession. As a result, finding quality teachers with the capacity to mentor teacher candidates (TCs) proves difficult. Yet, field experience placements are essential for TCs to learn under the supervision of a high-quality mentor teacher. Researchers have indicated that the clinical side of teacher education is loosely connected to university work. To combat these issues and better support TCs in an early field experience, our program began identifying high-quality mentors and placing more than one TC in a single placement. To assist mentors in integrating multiple TCs into their classroom, a peer-to-peer co-teaching model was initiated. TCs were partnered together and tasked with working collaboratively as partners and alongside their mentor. Researchers sought to identify ways to strengthen how peer-to-peer co-teachers were assigned to mentors, rather than a typical random pairing. The researchers sought to identify mentor strengths, along with TC needs and purposely pair based on those characteristics. To accomplish this, a Teacher Candidate Profile and a Mentor Teacher Profile instrument were created. Both were developed to better pair co-teaching peers with a mentor who could support their specific growth and development and assist in creating a more purposeful field experience. The results of this study indicate that an intentional, purposeful pairing of mentors and TCs is a more effective method of creating partnerships than a randomized pairing method.

The Essence of Authentic Faculty-Student Connection: The Faculty Perspective

Pitstick, V.
The Ohio State University

Lobo B

Multiple research studies have shown why faculty-student connection is beneficial for students, from higher academic performance to increased levels of overall well-being in their lives. Despite this, it is a struggle for those who work to get faculty involved with students outside the classroom to find ways to increase their

engagement in co-curricular initiatives. There are programs that tend to foster faculty-student connection more than others, but it is rare for research to focus on the faculty perspective of why they participate. This study employed phenomenological methodology and Cox's typology of faculty-student interaction to seek a deeper understanding of the lived experience of faculty members who indicated they experienced authentic connection with students. Common themes emerged from the faculty stories that revealed the how and why of this connection: Expression of Who I Am; Acknowledging Humanity and Lived Experience; Growth and Development; and Barriers to Connection. This study can assist higher education professionals in better understanding faculty motivations and needs when getting involved with students outside the classroom (OTC). Recommendations for practice and future research are discussed, and a practical guide is provided for faculty to use when building authentic connections with students.

A TRIO Class Design: Inclusive Mentoring & Class Practices with Social Justice Principles

Aguilera, E.
Boise State University

Luminaria

TRIO programs at Boise State University serve students that are first-generation, limited income, and/or students who may have a documented disability. Boise State is a predominantly white institution, while TRIO programs have a diverse makeup of students. Within a TRIO program at Boise State there has been the creation of an optional Spring Cohort class. The main emphasis of the class is to acknowledge the importance of social justice principles within mentoring and class practices. Mentoring practices include individual and group reflection, peer-to-peer interactions in and outside of the classroom, and facilitation by diverse guest speakers to provide representation. Class practices consist of the scaffolded class curriculum that covers emotional intelligence, leadership development, mentoring, social justice, and how to be a catalyst for change. Throughout the semester attributed and anonymous surveys analyze the students' confidence levels, sense of belonging, and understanding of relevant concepts. The pre, mid, and post survey results showcase growth in confidence and understanding in multiple topic areas: vulnerability, managing conflict, belief in leadership abilities, and understanding of social justice terminology. Quotes from surveys and homework assignments have been collected that confirms the success of the cohort class. Students have expressed that the class content is applicable to their everyday lives; they felt heard and seen; they aspire to foster representation; and they felt the class was validating and powerful. The final project for students was for them to create a Call to Action. Students were instructed to reflect on what changes they want to see in the world and analyze their power and realm of influence as mentors. Students presented through showcasing posters in a gallery walk where others can leave sticky notes with constructive feedback and/or affirmation. This encouraged students to continue with research, learning, and implementation of action items in their communities.

Financial Mentorability: College Peer Financial Mentors Describe Good Mentoring

Taylor, Z. W.
University of Southern Mississippi

Santa Ana A

Although many studies have explored mentoring in higher education, no studies have explored how peer financial wellness mentors conceptualize their work and view good financial wellness mentorship. It is especially important to understand the perspectives of these particular types of mentors, as colleges and universities continue to develop financial wellness programming to address persistent issues related to the costs of college and subsequent student loan debt. This study was framed by Reddick's (2014) theory of mentorability, which was later expanded upon by Black and Taylor (2017) and Black et al. (2019) to describe both a college student mentor's and a college student mentee's willingness or preparedness to be mentored in a reciprocal relationship in a higher education context. We leverage this theory to understand how peer financial wellness mentors view mentoring in higher education contexts. Leveraging mentorability, this qualitative study engaged with peer financial wellness mentors to explore descriptions of high-quality mentoring, including deployment of soft skills and financial acumen, both necessary for such specialized peer mentoring. This study employs a phenomenological approach using focus group techniques. We purposively sampled from institutions over a three-year span (2020-2023), resulting in 22 focus groups held with 54 peer financial wellness mentors across seven institutions of higher education. Overall, three main themes emerged from the data. Mentors described high quality peer financial wellness mentoring as 1) focusing on soft skills much more than financial knowledge, 2) emphasizing listening rather than speaking during mentoring sessions, and 3) requiring knowledge of financial resources and campus contacts. Ultimately, institutions supporting all types of mentoring programs can

learn from this work, including institutions interested in supporting college student financial wellness through peer financial wellness mentoring models.

Mentoring our Way to a Healthier Culture: Interrupting Bullying in Higher Education

Stark, C., Rivas, B., & Rivas, A.
University of New Mexico & California State University - Sacramento

Santa Ana B

Bullying in higher education is an endemic problem. From the inherited hierarchal position and power structure that may attract faculty who bully to the challenges associated with addressing bullying while balancing shared governance with a consumer business model, multiple factors contribute to the persistence of bullying in academia. The study discussed herein utilizes collaborative autoethnography to describe the emergent themes, and storied narrative of four faculty who experience career disruption due to bullying and incivility. Three forms of mentoring are identified as significant contributors to recovery from career disruption due to bullying, and critical aids in developing career resilience. This study's results may inform mentorship approaches for faculty experiencing bullying in higher education.

A Case Study of Multi-Institutional Mentoring for Underrepresented Populations

Peek, K., & Esmaeili, A.
South Texas College

Acoma A

Home to a population of approximately 1.3 million people, the Rio Grande Valley is located along the U.S.—Mexico border in South Texas. As of 2024, 94% of its population is Latinx and 37% live below the poverty line. The two most populace metropolitan statistical areas (MSA) in the RGV are among the poorest in the country with the McAllen-Edinburg-Mission MSA in third place and the Brownsville-Harlingen MSA in fifth place. This pervasive poverty, coupled with institutionalized and systemic marginalization, undermines the development of human capital and limits access to employment and educational opportunities for underrepresented minority populations. The primary purpose of this article is to describe the program developed by the Mentoring Committee of the Hidalgo County Prosperity Task Force to develop human capital and foster inclusive and equitable access to employment and educational opportunities for underrepresented minority populations through multi-institutional mentoring and resource provision. The secondary purpose is to stimulate dialogue on the transferability of this program in its current form or as a model to create mentoring programs in other communities. In support of these objectives, the article continues with a brief review of leading literature on mentoring theory and practice. Particular attention is directed to the advantages and disadvantages of formal mentoring relationships and mentoring constellations—the primary components of the theoretical framework of our program—to guide mentees though the four stages of mentoring. The content section of this article builds upon the literature review and is divided into three parts. The first part elucidates the need for effective mentoring programs in the RGV. The second part describes our mentoring program with emphasis on its constituent components and how mentees progress through it. The third part discusses the effectiveness of the program based on qualitative and quantitative evaluations of the first cohort.

Case Study of Transforming and Scaling Entrepreneurial Internship Access in IHE

Balaraman, A. & Leedberg, S.
University of California - Berkeley, Lehigh University

Acoma B

Internships have long been a coveted component of the college experience. However, traditional internships are not universally accessible—despite research findings about the impact of internships on earning power, confidence, agency, and recognition of the value of education. This case study is a multifaceted exploration investigating nuanced cognitive approaches intended to bolster and expand access to high-quality internship experiences, thereby reliably improving equitable student outcomes in their career and personal development. According to Lent et al. (1994), internship experiences increase self-efficacy, develop outcome expectations, and enhance goal orientation. Expanding internship access requires nuanced program design addressing (i) upending hidden curriculum that perpetuates the status quo, with self-assessment of learning competencies; (ii) undoing false narratives about dominant norms, values, and beliefs of a field; and (iii) addressing unequal social environments that inform future profession/occupation choice, and developing processes to enhance agency in designing internship experiences. Lehigh University's (LU) high-impact virtual Innovation Internship program offers a semester-long program in partnership with The Nasdaq Entrepreneurial Center's (Center)

startup incubator for underrepresented founders. In the summer of '23, LU and the Center partnered with Epixego Inc. [an NSF-funded AI ed-technology company] to broaden access—from 20 to 40 students, selecting from 50+ internship opportunities. Epixego's technology allowed the program to expand and scale through reduced cost and nuanced program design elements identified above. Student self-efficacy and occupational identity choice/outcome expectations were measured based on programmatic internship assignments considering program/major enrolled, resumes, and interview vs. student-driven competency-based learning reflection informing students' internship preferences and assignments. Students, on average, changed internship preferences two out of five times across occupation categories [Data Analysis, Marketing, etc]. Additionally, an average increase in student entrepreneurial self-efficacy (3%), occupational identity (7%), and perception of entrepreneurship education (4%) was observed.

Faculty Advancing Inclusive Mentoring at Cornell: A Collaborative Wrap Around Model

Ambríz, E.
Cornell University

Fiesta A&B

Mentoring has the potential to increase access and opportunity in graduate education and the professoriate, especially for mentees who hold social identities historically excluded from the academy. At the Faculty Advancing Inclusive Mentorship Resource Center (FAIM), we seek to advance inclusive mentorship to contribute to diversity and belonging across graduate education. FAIM is a partnership of the Cornell University Graduate School and Provost's Office of Faculty Development and Diversity with the support of the National Equity in Graduate Education Consortium. In a structure unique to Cornell, FAIM is a part of a wrap-around model that support faculty mentors as they work with graduate student and/or earlier-career faculty mentees through practical tools and resources, consultations, and ongoing learning opportunities. In this paper, we describe FAIM's development, its data-informed impetus, and its framework and philosophy. We then describe how we use data and assessment from our introductory workshop to refine learning opportunities and prioritize the development of new workshops and resources. As they develop their own mentorship models, a university may consider adapting some aspects of FAIM to apply within their own localized context.

Initiation of STEMM Mentorship: Perspectives on National Cultural Differences

Lunsford, L., & Luo, L.
National Science Foundation, Texas A&M University

Spirit Trailblazer

This paper explores how cultural differences influence the start of STEMM mentorships. Mentor-ship unfolds in stages and there is a lack of work that focuses on the initiation stage of these rela-tionships. Further, the literature on mentoring and culture is dominated by U.S. scholars' work, that is mostly characterized by race or ethnic difference. We examine the role of national culture. The role of power distance is theorized to be an important dimension of national culture that may be relevant. We advance two propositions for scholars to investigate in the initiation of global STEMM mentorships. For example, mentors from greater power distance countries may be more likely to drive the relationship than mentors from smaller power distance countries.

Mentor Training Matters: Wyoming Teacher Mentor Corps

Gull, C., Rush, L., Hunt, T., Kocourek, J., & Hudson, M.
University of Wyoming

Isleta

Nationally, the year-to-year teacher retention rate hovers around 92%. According to data retrieved from state departments of education within the Rocky Mountain Region (Colorado, Idaho, Mon-tana, Utah, and Wyoming) that retention rate dwindles to 67.5% in the first five years of teaching. Wyoming has a five-year teacher retention rate of 67.9%. Wyoming school districts hire over 350 new teachers annually. Around 120 Wyoming educators leave the classroom within 5 years of be-ginning teaching. The Wyoming Teacher Mentor Corps (WTMC) is a 15-month mentor training for educators who commit to mentoring a new teacher in their districts for two years. The goal of the WTMC is to provide high quality mentors to new teachers and increase the statewide 5-year retention rate to 85%. Research suggests mentoring through an induction program is one factor that positively impacts teacher retention. To ensure high quality mentorship, the WTMC provides con-sistent and regular mentor training, assures time for mentor/mentee collaboration, and creates space for personalized professional learning for mentors and mentees through self-selected action re-search projects. In this paper, we examine survey responses from WTMC mentors and mentees, as well as a small set of non-WTMC men-

tors and mentees. The non-WTMC mentors did not receive training or guidance to work with their assigned mentees. Our examination of the WTMC program and its influence on the perceptions, practices, and future intentions of teacher mentors and mentees illustrates the complexity of mentorship and mentorship training and provides promising results that could be helpful for districts seeking to improve mentoring.

Incorporating Minature Equines into a Mentoring Program for Adolescents

Delfs, E.
My Little Horse Listener

Mirage Thunderbird

Many young people in northern New Mexico are besieged by poverty, drugs, poor educational system, racial disparities, fear of deportation, domestic violence and are at a disadvantage for accessing a support system. Miniature equines are helping to fill the gap in support, with positive impact. In 2023, My Little Horse Listener, Inc., a nonprofit foundation near Santa Fe, launched My Mini Mentor, an innovative program where young people ages 10 - 17 facing obstacles are learning important life coping skills, with miniature equines as their mentors. Utilizing equines in a mentoring capacity incorporates the philosophy and practice of Inclusive Developmental Networks in that the approach prioritizes a welcoming and equitable community for underserved populations. All services are provided free of charge in a physical environment that is accessible to users with mobility and sensory impairments and language is not a barrier when communicating with an equine. The use of equines in a supportive mode of this nature, referred to in this paper as Equine Facilitated Learning (EFL), which is also known as Equine Assisted Learning, is based on experiential learning and emerging concepts of Horse Wisdom. A case study based on research about the program's approach highlights the My Mini Mentor program, now in its second year, and the positive impact it is having on adolescents and those approaching the teen years.

Concurrent Sessions

3:00 PM - 3:50 PM

Mentoring Students in Transculturality through Collaborative Online International Learning

Alonso Garcia, N.
Providence College

Lobo A

This paper discusses Collaborative Online International Learning (COIL) models as platforms for student engagement and leadership, global education and human development. COIL can elevate the plethora of intellectual traditions and diverse knowledge creation around the globe and support students' understanding of transculturality. COIL is project-based and grounded in partnerships, can foster cultural humility, epistemic inclusion and mutual respect. Mentoring students in COIL initiatives involves reflecting in self-identity and positionality and questioning biased ideologies and behaviors. COIL is a form of virtual exchange developed by the State University of New York (SUNY) and emerged as a teaching paradigm to connect international students in intentionally designed online learning environments. COIL vanquishes the use of technology for the sake of technology, it facilitates transcultural engagement and transcends discipline boundaries. Contemporarily, transculturality alludes to a fluid and dialogical process of cultural construction that affirms diversity while emphasizing commonality, connectedness over dualistic thinking and polarization. This paper employs case study methodology to examine five COIL initiatives at the secondary education, undergraduate and graduate levels. Through in-depth interviews with COIL faculty involved in designing and leading COIL projects, the author unveils COIL's strengths and challenges and presents sustainable approaches to mentoring students for equitable engagement. The COIL projects being examined offer insights on the impact that across borders collaborations can have in addressing cultural ethnocentrism, igniting critical dialogue and understanding transculturality. COIL faculty who participated in the interviews were invited to discuss how COIL advanced their teaching and professional growth; how COIL supported student engagement and advanced their comprehension of the subject matter and themselves; the challenges that COIL initiatives posed and; ideas that

ignited moving forward. The main findings highlight the value of interdisciplinary, the importance of structuring COIL experiences equitably to ensure reciprocity in the partnership and engaging in reflective practice for transcultural understanding.

An Embodied Approach to Relational-Cultural Mentorship in Academia

Rodríguez, M. N., & Bell, L. M.
University of New Mexico

Lobo B

This paper presents a new approach that combines embodied ways of knowing, which emphasizes experiencing the world through our bodies, with the principles of relational-cultural theory (RCT). This integration suggests that academic mentoring can be transformed into a comprehensive, relational process that promotes profound growth and cultural responsiveness. By embracing an embodied RCT framework that attends to somatic, emotional, cognitive, and relational aspects while considering cultural differences and power dynamics, mentors can cultivate deep connection, empowerment, and transformative learning in their relationships with mentees. The authors present key practices, such as explicitly naming power differentials, fostering authenticity, and promoting mutuality and reciprocity, to illustrate how an embodied RCT approach can revolutionize academic mentoring. Through a case example, they demonstrate how this holistic, relational approach can help navigate challenges and create more inclusive, equitable, and responsive mentoring environments that support mentors' and mentees' growth and success.

Continuums of Care: The Role of Feminist Mentoring Practices in Higher Education Institutions

Taner, S.
Rutgers University

Luminaria

My research follows the stories of 1.5 and second-generation women graduates from Rutgers University, highlighting the importance of creating feminist mentoring practices that empower immigrant-origin women to affirm and reflect on their identities, including immigration influences and gender as core tenets of their developing positive self-concept and leadership skills. It further reveals the importance of caring webs outside the family, including mentors, supporters, and role models in educational settings. This essay acknowledges the significance of understanding this population better while also addressing gaps in the literature and illuminates the interconnectedness of experiences of immigrant-origin families in the United States. I weave theory with narrative reflections to better understand how 1.5 and second-generation immigrant women alumni who graduated from the Leadership Scholars Certificate Program (LSCP) navigate the feminist leader-self. This article considers feminist mentoring practices as an intervention to academic attrition and key life-stressors that connected to family responsibility, growth, and challenge as they pursue education, career paths, and leadership identity development. Core insights from the research include identifying deterrents to academic success – including acculturative stress, language barriers, and discrimination and reflections on the value and impact of feminist mentoring practices that help mitigate some of these stressors and provide architecture for developing skills and engaging in mentoring as a tool for social change, health and well-being, over the life course. This paper is a call to action for higher education institutions (HEIs) to create initiatives that embrace and adopt feminist leadership and mentoring practices in their curriculum, programs, and larger leadership development endeavors.

Breaking Barriers: Empowerment for Non-Traditional Students at The Graduate Student At-Large (GSAL) Program

Pandian-Riske, E.
University of Chicago

Santa Ana A

The Graduate Student At-Large (GSAL) Program at the University of Chicago offers a unique opportunity for non-traditional students to engage in graduate-level coursework, earning grades and transcripts that enhance their educational credentials and prepare them for advanced studies. Non-traditional students, typically defined as those who do not follow the traditional path of enrolling in college immediately after high school, attending full-time, and being financially dependent on their parents, benefit significantly from this program. This paper explores the comprehensive framework of the GSAL program, which integrates academic advis-

ing, mentorship, and coaching to support the academic and personal growth of its students. The program's dedicated staff provides individualized goal setting, intensive weekly advising sessions, and community-building activities, fostering an inclusive and empowering environment. Drawing on student success stories and feedback, the paper highlights the transformative impact of these elements, emphasizing best practices for academic advising, mentorship, and coaching. The GSAL program serves as a model for how targeted support systems can significantly enhance student retention, success, and overall well-being, breaking down barriers and empowering non-traditional students to achieve their full potential. By addressing the unique challenges faced by non-traditional students, the GSAL program demonstrates the importance of comprehensive support systems in higher education.

Coaching Dissertation Candidates to On-time Success.

Stone, W.
Gardner-Webb University

Santa Ana B

A small private Christian University redesigned its graduate programs for school administrators working on their Doctor of Education Degree to include a coaching model. By utilizing a coaching model while doctoral candidates progress through the coursework and dissertation classes, the university has seen an increase in candidates' satisfaction with and understanding of the dissertation process. Anecdotal accounts suggest an increase in on-time dissertation completion rates. This is an anecdotal case study on the effect of a program change on the level of satisfaction and understanding that dissertation candidates expressed with the new dissertation coaching model adopted by the College of Education. All information was gathered through informal and anecdotal conversations with candidates and reported by themes. No formal research method was used, and responses were recorded as emerging themes. The findings suggest that dissertation candidates are more likely to graduate on time and have a better understanding of the dissertation process when they are actively engaged in the coaching model developed by the College of Education. Each semester, candidates complete a series of dissertation requirements that build upon their skill set to produce scholarly research. By the final semester of coaching, the candidates will be better positioned to complete their dissertations on time. This topic should be of importance to those in higher education working in doctoral programs and wishing to improve service to their doctoral candidates. This model has a strong retention component that could be replicated with little cost at other institutions. This university has been very successful in helping dissertation candidates achieve their goals and contributing to the field of educational research in school administration.

Developing Inclusive Mentorship, Advocacy, and Sponsorship to Support Diverse Students

Darling, N., Mallory, B., & Kumar, R.
University Of Cincinnati

Acoma A

US college students who identify as first-generation, racially minoritized, and from low-income communities are disproportionately affected by barriers to earn their degrees. Barriers include a lack of social networks and cultural capital to maneuver the hidden curriculum and college process, and financial resources that impact access to food, shelter, transportation, and education. Mentorship mitigates these challenges and provides student support. Researchers suggest effective mentorship grounded in social exchange theory and Tinto's academic and social integration go beyond theory to practice for students. Inclusive and culturally relevant mentorship along a continuum from advice to advocacy to sponsorship at an open access college are explored with students representing a broad spectrum of diversity. Mentorship, Advocacy, Sponsorship (MAS) strives to open doors for educational and career opportunities for student leaders. Faculty and staff at an open-access college applied findings on successful institutional agents to leverage experience, social networks, and knowledge to advance mentorship, advocacy, and sponsorship. Ideas for moving along the MAS continuum are founded on asset-based perspectives and goals to develop trustful relationships with students. Reflexivity on how to use equitable and culturally responsive scaffolding resulted in identifying multicultural leadership qualities and opportunities to advance student engagement. Three diverse proponents of DEI at an open-access college interacted in mentoring at different levels. Lessons learned at the faculty level helped to accelerate MAS opportunities for students to work towards developing positive student perceptions of faculty and staff. Vigilance for ways to grow and develop as institutional agents resulted in positive classroom and extra-curricular interactions. Outcomes included student access to research projects and funding opportunities to develop academically and professionally.

Mentorship Reimagined: Using AI Powered Chatbots for Inclusive Mentoring

Richardson, E., Gordon, J., Oetjen, D., & Oetjen, R.
University of Central Florida, University of North Carolina - Wilmington

Acoma B

Integrating artificial intelligence (AI) into educational mentorship aims to establish high-quality connections in developmental relationships and to foster personalized and dynamic learning environments. By leveraging chatbots, this approach seeks to scale mentoring in higher education, provide individualized support and feedback, enhance the educational experience, and prepare students for future workforce challenges.The proposed framework integrates AI-driven chatbots as central tools in educational mentorship and establishes an innovative model for inclusive developmental networks. These chatbots are designed using advanced algorithms to simulate high-quality mentorship interactions, in an attempt at ensuring consistent support and unbiased guidance. The framework emphasizes accessibility and equity, enabling personalized learning paths that foster transformative community-building. This model scales mentorship opportunities and introduces a novel approach to nurturing diverse talent across academic landscapes. To evaluate the effectiveness of our AI chatbot mentorship model, we propose using a mixed methods approach in which quantitative data will be gathered through pre- and post-intervention assessments of student engagement and achievement, and qualitative feedback will be collected via surveys and focus groups to gauge user satisfaction and perceived impact. This plan will ensure a comprehensive understanding of chatbots' performance, mentorship quality, and inclusivity in fostering developmental relationships in educational environments.

Faculty Mentoring and Service-Learning Integration in Higher Education.

Ruvuna, J
University of the Incarnate Word

Fiesta A&B

Faculty mentoring can be pivotal in facilitating service-learning initiatives within higher education institutions. This paper presents a case study and ethnographic approach to examining the impact of faculty mentoring and integrating service learning into academic curricula in higher education. Through an in-depth analysis of a case study and comprehensive literature reviews, this research explores the impact of faculty mentoring on student engagement, learning outcomes, and community partnerships. The case study documents a construction and details course where faculty mentors guide students through ongoing service-learning projects with Habitat for Humanity. Faculty members play a crucial role in navigating the complexities of community-based endeavors by coordinating project integration and providing mentorship. Faculty mentoring other faculty ensures that the learning outcomes align with the academic requirements of the course as well as the service-learning experience. The study examines the outcomes of this collaborative approach, including student skill development, community impact, and reflective learning experiences. Through comparative analysis and qualitative assessment, this research underscores the significance of faculty mentoring in enriching service-learning experiences within higher education. By leveraging faculty expertise and mentorship, institutions can effectively integrate service learning into curricula, fostering student growth, community impact, and civic engagement.

Mutual Benefits of Near-peer Mentoring in STEM Postsecondary and Career Development

Zhao, N., Hurtt, B., & Nguyen, A.
University of Denver

Spirit Trailblazer

This study investigates the effectiveness of near-peer mentoring in promoting STEM career aspirations, particularly for underrepresented students. The STEM Mentor Partnership is a community-engaged collaboration between a private university and local public high school, facilitated by a faculty member in the university's biological sciences department and a faculty member from the high school biomedical sciences career and technical education (CTE) program. This study examines the experiences of undergraduate STEM students serving as mentors and high school seniors as mentees, and the benefits and challenges to both participant groups. Key questions addressed include the influence of near-peer mentoring on career choices and personal development for both mentors and mentees, its impact on high school seniors' STEM post-secondary decisions, and post-high school transition considerations. The study also assesses how the partnership enhances undergraduate mentors' cultural responsiveness, leadership skills, and equity-promoting roles in STEM. Draw-

ing from two years of qualitative data, including anonymous surveys, anonymized exit tickets, curricula, newsletters, and assignments, the findings provide insights into the significance of near-peer mentoring for shaping STEM education and career pathways. This study employed a qualitative method, followed by a sentiment analysis in natural language processing, to capture the multifaceted outcomes of near-peer mentoring. The results showed that most responses from high school mentees and undergraduate mentors were overwhelmingly positive. Program materials effectively aligned with and addressed mentees' post-secondary career planning needs, dispelling common myths about studying and working in STEM fields and empowering individuals from traditionally marginalized backgrounds to pursue STEM careers. Undergraduate mentors developed social justice-oriented leadership, agency, and mindsets through newsletter drafting, mentoring sessions, and self-reflection. This holistic STEM Mentor Partnership added value to STEM education by engaging diverse communities. Future efforts need to focus on further strengthening virtual mentor-mentee collaboration and communication, specified mentoring for different sectors of STEM field, and collaboration with career centers and STEM professionals to provide more resources and practical experiences for both mentors and mentees.

Mentorship Impact: Guiding Assistant Principals to Mastery in Instructional Leadership

Lewis, H. & Brooks, T.J.
Louisiana State University, Ben Franklin Math and Science Charter School

Isleta

This study investigated the mentorship experiences of assistant principals, focusing on the effectiveness and completeness of support received before transitioning to principals. Specifically, the study identified key mentorship components needed to be prepared for leadership responsibilities and pinpointed significant developmental gaps in instructional leadership and school management. Integrating relevant literature and employing social learning theory, this research assessed how observed behaviors and strategies from mentors influence the leadership development trajectory of assistant principals. This mixed-methods study utilized quantitative surveys and qualitative interviews to gather comprehensive data. It was conducted in various public school districts, both suburban and urban. The research highlighted structured and informal aspects of mentorship as assistant principals transition to higher leadership roles and considered how these professionals internalize leadership behaviors during their formative years.

The Honeycomb Leadership Development Model and Transformative Mentoring Others

Pearson, M. & Vandersdlice, G.
California Baptist University

Mirage Thunderbird

Mentoring and leadership are connected, and the study of leadership can help mentoring relationships to be transformative and it is relevant. Equally, relevant is the need for interventions that contribute to the emergence of leadership capacity throughout organizations. The Honeycomb Leadership and Mentoring™ (HLM) model addresses current needs by building on the trajectory of leadership development as a social-relational accessible process. It provides a way of framing or identifying the conditions that facilitate the emergence of an increase in leadership capacity. The seven theoretical frameworks in the Honeycomb Leadership and Mentoring™ model create a synergistic working environment that supports transformative mentoring as a means for increasing leadership capacity throughout the organization. The Honeycomb Leadership and Mentoring™ model was inspired by the concepts and theories of self and shared leadership explored in a post-graduate program led by Dr. Craig Pearce. giving impetus for implementing the model in the service and technology industry. Early success of the five-year process resulted in the creation of a research-based model. The Honeycomb Leadership and Mentoring™ partners enhanced the model and created a honeycomb metaphor to frame vital components of an adaptive learning environment to support leadership development processes. The significance of the HLM model is its dynamic multidirectional nature and ability to enable the acceleration of leadership development through a process of collective mentoring. Data from research will be shared at the conference presentation.

Concurrent Sessions

4:00 PM - 4:50 PM

Mentoring Men of Color to Become Teachers in New York City Public Schools

Plaisir, J., & Quansah, R.
Borough of Manhattan Community College

Lobo A

Nationwide, some 300,000 public school educators and other staff exited the workforce between 2020 and 2022, as reported in The Week (2024). Enrollments in teacher education programs have dropped significantly in the post-pandemic era. This situation has exacerbated the nationwide teacher shortage and rendered it more difficult for school systems to recruit and retain underrepresented teacher populations, especially men of color. This paper shares information on how the New York City (NYC) Men Teach chapter at Borough of Manhattan Community College (BMCC), a minority-serving institution, inspires and guides men of color to become teachers in New York City public schools, where 85 percent of the learners are of color and 40 percent of the teachers are from underrepresented groups. While NYC Men Teach has been successful in attracting and mentoring men of color to enter the teaching profession, lack of funding and community buy-ins, as well as inequitable compensation, remain major hurdles to overcome. Overall, the authors describe key components in this initiative that have generalizable implications for practice, research, and policy aiming at increasing the participation of underrepresented populations in the teaching profession across the United States.

Exploring Identity Development of Mentors and Mentees in the ASERT Postdoctoral Training Program

Konara, K. & Hedayati Mehdiabadi, A.
University of New Mexico

Lobo B

Postdoctoral training programs contribute uniquely to preparing individuals for careers in science. Although teaching is an essential aspect of academic positions, post-doctoral opportunities often lack a teaching or community-building component that is argued to be crucial for the success of scholars, especially those belonging to marginalized populations. IRACDA (Institutional Research and Academic Career Development Awards) programs funded by the NIH are among programs intended to address these gaps. Previous research has provided some evidence of their effectiveness. However, considering the different contexts of the IRACDA programs hosted in different universities across the United States, there is a need for evaluative studies to provide a better picture of whether and in what ways these programs contribute to the career development of scholars in science. ASERT (The Academic Science Education & Research Training) is an NIH-funded postdoctoral training program. Unlike other post-doctoral training practices, programs like ASERT emphasize teaching and community-building. In this qualitative interview study, we explored the career experiences of the program alumni and the mentor and mentee identities that emerge through mentor-mentee relationships. Using thematic analysis, the interview transcripts from fourteen alumni and six teaching mentors of the ASERT program at UNM (University of New Mexico) were coded, and themes were developed. The themes that emerged in the analysis were along the lines of benefits enjoyed and challenges faced by alumni and mentors respectively. The findings are discussed by adapting McAlpine's (2014) identity-trajectory framework and implications for future research and practice are provided. Based on the findings, the study concludes that both mentors and fellows shape each other's identity trajectories and creative approaches are required to address issues that occur within the mentor-mentee relationships.

Social Media, Socialization, and Life Skills in the Mentoring Process

Kohlenberg, R.
University of North Carolina—Greensboro

Luminaria

Higher education faculty and students faced many issues regarding socialization and the development of life skills both before and since the pandemic. Although blamed, the pandemic only exacerbated student social

interaction. Lengthy time spent during online learning became a factor when students could not interact with mentors or peers for months. Students relegated to digital learning and interaction within the confines of their residences revealed a deficit in socialization and their development of life skills. For those students, social interaction and response are essential to human development. The dependence on social media significantly impacted how students socialize. Relying primarily on social media posts created an unrealistic environment within isolation that may have disrupted any socialization process. The idea of substituting social media for personal interaction can sap the user of creativity, self-learning, and personal confidence is well documented. Mentors can develop approaches to build the foundation for socialization in higher education students. Knowing that social media is ever present and beneficial, students guided through mentoring learn to balance their use with socialization. Partially through the intervention of the mentor, students can develop socialization beyond simply scrolling through social media sites. Socialization can provide an opportunity for students to enhance learning and life skills. Approaches to this concept are not revolutionary but can be incorporated effectively into mentoring sessions. Established parameters for socialization and building life skills must not become rules but must refer to high-quality, evidence-based processes that a mentor can implement successfully. Knowing that social media sites are addictive, the mentor can employ programs and policies that promote socialization and ultimately develop life skills. Individuals learn and apply skills, attitudes, behaviors, and values that help direct their thoughts, feelings, and actions in ways that enable them to succeed in settings where they can learn and grow.

Towards a Culture of Mentoring for All Faculty in Higher Education

Smith, E. & McCarty, L.
Fairfield University & University of Connecticut

Santa Ana A

Mentoring in higher education is essential to faculty learning, belonging, and retention. Despite its importance, ownership of mentoring is nebulous, typically left to the goodwill of senior colleagues. There is a disconnect, thus, between the importance of mentoring and the institutional practices that support it. We draw insights from the literature on mentoring and mentoring culture to discuss the challenges and possibilities of creating a mentoring culture in higher education that supports learning and development for all faculty. Using examples from two institutions of higher education, we discuss the relationship between mentoring practices and culture as well as the opportunities and challenges of shifting mentoring practices towards collaborative and inclusive networks of learning and support. In the process, we consider the following questions: What do current mentoring practices and policies reflect about the institutions' commitment to and purposes for mentoring? What aspects of the institutions' culture support or inhibit inclusive and collaborative approaches to mentoring? Who is best positioned at the institution to create cultural change towards a culture of mentoring?

Cultivating Inclusivity and Belonging: A Structured Peer Mentoring Initiative in the College of Arts and Sciences at Georgia State University

Bermúdez, M. E.
Georgia State University - Atlanta

Santa Ana B

A new approach to building connections and supporting faculty members in the College of Arts and Sciences at Georgia State University is presented. We implemented structured peer mentoring groups in response to the challenges of forging relationships during the COVID-19 pandemic. Drawing from successful mentoring models, such as equity-focused mentoring, peer and group mentoring, and formal mentoring programs, our program aims to deepen and improve mentoring culture, foster connections, and support career growth across disciplines and career stages, promoting inclusivity and a sense of belonging. Through three years of quantitative and qualitative data analysis, our findings show that this approach enhances positive relationships and a sense of belonging among faculty. By prioritizing faculty needs and creating a supportive community, our initiative offers a promising strategy to address the persisting effects of the pandemic while promoting faculty well-being in the College of Arts and Sciences at Georgia State University.

Leveraging Implicit Theories and Social Identities to Inform Equity-Centered Mentorship

Ory, J. & Vazquez, C.
Washington University School of Medicine

Acoma A

Many national funding agencies are requiring researchers to undergo mentorship training. For example, the National Institutes of Health institutional training programs (NIH T32) now require a mentoring plan as part of the application. These agencies have realized the significance of mentoring in the growth of trainees, especially when mentoring people from different backgrounds. At Washington University School of Medicine, we are responsible for providing faculty and staff with the necessary skills to enhance their mentoring abilities. Recognition and mediation of bias are essential to forming authentic relationships and minimizing harm to marginalized trainees. However, getting mentors and trainees to recognize personal bias around topics like race and gender in a two-hour training is challenging. Our strategy is to employ participant's reflections on their Implicit Leadership Theories (ILTs) and Implicit Followership Theories (IFTs) to assist the discussion. In recognizing their biases toward mentoring, participants are open to reflecting on their own social identity biases. A challenge in equitable mentorship training is participants' desire for prescriptive solutions. To help resist this, we center our training on identity and power. By zooming out on the societal definitions of identities and zooming back in on participants' personal experiences, participants can recognize how prescriptive solutions harm by reinforcing societal stereotypes. By discussing the academy's values, participants can unpack which barriers to authentic mentorship they embody. This two-hour training series has been delivered twice in collaboration with the Academy of Educators at Washington University School of Medicine and is part of their Mentorship Best Practices Workshop. Participant feedback suggests attendees appreciated the opportunity to discuss and contemplate their ILTs and IFTs and found the social identity framework enlightening, if challenging. Many also wanted more time to explore their social identities and develop concrete strategies to foster authentic mentorship.

Training the Algorithm: Utilizing Learning and Leadership Theories to Build Transformative Communities through AI-Enhanced Mentoring

Gordon, J., Oetjen, D., & Oetjen, R.
University of Central Florida, University of New Mexico, University of North Carolina - Wilmington

Acoma B

This research explores integrating Artificial Intelligence (AI) into academic mentoring to enhance high-quality connections in developmental relationships. By incorporating attachment, social learning, and transformational leadership theories, the study examines how AI tools can support and transform human connections, fostering inclusive networks and building transformative communities through effective mentoring. We propose a model that integrates these learning and leadership theories with AI to improve mentoring in higher education. This framework focuses on developing AI tools informed by these theories to enrich human connections. The model aims to facilitate transformative communities by offering a structured approach to AI-enhanced mentoring, promoting high-quality connections and inclusive developmental networks. The framework is evaluated for its comprehensiveness and applicability across diverse educational settings, assessing its effectiveness in fostering connections and promoting inclusion. Feedback from academic and industry participants guides its refinement. The discussion provides insights into the framework's real-world implementation and addresses limitations in traditional mentorship methods. This research is significant for its potential to revolutionize educational mentoring. By leveraging human-centered AI, the model enhances decision-making, anticipates needs, and promotes diversity while maintaining user empowerment. This approach fosters cross-cultural relationships and advances inclusive developmental networks.

Humanizing Moments Within the Mentor-Mentee Relationship

Jansen, L. L., & Grosman, I. N.
University of Denver

Fiesta A&B

What happens in a mentor-mentee relationship that leads to growth-fostering moments, positive feelings, and psychological safety? We share theories and a theoretical model that creates humanizing moments within the mentor-mentee relationship. Our research and practice are rooted in theories about the humanization practice of relationships. Specifically, we use Relational Cultural Theory (RCT), a feminist psychology perspective, to explore how the space between people offers a place of mutual empathy and empowerment. Additionally,

RCT helps us understand how power shapes the experience of being human. For instance, enacting intellectual mattering within mentor-mentee relationships signals that the mentee's contribution makes a difference. The mentor repositions themselves away from the all-knowing, all-powerful entity. When we acknowledge the person across from us, humanization emerges, allowing for the potential to learn from each other. Humanization is an unfolding exploration between individuals, an act of social cognition. Being humanized is sensed through words and actions steeped in sensibility, resulting in an experience of another person's mindful, respectful presence. In this process, genuine acknowledgment respectfully opens the space between individuals or toward oneself and moves toward a humanizing exchange. The CORE Model, an acronym for Conscious, Open, Relational, and Engagement, will be introduced as a practice in creating rejuvenating and productive mentoring moments. CORE encompasses pre-emptive practices to cultivate intentional, conscious presence within oneself and without. The ultimate purpose of CORE is to initiate a mindful, heart-filled, somatic presence when with another person. Intellectual mattering, growing empathy, and recognizing somatic acknowledging behaviors will be covered.

Mentoring for Extracurricular Opportunities Supporting Enhanced Workforce through Certificate Attainment

de Garcia Parker, M. J.
University of Houston - Downtown

Spirit Trailblazer

The University of Houston - Downtown (UHD) project targets security training of emerging and current workforce populations especially those underrepresented. These efforts support a highly skilled workforce able to quickly build and transfer these critical security proficiencies into the Houston workforce. Certification within the areas of security will form one of the most important outcomes of success. Key population targets for this proposal center around emerging workforce comprised of current college undergraduates readying to enter the workforce and continuing workforce already in the industry many of whom are minorities and women.

"How important it is to have an outlet.": Leadership Insights from Our Co-mentoring Circles

Cowin, K.
Washington State University - Tri-Cities

Isleta

Findings from research conducted while teaching two new graduate courses on effective mentorship and co-mentoring practices, taught over two semesters, will be presented. The two courses were specifically designed to introduce mentoring scholarship to aspiring K-12 school and school district level leaders. Students studied 17 foundational and selected readings. In their culminating coursework, students wrote their definition of mentoring, developed a mentoring practices plan, and participated in a co-mentoring circle. Foundational mentoring scholarship focusing on mentoring in work related contexts, relational cultural theory, co-mentorship practices, mentor/mentee relationships, and mentoring within specific contexts, communities, and cultures were studied. This mentoring research was integrated with leadership development scholarship that focused on leadership stance, development of trusting relationships, instructional leadership, and leading in times of change. The research question was: What key learnings from the mentoring scholarship studied did students apply to their developing leadership stance? Six graduate students participated over two semesters in two newly designed graduate courses on mentorship and effective mentoring practices. Data included instructor field notes and students' assignments. The assignments analyzed included each student's definition of mentoring, description of effective mentoring practices they planned to apply to their leadership stance, and discussion of their learnings from participation in the co-mentoring circle. Data was analyzed inductively for emergent themes, using open coding and thematic delineation techniques. The term mentoring was familiar to student participants, but many of the students' assumptions about mentoring, and its role in leadership, were overturned or modified as they learned more from the body of scholarship on mentoring, mentoring practices, and mentorship, studied in the classes. Key findings from the students' learnings about mentoring and mentorship will be highlighted, including the connections students made between their learnings and their developing leadership stance.

The Mentor Project Research Department: Collaborative Development of Best Practices

Wisdom, J., Morrow, C., & Stone, S.
Mentor Project Research Department

Mirage Thunderbird

This paper describes The Mentor Project™'s nascent Research Department and its focus on increasing evidence for implementing mentoring activities. The Mentor Project™ connects a large community of educators, scientists, engineers, and other professionals with mentees who can benefit from their knowledge and expertise. The Mentor Project™ Research Department employs The Mentor Project™ as a laboratory to test evidence-based practices for mentoring and measure its own mentoring activities to increase the evidence base to support mentoring engagement and impact. The Mentor Project™ Research Department seeks to incorporate mentees to implement best practices and measure outcomes at scale in a way that is low burden for mentors and mentees and high practical application. The Mentor ProjectTM investigates mentoring best practices in five areas: appropriately matched dyads; mentorship purpose, goals, and ongoing evaluation; strong mentor-mentee relationship/dynamics; advocacy, guidance, and integration of the mentee; and mobilization of institutional resources. Mentoring is essential to growth, yet there are persistent challenges measuring the impact and meaning of mentoring. With more than 100,000 students globally using The Mentor Project™ free digital resources, online engagement opportunities, and access to some of the world's top mentors, The Mentor Project™ Research Department is conducting research with mentors and mentees about motivation to engage in mentoring, the active components of mentoring, how they make meaning of mentoring experiences, and more. This paper will describe the current state and future plans of The Mentor Project™ Research Department and how it is a model for collaborative research on mentoring, including its activities of serving as experts for The Mentor Project™ mentors and mentees on research, science, and publications; conducting evaluation of mentoring to increase the evidence base; and promoting evidence-based practices for mentoring.

Wednesday October 23, 2024

Day at a Glance

Facilitated Learning Session • 8:00 AM - 8:50 AM
Concurrent Sessions • 9:00 AM - 10:50 AM
Plenary Session • 11:00 AM - 11:50 AM
Lunch • 12:00 PM - 12:50 PM
Plenary Session • 1:00 PM - 1:50 PM
Plenary Session • 2:00 PM - 2:50 PM
Concurrent Sessions • 3:00 PM - 4:50 PM

Facilitated Learning Sessions

8:00 AM - 8:50 AM

Communities of Practice - Building Transformative Communities

Dionne Clabaugh
Angle 4 Solutions

Ballroom A&B

Following opening remarks and description of session purpose and guidelines, groups of 6-8 participants engage in a facilitated conversation circle that applies appreciative inquiry in response to provided prompts. Participants will explore and discuss what building transformative communities means to them, what the implications are for building a transformative mentoring community, and how transformational mentoring might be supported and assessed.

Plenary Sessions

Ballroom A&B

11:00 AM - 11:50 AM	Lunch • 12:00 PM - 12:50 PM
1:00 PM - 1:50 PM	2:00 PM - 2:50 PM

Building Transformative Communities Through Integrative and Kind Mentoring

11:00 AM - 11:50 AM

Mica Estrada
University of California

We have many opportunities to change patterns of exclusion and inclusion in science, technology, engineering, mathematics and medicine (STEMM). Traditional STEM education has focused on providing

knowledge as the way to integrate people into an academic community, but data shows that not all people became equally integrated into this academic community, despite knowledge acquisition. With this in mind, Dr. Estrada will describe findings from her research program in which she has longitudinally tracked and examined what types of mentorship, training experiences and supports that result in students integrating into their professional fields and persisting in STEM career pathways. Her research focuses on the experiences of persons historically excluded because of ethnicity and race. Further, she will describe practical actions that educators and institutions can take to provide kindness cues that affirm social inclusion. She will describe research regarding how receiving kindness can positively impact the integration experience for historically underrepresented college students, faculty and administrators in STEM training and professional settings and foster greater well-being.

Transformative Research and Practice: Promoting Individual and Organizational Learning for Equity and Inclusion | 12:00 PM - 12:50 PM

Sylvia Hurtado
University of California - Los Angeles

Adopting a transformative paradigm for research and practice requires centering participants' needs, encouraging engagement, and empowering them to become active agents at multiple levels of an organization. Models will illustrate how to make science more inclusive as well as how mentor training not only creates individual change in behavior but can also result in vital organizational change needed to diversify departments and university units. Case study research examples will provide insights into challenges and promising institutional initiatives.

Mentoring Well: Building Bridges to Access and Success | 2:00 PM - 2:50 PM

Beronda Montgomery
Grinell College

Mentoring is often positioned as the transfer of information from an experienced, senior individual (or mentor) to a junior, inexperienced individual (or mentee). Implicit in this description are the ideas that at the core of mentoring is a process of teaching – to guide, instruct and train – and that mentoring may largely be a one-way flow of information. Increasingly, however, mentoring is being understood as a process best facilitated through a bilateral exchange and flow of knowledge and learning between individuals in a mentoring exchange. In this evolving conceptualization and practice of mentoring, both mentor and mentee are positioned as learners and teachers. In this presentation, I explore effective means of cultivating mentoring as a place of collaborative learning and reciprocal cultivation, that promotes the growth and success of all involved in the mentoring process.

Concurrent Sessions

9:00 AM - 9:50 AM

Black Women on Campus: Cross-generational Collaborative and Developmental Networks

Durham, S., Steps, R., & Bluth, S.
Shaunda Thompson Coaching & Consulting, Sam Houston State University, Coaching & Consulting, & George Mason University

Lobo A

Instead of seeking definitive answers or solutions, coaches can encourage clients to embrace the journey of exploration and experimentation, recognizing that career paths are often nonlinear and unpredictable. A growing body of research suggests that solely focusing on outcomes may overlook career development's deeper, more meaningful aspects. Career advancement and identity awareness are pivotal in the career transition cycle. This paper will utilize a systemic review of the literature to examine the career transitions of a cross-generational, developmental network of black women, providing a contextual framework for mentoring using the Theory of Being. In examining a cross-generational, collaborative research and developmental network of Black women on campus, this article will explore a process-oriented approach in career coaching and how it can lead to greater self-awareness, personal growth, and well-being. A theoretical framework focused on a process-oriented approach, the Theory of Being, posits the essence of human development exists in the continuous process of self-discovery and self-actualization. The Theory of Being offers valuable insights into the importance of self-awareness, authenticity, and personal meaning in career planning. By helping clients explore their core values, beliefs, and motivations, coaches can empower them to make career decisions that align with their true selves. Outcome-focused coaching centers on external markers of success, such as job titles or salary levels, with the primary goal of helping clients achieve specific career-related milestones. Whereas process-oriented coaching encourages clients to delve deeper into their values, interests, strengths, and aspirations. In lieu of seeking definitive answers or solutions, coaches can encourage clients to embrace the journey of exploration and experimentation, recognizing that career paths are often nonlinear and unpredictable. By fostering a supportive and non-judgmental mentoring environment, coaches can create space for clients to reflect on their experiences, learn from setbacks, and grow personally and professionally.

Recruiting and Retaining College Student Workers as Peer Financial Wellness Mentors

Taylor, Z. W.
University of Southern Mississippi

Lobo B

Recruiting and retaining high-quality college students to work on campus as part-time student workers has remained a persistent, problematic issue. Especially difficult is staffing peer financial mentoring programs, which require college students to demonstrate both soft skills and hard, financial skills related to financial wellness. This study was framed by job embeddedness theory, which explored what aspects of work employees must respond to as both recruitment and retention measures, with the theory being applied in both education and business contexts since its inception in 2001. Leveraging this theory, this qualitative study engaged with peer financial mentors to explore 1) effective methods of recruitment of these mentors and 2) effective methods of retention of these mentors. This study employs a phenomenological qualitative approach using focus group data collection techniques. We conducted purposive sampling from institutions of higher education with peer financial mentoring programs over a three-year span (2020-2023) through professional connections with the Higher Education Financial Wellness Alliance. Participants attended virtual focus groups with peers from their institution, resulting in 22 focus groups held with 54 peer financial mentors across seven institutions of higher education. Overall, data revealed three distinct themes pertinent to the recruitment and retention of student workers: 1) peer financial mentors reported that recruitment methods were multifaceted and included digital and physical information, 2) mentors were retained in their roles because of the flexible, career-oriented nature of their work, and 3) program supervisors were critical in recruiting and retaining mentors. As the first study to explore recruitment and retention strategies of college student workers as peer financial mentors, institutions

seeking to build financial wellness programs and staff mentoring programs can learn from these insights and recruit and retain high quality student staff. Ultimately, institutions in many functional units in higher education (admissions, financial aid, student housing, etc.) can learn from this study and better develop comprehensive recruitment and retention strategies to support college students and the peers who support them.

Mentoring Through a Lens of Black Leadership Joy: Lift as You Climb

Watson, D. C.
University of Wisconsin - Whitewater

Luminaria

We must lift as we climb; therefore, we ask, "How are we walking through doors and ensuring that they never close, that the hinges are removed, and the door widens?" Belonging uncertainty research implies that minoritized professionals are susceptible to identity politics, stereotype threats, microaggressions, imposter syndrome, and internalized oppression. As Black higher education professionals, we mentor through a lens of Black leadership joy. This manuscript captures a series of research-related practices to support and mentor Black higher education professionals to offset barriers to promotional opportunities.

Expansive Mentoring: Choosing to Mentor Outside Your Discipline

Vogel, J.
Stockton University

Santa Ana A

Mentoring has shown to positively impact student performance and retention in higher education, especially among underrepresented student populations. Whether formally defined or organic constructs, mentoring models in academia traditionally pair students with mentors within their given field of study. However, given the increasing interconnectivity of fields and student needs that extend beyond an academic framework, the benefits of mentoring can be expanded to promote cross-disciplinary connections. This paper discusses the potential benefits of mentoring across disciplines, providing testimonials from both mentee and mentor perspectives. Furthermore, this paper will connect the expansive mentoring model to current literature on accepted practices in mentoring.

Transcending Class, Race, & Gender: Virtual Mentorship for Women of Color in Academia

McAloney, K.
Oregon State University

Santa Ana B

Mentorship can be a place where women of color are able to find belonging. Higher education literature lacks models that consider women of color mentorship and fewer sources discuss virtual mentorship. In this study, examined a successful virtual mentorship that explored the key features of mentorships, how a mentorship maintains virtually, and the benefits and differences of virtual mentorship that offers practical strategies to continue to conduct our work in meaningful ways and maintain deep relationships online. I use endarkened feminist epistemology as the theoretical frame to engage with and approach this work. There are six assumptions of endarkened feminisms, as follows: educational inquiry, intellectual and spiritual pursuit of purpose, the researcher continues to become through community, meaning is found through everyday experiences, distorted empirical reality that left out diverse ways of knowing, identity is impacted by systems of power. This research was a qualitative study with three open-ended interviews that included art creation and the collection of music and shows participants were consuming during the research collection. The Liberatory Mentorship for Women of Color model shares that liberatory mentorship operates with reflection, reciprocity, and resistance. It is through these three actions that I analyze the data. The analysis reveals three components to successful virtual mentorship: regularly scheduled meetings, unstructured communication space, and increased contributions by utilizing technology tools. Virtual mentorships can utilize these components to support the liberation of women of color who work and are students in higher education allowing us to connect within and beyond our individual campuses. Like those who have come before us, we can find liberatory spaces to thrive while attending and working in higher education.

Empowering WNC Future Healthcare Leaders: MedCaT Mentoring for High School Students

Rangel, C., Da Costa, M., & Leatherwood, M.
Center for Native Health, Western Carolina University

Acoma A

The Medical Careers and Technology Pathways (MedCaT) mentoring program addresses the critical need for early exposure and mentorship among high school students in rural and Indigenous communities interested in healthcare careers. Developers created the program in response to the growing demand for skilled healthcare professionals in these areas. It encourages mentorship relationships between high school and college students to create a pathway into healthcare professions. Collaboration between Health Career Mentors and student mentees supports professional development and cultivates diversity in healthcare. Representation in healthcare is vital for building trust and improving health outcomes in underserved communities. Seeing healthcare professionals with similar cultural backgrounds can inspire students and improve patient-provider relationship care. Effective mentoring is vital in guiding students from underrepresented backgrounds into healthcare careers. The MedCaT Mentoring Program offers tailored support services, including shadowing opportunities, standardized test preparation, and social events, to expose high school students to various healthcare fields and ignite interest in healthcare careers. The program's initial pilot saw four out of five participating students accepted into colleges offering healthcare programs and awarded scholarships. Participants developed strong relationships with their mentors, who reported personal and professional growth from the experience. Expanding and refining the program could further enhance its impact, addressing rural and indigenous students' unique needs and contributing to a more inclusive healthcare system.

Maximizing Success: Onboarding & Mentoring for Productive, Integrated Employees

Gumus, K., & Cohen, R. F.
Globus Centri Consulting, Socius Strategies

Acoma B

Onboarding and mentoring's role in new employee integration are presented by highlighting case studies and best practices. We suggest that structured onboarding aids transition, enhances organizational culture assimilation, and boosts productivity. Customized onboarding/mentoring checklists also equip mentors to improve their organization's integration process. Retaining talent is critical in the dynamic business world. Organizations must keep top talent despite stiff competition. Effective onboarding and mentoring are key, offering strategic benefits by enhancing the initial employee experience. These programs support newcomers' grasp of and connection to the organizational culture, fostering engagement and long-term commitment. By prioritizing effective integration strategies, companies can secure a competitive edge, ensuring the loyalty and productivity of their workforce. Research shows that well-designed onboarding programs boost employee retention and engagement, enhancing organizational and individual performance. Leveraging socialization theories, organizational behavior insights, and practical experiences, this paper underscores the need for comprehensive support for new hires. It emphasizes enabling newcomers to grasp their roles, assimilate into the organizational culture, forge connections, and align with organizational goals and highlights onboarding's critical role in successful employee integration and organizational achievement. Implementing an onboarding program brings numerous advantages, such as decreased turnover, boosted engagement, and quicker productivity gains. Onboarding also promotes a sense of belonging and connection for new hires, enhancing organizational culture. This paper highlights the importance of comprehensive onboarding as a key investment for organizational success in the competitive modern landscape. By prioritizing such initiatives, companies can achieve a strategic edge, ensuring a cohesive and motivated workforce aligned with their goals.

Individual, Institutional, and Global Impacts of Faculty Scholarship

Doyle, L. & Tarbutton, T.
Concordia University Irvine

Fiesta A&B

Faculty scholarship, in the form of research, publishing, and presenting, is an expectation that elicits a range of opinions and emotions. Measurable outcomes will be discussed relative to a shift in thinking regarding the expectation of faculty scholarship. The prevalence of fear and apprehension toward scholarship expectations has been identified as a problem space requiring a new outlook based on the type and degree of change possible at individual, institutional, and global levels. An objectivist-deductive approach was employed by the authors to suggest connections between the concept of organizational change and faculty scholarship. The authors

have experienced individual benefits and were recognized by their university for the ways they are pushing the needle forward regarding contributions to the institution and academia, at large. By sharing lessons learned, tips and tricks, and correlations between scholarship and change at the individual, institutional, and global levels the authors hope to serve as mentors to a community of higher education faculty who might benefit from encouragement and practical ideas.

Building Transformative Communities through Peer Mentoring: The Impact on Peer Mentors

Noblet, K., Green, B. A., Lewis, J. W. & Mode, M.
East Stroudsburg University of Pennsylvania

Spirit Trailblazer

East Stroudsburg University (ESU) is a public, broad-access institution with over 40% of students coming from underrepresented populations (e.g., Black, Latinx). While ESU's six-year graduation rates are relatively low (consistently below 60%), the graduation rate for their NSF S-STEM transfer program (Clear Path) is strong (84%). Much of this success is attributed to Clear Path's peer mentoring program. Through implementation of Clear Path, it became obvious that serving as a mentor was having a tremendous impact on the mentors. Studies have identified the impact of mentoring for undergraduate peer mentors. For example, through the act of mentoring, mentors improved their knowledge and understanding of previously learned material, while developing work-force development skills (e.g., problem solving). While other studies have also found that peer mentors' sense of self (e.g., self-esteem and self-efficacy) improves through their mentoring efforts. In addition to self-efficacy, mentors have reported other personal benefits to mentoring (e.g., study-skills). Central to Clear Path's success is its theoretically driven peer mentoring program for which mentors are trained. To understand the impact of mentoring, Clear Path mentors participated in semi-structured interviews. Using grounded theory several themes were uncovered. Many of the identified themes are directly associated with targeted attitudes, behaviors, and thought processes central to Clear Path's mentoring program and outlined in prior mentoring efforts. Mentors reported increased feelings of belonging and elevated purpose (both associated with the theory). During this interactive session, we will explore Clear Path's theoretical framework undergirding the mentoring process and the impact on mentors.

Strengthening Futures Through Career-Focused Mentoring

Martinez, E., & Ward, C.
Denver Public Schools - Career Development Team

Isleta

Denver Public Schools (DPS) offers seven work-based learning programs spanning a continuum from career exploration to youth apprenticeships. Starting with one program in the fall of 2014, DPS has expanded and enhanced programming to ensure high-quality career development services for a broad range of diverse students. As one of the flagship and more time intensive programs, the Coach Mentoring Program enables students to participate in career and postsecondary exploration throughout a school year with the support of a caring adult to identify and explore post-secondary opportunities. Population-based estimates suggest that almost two-thirds of US children experience at least one traumatic event before the age of 16. Although Generation Z students are the most digitally connected generation, they simultaneously feel the most isolated. Research shows that mentors serve as protective factors by being nurturers of possibility and creating predictable, flexible, connected and empowered environments. Alongside their mentors, mentees develop their career identities and can learn firsthand about careers of interest and how to get there. A career-focused mentoring program creates cohorts of industry professionals (mentors) and students interested in those industries (mentees). In the DPS Coach Mentoring Program, mentees are matched with a mentor in a career path or affinity space, which serves as a starting point for a genuine and authentic mentoring relationship. Having the opportunity to participate in a career-focused mentoring program builds inclusive, transformative communities by allowing students to open the door to career pathways and grow their social capital. Participants will learn the scope of work associated with the Coach Program, understand strategies on how to effectively build genuine and authentic mentoring relationships, learn strategies around creating predictable, flexible, connected, and empowered match relationships, and understand how providing mentors from a student's career of interest opens pathways and opportunities to building a transformative community.

Does Mentoring Make a Difference: Graduate Students' Thoughts on the Impact of Mentoring

Pella, R. & Carinci, S.
California State University - Sacramento

Mirage Thunderbird

This quantitative study, utilizing Qualtrics for data collection, surveyed 46 current and post-MA students on whether having a mentor has impacted their academic and professional success. This study examined how mentors have played a role in students' career decisions, personal life choices, and completion of thesis research. This study found that mentor relationships impacted graduate education, career advice, and future life choices. Most participants (57%) testified that their mentor relationship happened organically, with 75% stating that their mentor played an extremely important role in their academic success. Participants (66%) shared that their mentor had either a "significant" or "major" impact on career decisions; however, minimal impact on participants' personal life choices. When participants were asked to share the three most important characteristics of a mentor, they shared the following: (1) offers professional and personal advice, (2) provides constructive feedback, and (3) are knowledgeable in the discipline. The participants reflected on the most important role of a mentor and shared how mentors should be trusted allies, provide constructive feedback, and offer encouragement. The overall findings of the study indicated that mentoring has a significant role in participants' academic and career decisions. Participants indicated that clarity, communication, and commitment are important to the success and benefits of mentor relationships.

Concurrent Sessions

10:00 AM - 10:50 AM

The Power of Inclusive Developmental Networks: Perspectives of Graduate Students

Heileman, J. M., & Williams, S. S.
University of Arizona, University of New Mexico

Lobo A

This paper presents the perspectives of graduate students on the power of inclusive developmental networks (IDNs). The authors present two case studies of mentoring programs that transformed the graduate experience through connected and mutually supportive relationships. In preparing for their careers, students engaged in networked mentoring in face-to-face and virtual communities of practice with faculty members, peers, and professionals. Constructive-developmental and other theories were used to explore graduates' evolving experiences in mentoring programs that broadened beyond one-to-one dyads to a network of mentoring relationships. Findings from the two programs suggest IDNs help support and sustain the graduate experience in academia. The results are consistent with extant research on the power of IDNs to nurture leadership development and advance career aspirations. The contextual background of the programs centered on the development of graduates' identity orientations, relational sensitivities, and cultural competencies. Data were collected from 51 graduate students including 19 students in a doctoral program in the American Midwest and 32 Native and non-Native graduate students in a leadership program in the American Southwest, spanning from 2014 to 2022. Evaluations included a thematic analysis of graduates' perspectives on the benefits and drawbacks of IDNs in preparing for future careers. Outcomes indicate graduate students are better equipped to navigate challenges and overcome obstacles when supported by broad networks of mentors who are committed to developing aspiring leaders' personal, academic, and professional growth. Consequently, graduates are more likely to persist in their careers with a mutuality of purpose, reciprocity in relationships, and responsiveness to socio-cultural dynamics. Lessons learned may be of significance to the community of scholars and practitioners who seek to strengthen mentoring by expanding IDNs.

Wayfind: A College Access Program with a Foundation in Mentorship

Holland, A., Tovar Castro C., Son-Ramirez, F., Solis Bello, J. J., Quintanilla, V., & Gutierrez Martinez, J.
Wayfind

Lobo B

Three factors that may prevent high school students from entering and staying enrolled in college include socioeconomic status, parental education levels, and racial identity. These factors matter as access to higher education is arguably a universal right (Dutta-Gupta, 2021). Data from the National Center for Education Statistics ([NCES], 2023a) suggest that the average pay of individuals with a bachelor's degree is 55% higher than high school graduates. College access and promise programs aim to provide an equitable opportunity to pursue higher education. Such programs may be more successful when students have a mentor. The purpose of this manuscript is to introduce and provide early results about Wayfind. Wayfind is a partnership between an independent university and K-12 school district that provides mentorship and the promise of a full-tuition scholarship to high-achieving and financially deserving students who attend specific schools. Wayfind is a unique program in which university students serve as mentors to local students. Each year, Wayfind accepts up to ten eighth-grade students from four partnering middle schools. Selection criteria include first-generation status, qualification for free/reduced lunch, racial identity, parental education levels, teacher recommendation, and quality of two written essays. Mentors meet with scholars two times per week to discuss school progress and engage in a semi-structured activity. The program began in 2019 and the first cohort graduated from high school in 2023. To date, 100% of Wayfind Scholars in the high school classes of 2023 and 2024 enrolled in higher education; 93% accepted the promise of a last-dollar, full-tuition scholarship at the partnering university. College retention from the first to second year is 89%, compared to 68% of first-generation students across the United States.

Mentoring Formerly Incarcerated College Students: Desistance Lessons from Project Rebound

Wallin-Sato, T. & Binnall, J.
Project Rebound & California State University - Long Beach

Luminaria

Founded in 1967 at San Francisco State University by John Irwin, a formerly incarcerated sociologist/criminologist, Project Rebound is a state-funded program that recruits and supports formerly incarcerated college students on nineteen of twenty-three California State University campuses. Project Rebound's primary goal is to help formerly incarcerated students rebuild their sense of self, as they work to desist from criminality and successfully reintegrate into the community. Operated almost exclusively by formerly incarcerated faculty and staff, Project Rebound provides a unique study site in which to explore the contours and consequences of mentorship among formerly incarcerated college students. To that end, this study draws on data derived from twenty-one semi-structured interviews with Project Rebound staff (12) and students (9) focused generally on mentorship and in particular on how mentorship is conceptualized, delivered, and received by those in the program. Data reveal that Project Rebound intentionally engages in robust mentorship centered on promoting the skills and attributes of its members. Participants (both staff and students) uniformly reported positive changes in how members conceive of themselves, moving away from their criminal pasts and toward a new pro-social identity. In summary, findings suggest thoughtful mentorship among this population, aimed at improving one's self-concept by leveraging their skills and attributes, leads to success in the realms of criminal desistance and reentry.

Mentoring Transformation: Unleash Results with EQ, AQ and Psychological Safety

Pearson, M. & Brodie, V.
California Baptist University

Santa Ana A

Mentoring and improve team dynamics can be enhanced through research-based approaches. Understanding and developing (EQ) and adversity quotient (AQ) skills provide a psychologically safe space for mentoring transformation. The session will reveal the power of psychological safety in encouraging mentors and mentees to feel empowered and valued. We will also explore research that reveals new approaches to bridge generational differences for success. Thinking outside the box about mentoring and team dynamics makes a difference. A deep dive into research on EQ and AQ provides greater depth and understanding of the value of these two metrics when mentoring. As mentors and mentees become more self-aware and embrace psychological safety, they build adaptive capacity to reimagine how they interact with various teams and within generations.

Self-assessments and discussions provide attendees with revelations about themselves as mentors. The researchers will reveal the importance of emotional intelligence and the adversity quotient to the mentor and mentee transformative relationship. Understanding EQ and AQ helps to provide a rich environment for transformational mentorship.

Hearts and Minds: Advancing Student Success through a Culture of Care

Barsony, I., Williams, W., & Paskal, K.
Miami Dade College

Santa Ana B

Miami Dade College (MDC) in Miami, Florida seeks to change lives through accessible, high-quality teaching and learning experiences. The college embraces its responsibility to serve as an economic, cultural, and civic leader for our diverse global community. The Humanities Edge (HE) program at MDC has established effective strategies to advance student learning and curricular innovation. Two HE programs have emerged especially impactful. The Peer Writing Mentor (PWM) program places near-peers in freshmen composition and humanities courses to support students in the development of writing skills and to serve as role models who also build a community of scholars. In undergraduate research, the Humanities Edge Undergraduate Research Program (HE-URP) supports student-faculty-librarian teams in the apprentice model, while Excellence Across the Curriculum: Student Symposium and Showcase (EAC) promotes course-based undergraduate research experiences (CUREs). In this case study, a professor, a student, and an administrator discuss the design, implementation, outcomes, and institutionalization of these programs. The authors highlight mentorship as a vital component of these flagship initiatives that build transformative communities and promote student success.

Setting the Mentorship Pathway Ablaze through Lived Experience Storytelling

Salazar Montoya, L.
University of Nevada - Las Vegas

Acoma A

The disparity in gender representation within educational leadership is a critical issue of social justice across the nation. Despite ongoing initiatives aimed at boosting the presence of women in superintendent roles, their underrepresentation persists. This exploration delves into the professional journeys and viewpoints of both existing and aspiring women superintendents and narratives of current school leaders in Nevada. It provides insights that resonate with the narratives found in Latina Radiance Autoethnography, which is a qualitative research method that combines elements of autobiography and ethnography. This approach to mentoring allows researchers to analyze their personal experiences within a broader cultural social or political context; by focusing on self-reflection and writing auto ethnographers seek to connect their individual stories to larger societal phenomena providing deep insights into the human condition. Personal Narrative Autoethnography centers on the researcher's personal narrative using storytelling to explore self and identity. The shared experiences among individuals who resemble each other culturally—racially or gender-wise—foster a profound sense of trust and belonging. This commonality often leads to more open authentic communication as individuals feel understood and validated in their experiences. Such environments encourage mutual support and empathy enabling individuals to navigate challenges more effectively and advocate for collective interests. Consequently, this sense of connection not only strengthens individual and group resilience but also enhances relationships. This connection underscores the broader challenges and triumphs of Latina women in leadership positions highlighting their unique contributions and the persistent obstacles they face in the education sector.

Relationships among Mentor Support, Trust in Mentors, and Protégé Outcomes

Kraiger, K.
University of Memphis

Acoma B

Models of mentoring effectiveness typically link mentor behaviors (mentor support or mentor functions) to protégé outcomes. This research study takes a more nuanced approach to linking mentor support and outcomes and makes four contributions. First, based on ongoing research on a new mentor function scale, I measure instrumental support based on dimensions of professional development, skill development, and career support and psychosocial support based on dimensions of friendship/affirmation and role-modeling. Second, drawing on the science of workplace instruction that proposes that different instructional methods are appropriate for different learner outcomes, I examine whether instrumental support leads to work-related outcomes

(protégé learning and generalized self-efficacy) and whether psychosocial support leads to relationship outcomes (relational self-efficacy and relationship quality). Third, I examine the critical role of protégé trust in mentor also represented by a dimensional model. Instrumental support is hypothesized to lead to trust in a mentor's ability while psychosocial support is hypothesized to lead to trust in the integrity and benevolence of mentors. Fourth, I examine whether gender match – specifically female mentors and female protégés – moderates support-trust relationships. The hypothesized model is being tested with a longitudinal design involving recent business college graduates. Mentor support is measured by a newly developed scale, and all other study variables are measured using published, valid scales. Data are being collected at two time points to control common method variance and support predictive relationships. The research will make recommendations on the types of support workplace mentors can provide to build trust and foster protégé outcomes.

Self-Improvement through Coaching for Enhanced Measures (SICEM) at Army Baylor

Ferro, A. & Bailey, L.
Army Baylor Program

Fiesta A&B

Recently, military directives from the United States Air Force and Army have indicated the importance of coaching in building and transforming communities. Several faculty members are certified coaches in a military-affiliated graduate program in healthcare and business administration, but there was no standardized coaching program in place. As such, the program initiated a pilot coaching program supported by the self-determination theory, and the related factors of autonomy, competence, and relatedness. The purpose of this project is to optimize student performance through a structured coaching program provided by faculty members who are certified coaches. This project was conducted with students in the 2022-2024 cohort. Student residents were paired with certified coaches, and conducted monthly coaching sessions, lasting an hour, either in-person or virtually, to accommodate geographically dispersed residents. Students were assessed before and after the coaching program to determine student performance in terms of academic performance and key behavioral indicators. Additionally, a faculty-developed survey gauged perceived program benefits, guiding future program enhancements. Students, alongside their coaches, crafted leader commitment and professional development plans, which evaluated for improvements in individual behaviors through individual assessments using the Leadership Practices Inventory©. This pilot project demonstrates early promise in meeting students' needs and the military coaching directives. This program can be tailored to various student environments and is recommended for adoption in other academic settings.

Fostering Natural Resources Management Professional Identity in Underrepresented Students

Zanetell, B. A.
Western Colorado University

Spirit Trailblazer

To help community college students at the University of New Mexico in Taos (UNM-T) develop their professional identity in natural resources management fields such as forestry and biology, a four-year program was implemented from 2019-2023 called LIFT: Leadership in Forestry Training. In addition to financial and academic support, LIFT provided mentoring through paid summer internships in public land management agencies. Students were supported to translate professional experiences into federal-level resumes and apply for positions on USAJobs. Mentoring and internships provide students with role models, skills, and a sense of belonging that generates a professional identity. A survey of 327 Hispanic and Native American undergraduates showed that professional identity is a predictor of STEM degree completion. LIFT programming fosters this sense of identity in students who often lack a vision of themselves as land managers in spite of their cultural connections to the land. A survey of professional identity in STEM was adapted for use in measuring LIFT student identification as natural resources managers over the duration of their participation in the program. Given annually to LIFT students, this survey tool was selected for adaptation because it was quantitative, simple, had been tested for its validity and reliability, and was able to measure student professional identity across time, age groups, and disciplines. After four years of programming, a statistically significant increase in professional identity as a natural resources manager over the duration of a student's LIFT participation occurred. In turn, LIFT program graduates who completed their STEM bachelor's degree have an 80% job placement in full-time positions with federal public land management agencies. These next-generation employees reflect the demographics of New Mexico in that they include first-generation, female, Hispanic, and Native American college graduates.

Empowering Marginalized Youth Through A Targeted, Culturally Congruent Mentoring Program

Wilson, K.
Wichita State University

Isleta

Prime Fit Youth Foundation's mentoring program, Partnership Assuring Student Success (PASS) is designed to support marginalized youth through a formal, culturally congruent framework aimed at enhancing protective factors and minimizing risk factors. This study evaluates the impact of the program on various developmental outcomes, focusing on self-efficacy, sense of school connection, use of self-regulation strategies, and academic skills in reading. Utilizing a mixed-methods approach, we collected and analyzed baseline and post-mentoring data from 120 participants, distributed across grades 2-5, with a majority being male (70%). The study's theoretical framework is grounded in developmental cascades theory, which emphasizes the cascading effects of developmental interactions across various domains. The program's dual characterization as both developmental and prescriptive allowed for a balanced approach, integrating instrumental and psychosocial mentoring to address the comprehensive needs of the mentees. The hybrid delivery model, combining one-on-one and group sessions, further enhanced the program's effectiveness. Our findings reveal significant improvements in self-efficacy, school connection, self-regulation strategy use, and academic performance. Additionally, data from the mentor-mentee closeness survey indicated strong feelings of trust and connection, which were pivotal to the program's success. This study underscores the importance of culturally congruent mentoring programs in fostering positive outcomes for marginalized youth and advocates for the continued support and expansion of such initiatives to create more inclusive and supportive educational environments.

Empowering Latina Students through Culturally Relevant Mentorship

Conde-Brooks, P. & Hill-Munoz, M.
University of St. Thomas - Minnesota

Mirage Thunderbird

Mentorship programs are vital for supporting underrepresented students in higher education, yet many lack cultural relevance, failing to address the unique challenges faced by Latina students. This case study examines "Cafecito con Las Comadres," a culturally relevant mentorship program developed to foster Latina student success. Grounded in Yosso's community cultural wealth model and Latino cultural scripts, the program integrates cultural values like familismo, respeto, simpatía, and marianismo. Monthly meetings cultivate a supportive familia environment, leveraging cultural capital forms like social, linguistic, and resistance capital. Mentors provide consejos (cultural advice), validate bilingualism, share resilience stories, offer navigational guidance, and promote community engagement. Survey results from 2017-2024 demonstrate the program's success in enhancing cultural relevance, sense of belonging, mentorship quality, and overall satisfaction. By honoring cultural identities through a strengths-based approach, "Cafecito con Las Comadres" empowers Latina students, reduces isolation, improves retention/graduation rates, and serves as a model for supporting marginalized groups through culturally sustaining initiatives. This study highlights the transformative impact of integrating students' cultural wealth and scripts into higher education mentorship.

Concurrent Sessions

3:00 PM - 3:50 PM

Creating Inclusive and Collaborative Spaces: Partnering to Benefit Students with Disabilities for Transitions - Food Helps!

Gut-Zippert, D. M. & Beam, P. C.
Ohio University

Lobo A

Students with disabilities (SWD) require transition skills to successfully navigate post-school life. Researchers indicate such skills enhance independence and employment. Adequate preparation ensures smoother transitions into adulthood, promoting self-determination and societal integration. Authentic mentoring opportunities afford teacher candidates (TCs) experiences designed to support and develop transition skills in SWD, providing the necessary skills for a fulfilling and integrated life beyond school. In our rural community, there is a clear need for transition services for SWD. As faculty in higher education, we recognized our responsibility for addressing this need. We created a mentoring program pairing special education TCs, sometimes referred to as university pre-service teachers, with a local career center serving students in grades 9-12, several with disabilities. The partnership gave TCs an opportunity to practice transition planning skills, while supporting high school students in their post-school preparation. Prior to their first meeting, special education TCs analyzed transition assessments of their high school partners with disabilities, did a meet-and-greet with them at the high school, and prepared mock job interview questions specific to their student's career preferences. We held a half-hour mock job interview at the university for the pairs, followed by a 15-minute feedback session on their performance during the interview, a 45-minute "How to Prepare for an Interview" presentation, and a lunch social at the university. The high school SWD reported positive outcomes. When self-assessing their readiness, they reported feeling more confident following the practice interviews, and better prepared for the upcoming career fair. The high school intervention coordinator also expressed satisfaction with the process, outcomes, and enhanced student understanding and appreciation of the students' new transition skills.

Developing Outdoor Education Opportunities in Geographically Isolated Communities

Boomer, B., & Mattos, A.
West Hills Community College

Lobo B

West Hills Community College District (WHCCD) encompasses 3,464 square miles and serves rural parts of Fresno and Kings Counties. The district has the nation's largest percentage of Migrant Seasonal Farmworkers (MSFWs). MSFWs are underserved, underrepresented, and lack educational opportunities. WHCCD recognizes that additive programming like the Outdoor Equity Program (OEP), a grant funded through California State Parks, is critical to residents' success in the service area. OEP attempts to promote equity-based solutions and reduce barriers faced by WHCCD residents. WHCCD comprises two community colleges, and OEP encourages undergraduate research and mentor relationships. Undergraduate research and positive mentoring relationships have implications for student success and the development of future teachers and scientists. As noted by Cejda and Hensel (2009), "The community college setting... creates an opportunity to rethink the role of undergraduate research...". Undergraduate research is linked to gains in learning and cognitive and behavioral development. Roger Moore and Alan Graefe (1994) found that emotional attachments and stewardship development of outdoor spaces stemmed from tangibly engaging with those outdoor areas. OEP embodies outdoor experiential learning and provides an opportunity for undergraduate research and mentorship in the natural world. This model provides participants access to outdoor experiential experiences, research and networking opportunities, and helps participants to understand their place in the natural world while assisting in developing life skills. This project addresses three components to increase access to wilderness areas: transportation, costs, and lack of stewardship. The project secures transportation, ensures no out-of-pocket cost, and contains an educational component to each trip to increase stewardship. WHCCD meets its mission to "cultivate learning, provide economic opportunity, and increase equity among our diverse students, employees, and communities." OEP is turning residents into stewards of the environment by providing mentoring

opportunities for program participants and equitable access to outdoor areas throughout the state.

Nursing Students Perceptions of Informal Peer Mentoring in the Clinical Setting

Cook, P.
Commonwealth University–Pennsylvania

Luminaria

Nursing students often experience anxiety when caring for patients with complex illnesses in the clinical setting. These clinical stressors may adversely affect the nursing students' ability to complete the nursing program. Informal peer mentoring has been identified as a potential educational strategy to reduce stress and improve student success in the clinical setting. Implementing this education strategy is crucial to increase the number of nursing graduates and assist in alleviating the nursing shortage. This descriptive phenomenological study examined junior nursing students' perceptions of informal peer mentoring in the clinical setting. Purposive sampling led to 11 junior nursing students from one pre-licensure baccalaureate nursing program in central Pennsylvania. Semi-structured in-depth interviews were video recorded via Zoom and were used to obtain qualitative data. The interviews were transcribed verbatim and analyzed using Colaizzi's (1978) seven-step method, revealing seven key themes and two sub-themes. These included collaboration with an informal peer mentor (engaged and disengaged), communication, support/comfort, vicarious learning, peer learning, reflection, and networking. The study found that informal peer mentoring led to complex non-linear relationships, influencing nursing students' engagement in learning and professional role preparation.

Reciprocal Mentorship for Faculty Teaching: Building a Culture of Belonging

Mahay, J.
Concordia University Chicago

Santa Ana A

This study examines the effectiveness of a reciprocal mentorship program among faculty at a small liberal arts university. Faculty members were asked to engage in peer teaching observations with a colleague of their choosing from within the university. In-depth, semi-structured interviews with ten faculty who participated in the program found that in addition to improving their teaching, program participation also made them feel more supported, helped establish connections with other faculty members across the university, and improved overall faculty morale. Faculty identified key elements of a successful reciprocal mentorship program as: (1) starting the process early in the academic year, (2) clearly articulating the purpose of the peer observations, (3) having the flexibility to choose one's own mentor, and (4) building a culture of mentorship. These results have promising implications for enhancing workplace climate and improving faculty retention rates, especially for women and other underrepresented groups.

Awareness Integration Theory: Life Coaching & Mentorship Strategies for Homeless Students

Jafari, N.
Global Growth Institute

Santa Ana B

This paper delves into the core principles of Awareness Integration Theory (AIT), an evidence-based life skill-building model, and its relevance to homeless students in higher education settings. The audience will be introduced to the structure of the AIT model and how to implement its life coaching and mentoring principles for homeless students in four-year and community college environments. Success-building strategies can improve student retention, degree completion rates, and career outcomes. Recent years have seen a significant increase in depression and anxiety among average college students. In contrast, homeless college students often experience higher levels of anxiety and poorer physical and mental health. AIT teaches mindfulness skills to recognize sources of stress while employing emotional-releasing techniques that can reduce anxiety and depression and enhance coping mechanisms. With a built-in multi-modality of therapeutic, life coaching, and mentoring principles, AIT can help students enhance their academic performance and improve their relationships on and off campus. Studies have showcased that AIT can decrease depression and anxiety for college students, leading to improved efficacy and well-being. Homeless students also experience depression, in addition to food and housing insecurities, a lack of basic survival skills, and difficulty receiving support. While federally funded programs addressing these basic insecurities for college students are crucial, it is also essential to ensure that psychological enhancement programs like AIT are accessible to these students. Finally,

this paper will offer strategies and techniques to implement such principles in higher education tailored to the homeless student's unique academic life.

Addressing Equity and Inclusion in Mentoring Relationships: Perspectives and Challenges

Harlin, J.
Texas A&M University

Acoma A

Many states are currently adopting laws and policies that prevent university-level programming related to diversity, equity, and inclusion (DEI). In Texas, Senate Bill 17 has impacted one mentoring competency, Addressing Equity and Inclusion, resulting in this competency being dropped from programming. Though academic coursework and research are protected under the new law, university-level programs must adapt to this new environment while continuing to find ways to serve our students, faculty, and staff. At the heart of every successful mentoring effort is a relationship. These relationships are nuanced by those individuals who are engaging to support one another. Finding ways to continue to support equity, inclusion, and welcoming environments is essential to the success of graduate and professional students, but is complex because of new laws. Identifying creative ways to support conversations about first-generation, underrepresented, and those who are disadvantaged economically is still necessary but challenging. To address the new law, the competency of Addressing Equity and Inclusion was replaced with Supporting Well-Being. Content from both competencies, including the case studies and activities developed for each will be shared with participants along with a discussion about how to adapt these competencies to continue to meet the needs of students by creating space for dialogue in mentoring academy sessions. Navigating the new normal related to diversity, equity, and inclusion will continue to be an issue for many in higher education. Learning how similar organizations change their programming to meet the law while continuing to meet the needs of students can be an affirming and informative exercise. The need for programming that supports all students has never been more important, especially in states facing laws with bans on DEI efforts.

Effective Career Mentoring for Business Majors by Executives in Residence

Burke, M.
Dominican University

Acoma B

This paper presents analyses of the career mentoring provided to business majors by "Executives in Residence" as part of a comprehensive four-year career development program at Dominican University. The program has generated superior results, supporting undergraduates' transition from higher education to professional employment while teaching students career advancement skills that will be used throughout their lives. Students have expressed strong satisfaction with opportunities for coaching and mentoring and analyses of qualitative data drawn from student assignments and course evaluations suggest the mentoring program has positively impacted students' career-readiness, career aspirations and career achievements. Conversations and interviews with the Executives in Residence (EIRs) also confirmed the strength of commitment and level of satisfaction that these mentors derived from their coaching roles and their confirmation of the value they felt their guidance provided.

Reasons for Faculty Attrition, Assessed by Latent Class Analysis

Myers, O., Greenberg, N., Tigges, B., & Sood, A.
University of New Mexico - Albuquerque

Fiesta A&B

Almost 60% of early career faculty at Schools of Medicine (SOM) leave within ten years of hire. National data indicate that inadequately mentored faculty, particularly those from underrepresented minority backgrounds, are less likely to be retained. The role of mentoring in faculty retention is inadequately studied. The study objective was to analyze factors associated with SOM faculty retention, using the University of New Mexico SOM exit interview data. Analyses were based on exit surveys with SOM faculty resigning, not retiring, during the timeframe 2017-2023 (N=429). LCA was conducted using items related to primary/secondary reasons for leaving. Item response probabilities were examined to assess item associations with latent classes. Logistic regression was used to assess the association between latent class and overall experience at the SOM and the likelihood of returning to the institution. A three latent class (LC) model was selected based on reasons to leave. LC1 cited factors that were both extrinsic and intrinsic to the current workplace (lure of a greater career opportunity and low current salary respectively). LC2 primarily cited extrinsic reasons to leave (per-

sonal/family matters), and LC3 primarily cited reasons intrinsic to the current workplace (work environment and leadership). LC2 was associated with a significantly higher rating of overall experience and likelihood of considering returning ($p<0.001$ for both analyses). Exiting faculty may be classified into three qualitatively different subgroups or latent classes. Our study findings may guide mentors, supervisors, and organizations to identify class-specific customized interventions to help retain faculty, including those from disadvantaged groups, and thereby, help address the ongoing attrition of the nation's biomedical workforce.

Maximizing Access to Research Careers through Mentorship

Waisome, J.
University of Florida

Spirit Trailblazer

This program focuses on developing a research mentorship program for graduate students and postdoctoral scholars who support undergraduate researchers in biomedical or behavioral science-related disciplines. Pilot data was collected from current and past participants of the University of Florida's (UF) National Institutes of Health (NIH) Maximizing Access to Research Careers (MARC) Award (T34), called MARC GatorStar, to determine who undergraduate students felt were their mentors and what they gained from having near-peer mentors in graduate students and postdocs. This work relies on self-awareness theory, social cognitive career theory, and critical mentorship as praxis. These ideas shaped the initial data collection from undergraduate MARC GatorSTAR student focus groups. Next, we administered a quantitative survey to understand the impact of self-reflection and insight on mentoring relationships in science, technology, engineering, mathematics, and medicine (STEMM) graduate students and postdocs. This instrument also included qualitative questions. Results from these studies were used to develop an Effective Mentoring Strategies (EMS) workshop. While there are several MARC programs across the country, this research was conducted at UF. Data collected from the focus groups came directly from MARC GatorSTAR program-related students, but all other data came from graduate students and postdoctoral researchers from STEMM related to biomedical or behavioral science-related disciplines who participated in the EMS workshop. The findings from the workshop show that graduate students and postdoctoral researchers are interested in receiving research mentorship training. Many cited the desire to engage in professional development to increase their intercultural communication, understand the scholarship of mentorship, and demystify the hidden curriculum of academia. Co-creating a program designed for our research mentors is the best way to address their needs and support the next generation of advanced STEMM researchers.

Better than the Real Thing? Teacher Experiences with Instructional Coaching Virtual Simulations

Keese, J.
Mercer University

Isleta

This study employed a crossover randomized control trial design to compare the experiences of a diverse group of in-service teachers preparing to be instructional coaches as they engaged in virtual simulation activities (treatment condition) and a standard online module of materials (control condition). Analyses performed on quantitative and qualitative survey data collected following their engagement with both conditions showed no statistically significant differences in self-reported measures of preparedness to coach or in the helpfulness of the activities. Both conditions were seen as highly beneficial by the participating teachers and they identified ways in which the virtual simulation activities could be improved to be more impactful on their learning. Study limitations and practical implications are addressed.

Implementing a Rural School-based Mentoring Program: A Promising Practice Case Study

Garcia, C. L. & Mann, M. J.
Adams State University

Mirage Thunderbird

The purpose of this project was to analyze the process and effects of implementing a school-based mentoring/coaching program within a rural K-12 school district to strengthen the strategic partnership between a regional educator preparation program (EPP) and a school district serving high-needs student populations in southern Colorado. Eleven mentors received one year of training in mentoring and coaching as part of the pro-

gram and met state requirements for a mentor endorsement on their teaching license. The Teacher-Centered Systemic Reform model served as the basis for the project design and aided in the analysis of instructional changes of individual teachers as well as systemic changes around supporting novice teachers with instructional improvements in the K-12 setting. Additional data was collected around teachers' sense of efficacy and job satisfaction before and after completing a mentoring/coaching training program. In 2021, the School of Education at Adams State University- a public, Hispanic Serving Institution in southern Colorado- was awarded grant funding to launch a mentor endorsement program in partnership with a local school district that primarily serves a student population of low-income, migrant, English language learners. The grant initiative sought to enhance the strategic partnership between ASU and the local school district in preparing pre-service and beginning teachers recently employed by the district. Mentors reported increases in perceptions of self-efficacy as teachers and higher job satisfaction overall. These perceptions of higher self-efficacy contributed to teacher-led proposals for district-wide changes in how new teachers are onboarded and supported. Mentees reported perceptions of support and growth in their teaching practice. These findings suggest that structured training in mentoring/coaching can not only support the growth of beginning teachers, but also support school-wide capacity for designing better systems for teacher support/retention.

Concurrent Sessions

4:00 PM - 4:50 PM

Revealing the impact of PeerForward in College

Senatus, L.
PeerForward

Lobo A

Peer leaders' impact peer student engagement and belonging at a minority-serving institution. PeerForward in College (PFiC) examines the association between students' affiliation with peer leaders, their engagement level (measured by their participation at campus events), and their sense of belonging at a two-year, minority-serving institution. The questions posed during the launch of this program were: (1) What is the difference between time spent with a peer leader and peer engagement at social campus events? (2) What is the difference between spending time with peer leaders and a peer student's sense of belonging to the institution? The findings revealed that peer leaders positively impact students' perceived peer support and classroom comfort. The results also showed that students who participated in the PeerForward in College program had higher levels of engagement. This study's findings showed a significant relationship in engagement when associated with a peer leader at a two-year minority-serving higher education institution. This research study was designed to contribute to the literature that informs higher education leaders' practices in increasing college completion rates.

Mutual Mentoring for Women Faculty in Higher Education

Schreiber, M. E.
Virginia Tech

Lobo B

A mutual mentoring program for women faculty at Virginia Tech (VT), was developed and supported by the VT Office of Faculty Affairs and AdvanceVT. The program was established with the intention of encouraging women faculty to cultivate collaborative networks to share knowledge and experience within specific areas, such as research, teaching, tenure, or work-life issues. Another goal is for women faculty to develop professional and social networks on campus. VT has tenure-line and non-tenure-line faculty. Most tenure-line faculty have individual mentors within their departments or units; those mentoring relationships are often hierarchical and focus on specific assignments (teaching, research) and outcomes (teaching scores, papers, grants). The mutual mentoring program is designed to foster supportive and constructive relationships for women faculty at VT to discuss various topics decided by the group, which contribute to both professional and personal growth and development of faculty members. In the 2023-24 academic year, we hosted two events. In the fall, we solicited attendees for topics of interest. The top five words/phrases were leadership, networking, work-life balance, collaboration, and publishing. Several groups emerged from the fall event and two additional groups

formed from professional and social interactions on campus. Spring event attendees brought additional ideas and individual faculty seeking additional members to form a group. We are piloting a small grant program for groups requesting funding for research, speakers, and/or books to support their goals. At the end of the grant period, we will ask participants to reflect on their goals and accomplishments.

Writing, Mentoring & Community: UW College of Education's Academic Writing Fellows Program

Carrier, J., Williams, M., Mercier, A., Maddox, R.P., Houseal, A., Hudson, M., Aydinian-Perry, A., & Eidin, E.
University of Wyoming

Luminaria

Established in 2017, the Academic Writing Fellows Initiative at the University of Wyoming's College of Education has guided over 30 faculty members in cultivating effective scholarly writing practices. The initiative's comprehensive structure includes writing retreats, check-in meetings, book discussions, and individualized mentorship from national writing experts. Additionally, weekly writing groups provide peer mentoring, support, feedback, and accountability—creating a sense of community within the academic writing process. This multifaceted approach creates a holistic and supportive environment to foster a culture of academic writing. In this paper, we describe the results of a cohort-based self-study program review of the Academic Writing Fellows Initiative, highlighting both quantitative measures of scholarly productivity and qualitative assessments of members' perceived value of the initiative. We discuss how the initiative has contributed to increased publication rates and enhanced scholarly collegiality within the University of Wyoming's College of Education. Additionally, we offer insights into replicating similar initiatives in other academic settings, emphasizing the potential for building transformative communities through effective mentoring.

But I Wanted a Radiologist: Some Unexpected Benefits of "Mentoring Against Type"

Keenan, T. & Secord, J.
University of Calgary

Santa Ana A

The Scholars Academy (SA) is a unique and highly successful innovation in undergraduate education. Established in 2011 through a generous philanthropic grant, it supports the University of Calgary's top undergraduate students with a suite of services to help them achieve their highest potential. The SA is open to students in all disciplines after their first year of study. They are assessed on academic and leadership qualities in a process that involves a personal statement and CV, transcripts, reference letters, and an interview. Those who achieve admission receive a dedicated physical and intellectual home base on campus. Their Scholars Academy Lounge is a hotbed of activity, with special speaker presentations, journal club type discussions, and work on their service projects. Each Scholar is expected to be involved in a significant community service project each year. They also receive support to present at academic conferences and for other activities. The results are tangible, with eight scholars having won The Rhodes Scholarship and others receiving prestigious awards including the McCall MacBain Scholarship at McGill University. Scholars frequently receive admission to prestigious graduate and professional schools around the world. Many program participants cite the thoughtfully designed mentorship component as a highlight of their Scholars Academy experience. An accomplished academic or professional leader commits to meeting regularly with each Scholar. The matching process is designed to maximize the benefit for both mentee and mentor, regardless of profession. A student who is headed to law school or academic research might be matched with a retired fighter jet pilot or the University's Provost! While some students initially express disappointment that their mentor is not from their intended profession, most eventually realize the wisdom of this "mentoring against type" matching. The four case studies presented here illustrate how this approach has worked and sometimes has not worked well. They also suggest how these principles may be applied in other academic and workplace settings.

Self-portraits Shared in Co-mentoring Circles: Touchstones to Leadership Discoveries

Cowin, K. & Helm, K.
Washington State University - Tri-Cities & Vancouver, Evergreen Public Schools

Santa Ana B

Today's K-12 education systems continue to reverberate with challenges as a result of the pandemic. To meet these challenges, educational leaders must consider how to create safe space for competing points of view and discourse in our schools. Learn about a co-mentoring circle activity that helps aspiring school leaders

create this space and explore their own story using an auto-ethnography activity (called the self-portrait) to more deeply understand their own, and others', leadership development journeys. Co-mentoring circle processes have evolved over 10 years, incorporating feedback from over 100 participants to make continuous refinements. Co-mentoring circle processes draw upon foundational mentoring and co-mentoring scholarship focusing on mentoring at work, development of the mentoring relationship, relational cultural theory, a mentoring conversation model, and mentoring across contexts, communities, and cultures. Integrated with the mentoring scholarship is research from adaptive, culturally sustaining and social justice leadership, and work on empathetic leadership. The self-portrait activity will be shared through the voices of the participants. Segments of participants' self-portraits will be shared along with reflections on this work, as well as learnings that came from hearing and reflecting on the self-portraits shared by fellow co-mentoring circle participants. The research question was: How, if at all, did participation in the self-portrait activity inform participants' leadership development? The data, field notes and participants' written assignments, were analyzed inductively for themes. Co-mentoring circle participants describe the self-portrait activity as a catalyst to exploration of a pivotal experience and how connecting that experience to their journey as an educator can provide insight into their developing leadership stance. Sharing one's self-portrait can create an opening for hearing another person's feelings and perspectives. Feedback from participants suggests the activity helps build a network of colleagues they can reach out to as they encounter the challenges of school leadership.

California Community Colleges: Designing Mentoring for Equitable Access to Social Capital, Enhancing Self-Efficacy, and Clarifying Occupational Identity

Balaraman, A., Maokosy, S., Slaton, L., Cardona, R., & Maokosy, P.
University of California - Berkeley, Reedley College - California, Solano College, Glendale College - California, Coalinga College - California

Acoma A

Successful careers are built on skills (what you know), occupational identity (what you believe you can be), and social capital (who you know). Higher education spends significant resources to address the first, sometimes at the cost of the latter two, which are complex and expensive to promote. This NSF-supported research aims to evaluate the effectiveness of a mentoring program and technology in California Community Colleges at brokering social capital. Social capital research has demonstrated the value of relationships and networks to enhance college opportunities for first-generation, underrepresented students. Mario Small, a sociologist at Harvard University, contributed the idea that institutions (such as Institutions for Higher Education, or IHEs) can be brokers of social capital. This research explores how near-peer mentoring programs, rather than standalone opt-in guidance, can be integrated into the instruction/pedagogy by faculty at California Community colleges. The current research was conducted at five California Community colleges (Reedley, Porterville, Coalinga, Solano, and Glendale) – predominantly serving first-generation, low-income, Hispanic-serving institutions. Knowing the crucial role faculty and classrooms play for students, especially in IHE, this research focused on measuring the effectiveness of mentoring programs (composed of both curriculum and technology) integrated with instruction by faculty across various courses. A mixed-methods approach was used to gather social cognitive measures of student self-efficacy, occupational identity, and social capital access. Measures were collected using survey instruments at the beginning and culmination of the mentoring program. One of the consistent measures observed across all the pilots was increased student self-efficacy of skills and competencies (3% - 7%) across colleges, geographies, and course formats after <8-hour mentoring program. Additionally, the research offers insights into implementing peer and near-peer mentoring programs within various course pedagogies to improve course completion, with significant instructional and non-instructional (cost) advantages.

Navigating the Transformative Dynamics of Entrepreneurial Mentoring, New Context, and Informal Learning: The Mentor's Perspective.

Rance, D.
University of Strathclyde - Glasgow.

Acoma B

Effective entrepreneurial mentoring in a new relationship depends on the mentor's understanding of what they need to know from new context and how to navigate existing and required knowledge to add value to mentees. For mentors, contextual knowledge acquisition is derived from mentees through mentoring experiences. At the start of a new relationship, mentors are acutely aware of disparities in their contextual knowledge because each mentee's circumstances are unique. Despite their expertise, when confronted with unfamiliar

mentee context, mentors can experience tension and feel like novices rather than experts. The knowledge deficit and tension can prevent them from providing effective mentoring support. To bridge contextual knowledge gaps, mentors need to be open to learning from mentoring, a relationship of mutual influence. Their mentoring practice is affected by how they understand their learning process, use and adapt their existing knowledge within a new context. Studies indicate that organisational mentoring facilitates mentor learning, leading to mentor personal and professional development. How mentors learn from situational factors such as unique mentee contexts, and the influence of the learning on their expertise and practice have rarely been considered from the mentor's perspective in existing research. Understanding how they develop their expertise can shed light on how professionals think, act and make decisions while refining their roles. It adds value to the mentoring role and benefits the transformation of enterprises. The findings in this study suggest that in a new mentoring relationship, entrepreneurial mentor learning is driven by bridging contextual knowledge gaps with existing tacit knowledge. Additionally, they demonstrate an entrepreneurial mentor informal learning taxonomy which includes intentionality and consciousness.

Short-Term Impact of Faculty Mentor Development on Mentees' Scholarly Productivity

Shore, X., Myers, O., Wiskur, B., Dominguez, N., Tigges, B., & Sood, A.
University of New Mexico & University of Oklahoma

Fiesta A&B

Mentoring and mentor development, while interconnected, serve distinct purposes within the academic community. Although the effects of mentoring programs for mentees are well-documented, the impact of mentor development programs on mentee outcomes is less explored. This study investigates the effect of a faculty mentor development program on mentee scholarly productivity. The study was a randomized controlled trial involving four academic and health science institutions in the United States Southwest and Mountain West regions. This study included 94 mentees randomly assigned to the intervention or control arm. The intervention group comprised 56 mentees whose mentors participated in a comprehensive development program featuring combined virtual synchronous plus online asynchronous components. The control group, consisting of 38 mentees, had mentors who only engaged in the online asynchronous component. Mentee outcomes, extracted from curriculum vitaes, included the count of publications, presentations, and grants over the prior year, assessed at baseline, and 12- and 24-months following randomization. The primary outcome was total scholarly productivity, calculated as the sum of these three counts. Our analysis, which accounted for repeated measures, revealed no significant differences in total scholarly productivity between the intervention and control groups at 12- and 24-month intervals. These findings suggest that mentor development programs do not significantly enhance mentee scholarly productivity in the short term. Such programs may require more than 24 months to show effectiveness in improving mentee scholarly outcomes or may require studying alternative career or psychosocial outcomes. Therefore, mentor development programs may not be optimal for achieving immediate gains in mentees' scholarly output and may need to be complemented with mentee professional development programs targeting scholarly outcomes.

Percolating Potential: HOPE's Incubator Coffee Hour Fosters Faculty Connection & Growth

Greene, E. & Adam, J.
Belmont University

Spirit Trailblazer

Faculty are at risk of burnout due to increasing demands on time, energy and workload. In addition to burnout, faculty connection and sense of belonging suffers as work often happens in departmental silos. The Helping Others Prosper through Encouragement (HOPE) initiative is a 3-phase program to foster mentorship, growth, wellbeing, and collaboration among Belmont University's campus community through regular low-effort engagement opportunities. Specific objectives include building synergy among faculty initiatives, supporting belonging, faculty formation and flourishing though interdisciplinary encouragement, collaboration, and problem solving. The first phase of the program, Incubator Coffee Hour, invited all faculty and key staff to participate in monthly 1-hour catered events requiring zero preparation. During each monthly Incubator Coffee Hour, several tables were labeled based on faculty areas of interest, including: Academic Life, Brainstorming, Building Connections, Research Nuts & Bolts, Seeking Collaboration, and Scholarship Generation. Representatives from strategic support areas on campus (Office of Sponsored Programs, Library, Tenure & Promotion, Institutional Review Board, Teaching Center, Data Collaborative, and the President's Office) were available for participant questions. Although the setting was informal, participants were encouraged to use the time intentionally to

move forward 1% in one area. In Spring 2024, faculty hosted 4 monthly Incubator Coffee Hours with 20-35 faculty and staff at each event, with multidisciplinary representation from nearly every college on campus: Arts & Design, Business, Entertainment, Music Business, Language Arts, Social Sciences, Medicine, Music, Nursing, Pharmacy, Health Sciences, Science & Math. Table areas of Academic Life, Building Connections, and Seeking Collaboration had the highest demand, and several faculty reported new partnerships and collaborations as a result of participating in the Incubator Coffee Hour. This study concludes that providing space for connection across departmental areas is an investment in faculty success that supports the future of the institution. Specifically, informal development opportunities through proximity to key campus services and peer experts fostered creativity, belonging, and interdisciplinary collaboration.

Mentoring for Impact: Cultivating Tomorrow's Leaders of Color

Lewis, H.
Louisiana State University

Isleta

Leadership development is an essential tool for enhancing the career trajectories of leaders of color. The Leader of Color Group is a nonprofit serving the metropolitan area of the Southeastern region of Louisiana which has an intentional focus on positioning leaders to create change in a majority-charter school system. Through the lens of transformational leadership, this study explored the lived experiences of participants and coaches who have engaged in the organization's program. The data collected in this study provides a narrative of how the actions and intentions of the program support the coaches in evoking change within the participants. In this study, I also explored how the transformational leadership methods applied through the Leader of Color Group program have influenced and enhanced the career trajectories of leaders of color.

Life-giving Sisterhood: Reciprocal Mentoring for Women of Color in Academia

Diaz-Mendoza, V. & King-Toler, E.
John Jay College

Mirage Thunderbird

BIPOC (Black, Indigenous, People of Color) faculty are often overlooked and undervalued in higher education institutions, women in particular. Even when women of color do advance, they often do not move to executive leadership positions because of the broken rung phenomena. This systemic barrier creates gender disparity in leadership that directly impacts women of color in higher education. Working together at the same institution for over 20 years, the authors, a Black woman and a Latina have experienced unique challenges while in higher education and have created a sisterhood to effectively navigate those challenges. Through the use of autoethnography and critical dialogue, the authors established a sisterhood of trust where they sought to understand and navigate systemic barriers ever-present in higher education institutions Situated in a Minority Serving Institution and Hispanic Serving Institution, these two women of color established a reciprocal mentoring relationship that sustained them in life-giving generative ways. Reciprocal mentoring characterized by integrity, effective communication, and creativity was instrumental in providing the camaraderie and support both needed to thrive in academia.

Thursday October 24, 2024

Day at a Glance

Facilitated Learning Session • 8:00 AM - 8:50 AM
Concurrent Sessions • 9:00 AM - 10:50 AM
Plenary Session • 11:00 AM - 11:50 AM
Lunch • 12:00 PM - 12:50 PM
Plenary Session • 1:00 PM - 1:50 PM
Concurrent Sessions • 2:00 PM - 4:50 PM

Facilitated Learning Sessions

8:00 AM - 8:50 AM

Communities of Practice - Developing Effective Mentoring

Dionne Clabaugh
Angle 4 Solutions

Ballroom A&B

Following opening remarks and description of session purpose and guidelines, groups of 6-8 participants engage in a facilitated conversation circle that applies appreciative inquiry in response to provided prompts. Participants will explore and discuss the components of effective mentoring, what effective mentoring looks like at their organization or institution, and how mentoring effectiveness can be developed, sustained, and assessed within the context of institutional alignment.

Plenary Sessions

Ballroom A&B

11:00 AM - 11:50 AM	Lunch • 12:00 PM - 12:50 PM
1:00 PM - 1:50 PM	2:00 PM - 2:50 PM

Building Transformative Communities Through Culturally Responsive Mentorship

11:00 AM - 11:50 AM

Angela Byars-Winston
University of Wisconsin-Madison

Cultural diversity factors are salient in every work and academic environment. Many of these environments are inhospitable to individuals from groups who identify with minoritized sociocultural identities. These inhospitable environments are particularly prevalent in the biomedical, life, and physical sciences which

are commonly imagined as being culture-neutral, objective, or free of unexamined cultural biases. Moreover, although many research mentors are motivated to address cultural diversity in their mentoring, they often lack the skills to do so.

Culturally responsive mentorship education can address this motivation-skills gap. In this presentation, Dr. Byars-Winston will describe the empirical support for culturally responsive mentorship as one strategy for building transformative communities. She will also highlight findings and practical applications from the research program she leads, a national study investigating an evidence-based intervention to increase the cultural awareness and related behaviors of research mentors in the biomedical sciences.

Lunch 12:00 pm - 12:50 pm

Working Strategically with Inclusive Developmental Networks | 12:00 PM - 12:50 PM

Nora Dominguez
University of New Mexico

Given the complexities of current organizational climates, we acknowledge that a single mentor cannot provide all the guidance, exposure, and opportunities essential to effectively managing current job and leadership challenges. Therefore, the analysis and strategic use of Inclusive Developmental Networks is critical for career success. In this session, Dr. Dominguez will guide participants through a self-reflection activity to explore various types of relationships that encompass Inclusive Developmental Networks, including the different roles they take and the support they provide. Through reflective analysis of your goals and aspirations, and a critical examination of your strengths and weaknesses, each session attendee will be able to identify their aspirations and learning needs. This knowledge, acquired through the reflective practices during this engaging session will guide each attendee in developing a roadmap with strategies for inclusive development networks to acquire the support needed to propel your career.

Concurrent Sessions

9:00 AM - 9:50 AM

Centralized Programming and Theory-based Mentorship: Transforming Identity and Communities

Steps, R.
Sam Houston State University

Lobo A

For marginalized communities, enrollment in graduate programs, completion of graduate degrees, and a smooth classroom-to-career transition are disproportionately lower than their White counterparts. Universities nationwide have implemented student support programs to address and combat these disparities. However, research shows that in many institutions, these programs are within their silos, often being decentralized and specific to academic departments. According to Ross et al. (2016), many believe that dedication and perseverance can overcome obstacles, but studies show that underrepresented students' self-identity plays a major role in their educational and professional success. Therefore, it is pivotal for student support programs servicing marginalized communities to incorporate services that address self-identity. This paper discusses and offers best practices for addressing self-identity in student support programs through theory-based mentorship, including the Theory of Being and Social-Cognitive Career Theory. The Graduate School of Sam Houston State University has implemented a student support program for graduate students, including, but not limited to, minority and first-generation students. This program provides educational and professional support through theory-based mentorship. The Theory of Being and Social-Cognitive Career Theory are rooted in social change to transform self and society for diverse individuals. Using these Theories, the program strives to combat internal and external barriers affecting students' academic and professional success. University student support programs facilitate student performance, contribute to student success, and increase students' chances of degree completion (Johnson et al., 2022). However, they must go beyond their silos to address and tackle the disparities in marginalized graduate student's educational and professional success. Readers and participants discover how Sam Houston State University encourages underrepresented students to pursue and finish graduate school, improve educational experiences, and prepare them for careers with centralized programming and theory-based mentorship.

I Graduated...Now What? Mentors Matter

Clarke, K.
Touro University California

Lobo B

Those completing an education doctorate (EdD) program are not always afforded the same opportunities to engage with faculty as are students completing a PhD program. According to Landry (2019), EdD students solve problems of practice, while PhD students are reviewing research or offering theoretical contribution to the discipline. The EdD is a practitioners' degree. Therefore, time is limited. One must navigate holding a full-time job while engaging in intense academic study. The literature indicates that doctoral students benefit from several social supports, including academic, personal, and professional. Oftentimes, doctoral students are mature non-traditional learners who seek social learning and facilitated guidance to enhance their learning experience and success. However, this population of learners' struggle with building those connections due to time constraints and lack of a variety of social connections. The implications from these situations highlight the need to consider ways to provide students in an EdD program with support from mentors. Direct mentoring will allow the newly minted doctoral completer help with navigating post-doctoral career placement, research and professionalism.

Beyond the Surface: Unveiling Hidden Curricula and Mentorship for BIPOC Women Scholars

Hilliard, L. & White, C.
University of Memphis

Luminaria

The purpose of this auto-ethnographic case study is to explore the intricacies of academia through the lens of BIPOC First-Generation women scholars (BFGWS), focusing on their navigation of hidden curricula within predominantly white higher education spaces. By amplifying the voices of BIPOC women in higher education, the study aims to illuminate the challenges faced, highlight the vital role of mentorship, and provide actionable strategies for empowerment to foster a more inclusive and supportive environment for this underrepresented group. Through a collaborative auto-ethnographic and sister circle methodological approach, the co-authors, comprising three faculty professors and one graduate student mentee, share their personal experiences to shed light on this essential topic. Drawing from their individual and collective journeys as BFGWS, the authors offer a nuanced exploration of how mentorship has played a crucial role in their academic and professional development. By addressing the dual challenges faced in white-dominated spaces and authentic self-presentation, the authors underscore the transformative impact of mentorship in empowering BFGWS. For example, mentorship helped one author navigate complex social hierarchies and provided another with strategies to balance academic responsibilities with familial obligations. They present specific strategies for building supportive communities, such as creating safe spaces for BFGWS to share experiences, leveraging mentorship networks by connecting mentees with experienced mentors, and developing self-empowerment mechanisms like resilience training and self-advocacy workshops to unveil and tackle the hidden curricula. Practical, transferable steps are shared that serve as a mentoring guide for future BFGWS, advocating for a systemic embrace of mentorship to foster a more inclusive and equitable academic landscape. The underrepresentation of BFGWS in academia necessitates a critical examination of their systemic barriers, including the pervasive challenge of Imposter Syndrome and the absence of formal academic mentorship. This work is significant as it advocates for robust mentorship structures, underscoring the necessity of support systems to help overcome systemic barriers and foster inclusive equity in academia. This research is pivotal for institutions aiming to enhance diversity and enrich their overall vibrancy.

Targeting, Transforming and Training: Transdisciplinary Mentoring Networks

Nicholas-Donald, A. & Osa, J.
Virginia State University

Santa Ana A

This study explores transdisciplinary mentoring networks and the pivotal role of targeting key faculty members in institutions of higher learning to lead transformative changes across diverse fields. These networks, characterized by collaboration beyond disciplinary boundaries, foster innovation, creativity, and holistic problem-solving. We investigated how transdisciplinary mentoring can facilitate transformative outcomes in education, research, and professional development. Through a quantitative analysis, operational mechanisms and challenges within these networks are investigated. The aim of this study includes informing mentoring practitioners, educators, and policymakers about the transformative potential of cross-disciplinary mentorship in addressing complex challenges and advancing knowledge across various domains.

Role and Experience of Graduate Assistant in Decolonizing, Liberatory Practices in Faculty - Student Mentor Relationship: From Assistantship to Accompaniment

Bleasdale, J., Aglipay, F., Daniels Hermosura, K., & Rubinstein, Y.
University of San Francisco

Santa Ana B

A model of the role and experience of graduate assistants in decolonizing, liberatory practices in faculty-student mentor relationship is presented in this paper. Shifting the paradigm from assistantship to accompaniment challenging the traditional paradigm of the graduate assistantship. In this model, graduate students and professors collaborate to create a mutually beneficial learning experience that draws on critical feminist leadership and decolonizing practices. The authors propose a model that emphasizes dialogue, collaboration, reflection, and liberation. By engaging in these practices, professors and students can co-create a space where all voices are valued, and equity is prioritized. The evolving model includes co-teaching, curriculum development, critical pedagogy, and auto-ethnography. This shift in focus allows graduate students to thrive

in their journey, rather than solely serving the needs of the professor. Through shared experiences, the authors demonstrate how this model can create a more equitable and empowering learning environment for both graduate students and professors.

Moving Forward Together with High School Students and TCNJ: A Transformative Community

Nelson, Y. M., Jackson, D. F., & Barnes, C. M.
The College of New Jersey

Acoma A

Urban youth face many challenges in pursuing health careers, but the advantages of diversifying the healthcare profession are evident in recent literature. Pipeline programs can benefit students who may not have accurate perceptions or knowledge about health careers. The objective of this innovative program is to increase awareness of the healthcare profession and career attainment for underrepresented students. Evidence has revealed that in certain contexts, a student's sense of belonging improves academic outcomes, increases continuing enrollment, and is protective for mental health. The team will examine the measurable value of belonging by asking the high school participants to complete a "Sense of Belonging Scale" during the first workshop and at the end of the project period. Results will be analyzed against the initial baseline. As this funded program is ongoing and will conclude July 2024, an analysis of the following will take place: pre survey findings, attendance/participation rates, number of students that applied to college, number of students considering/pursuing a health career, and types of healthcare careers considered/pursued. This pipeline program seeks to increase, over time, underrepresented students in healthcare majors at the college located in central New Jersey. Fostering mentoring relationships is one fundamental strategy for nurse educators to develop and maintain an inclusive environment that is vital for the recruitment of diverse students. This innovative pipeline program is based on the strengths of a central New Jersey college, students, and mentors involved. The program offers social and educational experiences and support. Actively educating and mentoring students about the opportunities in the healthcare profession will assist in advancing the future of healthcare and create intentional

FLIGHT: Transforming Assumptions by Developing a Culture of Mentoring

Stampfl, T. & Allison, D.
University of the Incarnate Word

Acoma B

This is a case study of an inclusive mentoring program, Financial Literacy, Integrated Guidance, and Healthcare Tracts (FLIGHT), at a Hispanic-serving institution in Texas. A Title V-funded project, FLIGHT has created a mentoring culture on campus by redefining mentoring as an organic practice that includes faculty, staff, and students. It focuses on mentoring moments rather than the traditional and conventional paired mentor roles, fostering deliberate and intentional connections to a community of mentors across the university. According to multiple research studies, historically underrepresented and first-generation students face more barriers than traditional students. Even though successful mentor relationships can result in a higher persistence to graduation, it is exactly these underrepresented students that often lack access to mentor programs. Therefore, Title V funding and support has allowed FLIGHT to train certified mentors who are at key intersections between students and the university community and to empower mentors to engage in mentor moments regardless of any pre-existing relationship. This campus-wide, faculty-led program connects faculty, staff, and student mentors so that they can collectively identify barriers that students face in navigating college successfully, such as lack of financial literacy and a poor understanding of student success tactics, and trains them to mentor in the moment guided by the student's best interest. With FLIGHT, every student has the opportunity to be mentored when they attend classes, inquire about their financial aid, or attend a session at the Writing Center. The university has systemically embraced this multi-pronged intentional mentoring effort. Since 2022, FLIGHT has certified over 200 mentors, offered biannual workshops to support and grow the mentor network, and embedded both mentors and mentoring strategies into the curriculum, such as first-year seminars that are only taught by FLIGHT-certified instructors. By taking a radically inclusive approach to mentoring, FLIGHT has transformed assumptions about mentoring and changed the culture of the university, bringing mentoring to the forefront of many interactions.

Advancing URiM Medical Students through Transformative Research Mentorship

Bazargan, S, Dehghan, K., & Teruya, S.
Charles R. Drew University of Medicine and Science - Los Angeles.

Fiesta A&B

The Medical Student Research Thesis Program (MSRTP), established in 1995 at Charles R. Drew University of Medicine and Science and the David Geffen School of Medicine at UCLA, aims to mitigate health disparities through student-led research projects. Anchored in transformative learning theory, this study assesses the effectiveness of the MSRTP's mentorship model using the acronym MENTOR: Motivated, Effective, Navigator, Targeted, Objective, and Responsive. A survey was administered to 182 students from the classes of 2014-2023. The survey evaluated student satisfaction with mentorship and self-reported improvements in research skills. High levels of mentor satisfaction were reported, with 89% of students finding their mentors available when needed and 90% acknowledging constructive feedback. Positive interactions were linked to the MENTOR attributes, particularly mentor support for research formulation, data analysis, and protocol development. Significant improvements were reported in accessing peer-reviewed literature (83.5%), practicing evidence-based decision-making (84.6%), and conducting web-based searches (81.8%). Frequent requests were made for more one-on-one sessions and enhanced support in statistical analysis. The findings underscore the MSRTP's success in fostering effective mentorship that prepares medical students for research careers. Recommendations for future improvements include reinforcing the MENTOR attributes, increasing mentor-mentee interactions, providing additional support for statistical analysis, and facilitating collaborations with mentors from partnering institutions to broaden research opportunities. Implementing regular feedback mechanisms can help continuously improve the program.

Negotiating Experiences While Building Community: A Model for Faculty Mentorship

Hamlet, J.
Northern Illinois University

Spirit Trailblazer

Faculty mentoring is commonly defined as the practice in which one or more faculty, usually of a senior rank and outstanding achievement, guides the professional development of one or more entry-level or junior faculty. However, faculty mentorship can also be implemented among faculty regardless of rank, in ways that allow them opportunities to share various competencies, strategies, or innovative ideas with other faculty. This can be accomplished through the implementation of a well-design faculty mentoring program and a support system that amplifies professional and psychosocial support from faculty to faculty with additional support from the institution's leadership. Much has been written about the importance of establishing mentoring relationships between faculty and students and between students and students to improve their academic success and increase career attainment. However, the mentoring and sense of belongingness that necessitates faculty's professional development and career success is often overlooked. How can faculty instill in their students and new colleagues, a sense of belongingness and community when they may be experiencing aloofness within the academic community? This paper posits that faculty mentoring should not be considered just another faculty development activity but should be implemented and supported as a significant on-going practice that defines the culture of an institution in a manner that could heighten the recruitment, retention, and success of faculty by practicing a culture of belongingness and community. A case study in progress focusing on a faculty mentoring program where the focus is on creating a university-wide culture of mentoring and community incorporating Geoffrey Cohen's theory of belongingness along with Etienne Wenger's framework of creating a community of practice in which belongingness is enhanced is also presented.

Leaders' Unsolicited Sentiments on Mentorship

Powers, C. J.
Immerse

Isleta

This paper reports on findings from a two-phase study that gathered both quantitative and qualitative data from over 200 professionals working in World Language Education in the United States. As these experienced leaders explored their leadership journeys, the unsolicited theme of mentoring repeatedly emerged. Our approach centered on identity awareness, attitudes, beliefs, and experiences of leaders in World Language Education. The analysis of these unexpected data yielded seven shared sentiments on mentorship among these leaders. Our initial questionnaire, which was distributed digitally through professional networks, received over 200 responses, gathered via both Likert scale and open-response items. We subsequently interviewed 60

leaders via Zoom to gather in-depth data. These leaders represent a variety of educational contexts in the U.S., including hierarchical, reciprocal, one-to-one, group, face-to-face, and virtual relationships, not only in K12 and higher education, but also in teaching institutions outside of academia. Over a quarter of all of our leaders referenced mentorship in our data at least once and expressed at least one of the seven identified sentiments. Five of these sentiments assert requirements for good mentorship, two sentiments convey the benefits of mentorship, and one sentiment--which was referenced most frequently overall--communicates the scarcity of and the urgent need for leadership mentorship opportunities. These findings demonstrate both the value of and need for more structured mentoring programs that focus on the effectiveness of mentoring and leadership practices.

Concurrent Sessions

10:00 AM - 10:50 AM

Transforming the Dispositions of Educators in Inclusive Environments through Mentoring

Horn, P. & Augustine-Shaw, D.
Northern Arizona University & Kansas State University

Lobo A

Schools nationwide are facing a crisis in teacher and educator shortages. States are trying alternatives to provide teachers for every classroom by exploring options that allow pre-service students to take teaching jobs and put administrators back into the classroom. Even with these alternative solutions, few states believe that they will be able to fill the vacancies. In current times, mentoring is an important variable in aiding new educators to be successful and remain in the profession. Therefore, how do mentors transform the dispositions of teachers and educators in inclusive environments? Highlights include teacher and leadership preparation programs from a Southwestern and Midwestern university recruitment and retention program through the role of mentors who support novice educators in developing performance and essential knowledge with an emphasis on critical dispositions. Data sets will be presented, analyzed, and discussed. Multiple conceptual frameworks exist within this paper. The Interstate Teacher Assessment and Support Consortium (InTASC) standards were adopted by the Council for the Accreditation of Educator Preparation (CAEP,2015) Board of Directors to be a part of the accreditation process. Both InTASC and CAEP recognize the importance of preparing teacher candidates to cultivate dispositions necessary for preparing them to teach in diverse public schools. In addition, an educational leadership preparation program for principals in a Midwestern university focuses on the National Educational Leadership Preparation (NELP) Program Standards-Building Level (National Policy Board for Educational Administration, 2018) standards in a practicum delivered in a cohort.

Breaking Down the Hierarchy: Case Study of a Novel Mentoring Model

Corlew, K., Brunton, M., Kramer, L., & Rousseau, A.
University of Maine - Augusta

Lobo B

The Barracuda (Biodiversity And RuRal Adaptation to Climate Change Using Data Analysis) team is an NSF-funded research project comprised of multidisciplinary and cross-institutional researchers at the senior, junior, postdoctoral, postgraduate, graduate, and undergraduate levels. All team members have diverse experiences and expertise, thereby expanding the range of mentorship opportunities to all professional levels. Team CHASM (Communication Has A Special Meaning) are undergraduate and graduate researchers in the Barracuda project focused on communications research and mentorship who are leading the current mentoring evaluation study of the novel All Team Mentoring model. The full Barracuda team convenes twice annually providing updates, professional development training, project administration discussions, and planning for the next six months. Additionally, team members participate in All Team Mentoring sessions. All Team Mentoring is led by the lead PI who creates an anonymous Google Form for team members to submit questions for a discussion session. Topics have included grant-writing, academic career pros and cons, interpersonal challenges, networking, resume building, publications, conference presentations, and time management. This study evaluates the novel All Team Mentoring model, as well as Tailored Mentoring for post-doctoral, graduate, and undergrad-

uate students. The All Team Mentoring and Tailored Mentoring outcomes aim to enhance knowledge, skills, expertise, professional network, professional accomplishments, satisfaction, and interest in mentoring others. The informant population includes Barracuda Project members, who also serve as collaborative partners. The evaluation assessed personal impact and satisfaction with mentoring, including All Team Mentoring and Tailored Mentoring. Early results support positive interactions with this method. The anonymous mentoring model eliminates the traditional academic hierarchy, while making it easier to ask questions for those who may not feel comfortable doing so otherwise. This paper explores relationships between the Tailored Mentoring and the All Team Mentoring model as well as recommendations for future use and evaluations of this method.

Evaluating Mentee Preferences to Develop Best Practices and Foster Faculty Connections

Chambers, B.
Texas Tech University

Luminaria

In the wake of the pandemic, Texas Tech University recognized the need to foster faculty connections and improve retention efforts. In response, the Office of Faculty Success established the Faculty Mentorship Academy (FMA) to be administered through the Teaching, Learning, and Professional Development Center. This study evaluates the impact of the FMA program on faculty mentees' professional and personal development during the 2023-2024 academic year. Twenty-one mentees were assigned to four mentoring circles, each led by two mentors, and participated in meetings and workshops throughout the year. Pre- and post-program assessments were conducted to understand participants' expectations and experiences. Findings revealed that mentees reported high overall satisfaction with the program (M=4.38), with 62% strongly agreeing they had grown professionally (up from 53.6% in the beta cohort) and 46% strongly agreeing they had grown personally (equal to the beta cohort). Mentees also reported increased awareness of university resources for overcoming barriers and a better understanding of faculty success factors, such as differences in departmental culture and tenure/promotion processes. The most beneficial program elements included communication from FMA leaders, weekly emails, and workshop options. Workshops focused equally on hard skills (teaching, research, academic progression) and soft skills (mentoring, personal improvement, personality assessment). The study concludes that mentorship programs are crucial for rebuilding professional and personal developmental networks in post-pandemic academia, and the FMA program has positively impacted faculty development at Texas Tech University. The findings provide a baseline comparison for future FMA cohorts, and administrators will continue to seek insights from mentees and mentors to fine-tune the program.

Piloting a Relational Intervention: A Multilayered Mentoring Approach

Talley, C., Nicholas-Donald, A., Conway, A., Ellenwood, J., & Blunt, T.
Virginia State University

Santa Ana A

This research investigates a mentoring model implemented by Virginia State University, a Historically Black College/University (HBCU). The study aims to understand the extent to which an intrusive near-peer mentoring method supports first-year students in understanding and then implementing behaviors conducive to high academic achievement. A new theoretically derived quantitative assessment instrument developed in partnership with the HBCU STEM Undergraduate Success Research Center was used in this study. Additionally, the research utilized qualitative assessment to gauge the effectiveness of the experience. A thematic analysis was conducted to provide insights into student perceptions of the support provided by student and faculty mentors, as well as the impact of engagement in communities of practice on collegiality and collaborative learning. The combined findings, along with grade data provided evidence of the effectiveness of this mentorship model in helping entering students adopt effective academic behaviors. The findings also reveal the value of a strong support system developed by student mentors that includes collaborative learning and professional growth. This research contributes to the discourse on effective mentoring models and their potential for building transformative communities in educational settings.

Fostering Mentorship by Creating a Culture of Empathy Amongst Faculty

Moran, P.
University of Texas at Austin

Santa Ana B

The number of students with disabilities who have been successful in secondary education has increased con-

siderably, and many are pursuing higher education. As a result, colleges and universities are experiencing an increase in enrollment of students with invisible disabilities and other types of neurodivergent executive brain functioning. The percentage of students with disabilities enrolled in postsecondary institutions has almost doubled in the last decade. It is imperative to expand our knowledge of how faculty members ensure that students engage in their learning, interact with the course material, and connect with classmates. Faculty must also make certain that members can serve as mentors for this student population. Research has identified factors related to successful degree completion for students with disabilities and found the need for empathy in the classroom and campus environment to be imperative. To help address this need, a curriculum for faculty aimed at modeling empathic responses is being developed at the University of Texas at Austin. Through this video project, faculty and students discuss how empathy is critical, especially in a student-faculty/mentor-mentee relationship.

Utilizing Mentorship in BIPOC Student Integration at PWI's

Robinson, K. M.
Arcadia University

Acoma A

A significant national issue with college and universities' lack of Black, Indigenous and People of Color (BIPOC) education students is their inability to successfully recruit students and maintain effective structural programming for those who do attend (Fruiht et al, 2018). This study examined the experiences of mentors in a fellowship program and the impact it may have on the retention of Black, Indigenous, People of Color (BIPOC) students at a Predominantly White Institution (PWI) within the field of education. The researcher referred to Tinto's student integration framework which focuses on student departures from university in relation to community involvement, academic challenges as well as the lack of academic and occupation goals resolutions. Tinto believed student retention could increase in a college setting by providing academic support, financial support, advising, monitoring, and involvement. Tinto's framework assisted the researcher in uncovering ways in which PWI's can utilize mentorship for BIPOC student retention. This qualitative study collected primary data from mentors that participated in the fellowship program between the years 2020-2023. The participant's time as fellowship mentors varied from 1-2 years of experience. The participants participated in semi-structured interviews, which identified nine key themes that had an impact on mentors' experiences: (1) academics, (2) communication, (3) community involvement, (4) culture diversity, (5) desire for change, (6) emotions, (7) support & training, (8) social connection and (9) university experience. The data suggests that the fellowship program is effective in creating connections and support amongst the fellowship participants through mentorship. Through data analysis and based on the themes identified in the study, the researcher developed the Robinson Mentorship Framework (RMF) which includes three important components: Training and Support Systems; Cultural Competence; Collaboration and Relationship Building which are critical in ensuring positive experiences and outcomes for BIPOC student integration into PWI's.

The Transformative Journey of Service-Providing Business Owners: Mentoring and Coaching Through AIT

Manoukian, E.
Platonium Consultants & Gem Educare

Acoma B

Mentoring service-providing business owners involves a transformative journey that requires special knowledge and skills, vision and creativity, and a disposition to engage in the formation of a mutually beneficial developmental relationship. As a mentor to service-providing business owners, I suggest that being effective in mentorship requires listening and reflecting to understand mentees without judgment or bias, which has been referred to as judgmentoring in the literature. To do so effectively, mentors must have a deep awareness of their emotions, thoughts, behaviors, and actions. Using Zeine's Awareness Integration Theory (AIT) as the framework for mentoring practices, a mentor can help unlock each mentee's potential. AIT is a skill-building conceptual model based on multiple theories, including emotional intelligence, choice theory, and mindfulness. It uses cognitive, behavioral, emotional, and body/mind practices to instill considerably greater self-awareness in mentors about their practices. AIT also creates greater awareness of the influences the mentor has on the mentee's patterns of thinking, feeling, and behaving. As a practitioner who mentors aspire to and current service-providing business owners, I guide mentees' use of the AIT model as a tool to become more intentional in their decision-making and actions. As mentees clarify their values, thoughts, feelings, and actions, they recognize the transformation that can occur by envisioning their intended outcomes. Through AIT, service-providing

business owners recognize the skills they have learned and envision the new skills they need to create their intended outcomes. As Clutterbuck (2014) professed, everyone needs a mentor.

Implementing a Nurse Mentor Program to Reduce Burnout and Enhance Job Satisfaction

Jones, S. J.
Madisonville Community College

Fiesta A&B

This article is an overview of a USDA Delta grant funded initiative to improve the resiliency of health care workers. The grant aims to improve resilience by developing and implementing a nurse mentor program at four regional hospitals. The aim of the mentor program was to provide role socialization coupled with professional education on strategies to enhance coping skills thus improving resiliency of the participants. Mentees were novice nurses; mentors were seasoned nurses who were selected based on eligibility criteria. Dr. Patricia Benner's Novice to Expert Theory served as the theoretical underpinning to support the transition of the mentee into the complex role of practicing nurse. Benner described the novice nurse as someone who requires a mentor to assist with defining situations, to set priorities and to integrate practical knowledge. Developing a nurse mentor program at four independent hospitals each with their own culture, needs and desires was challenging. The mentor program director was responsible for soliciting and maintaining buy in from hospital administrators and mid-level nurse managers. While implementing a new mentor program into existing workplace cultures was challenging, it was also fruitful. As challenges emerged, the mentor program director and hospital leader(s) worked to find solutions to maintain the program. Evaluation data was collected using a repeated measures methodology at 3, 6 and 12 months. Measurement surveys were selected based on relevance to the practice setting and their psychometric properties of validity and reliability. The program was determined to have a positive impact on job satisfaction and a reduction in feelings of burnout. The satisfaction survey results at two of the hospitals saw an increase in seven job satisfaction subscales from the 3-month to 12-month evaluation time points. Additionally, participants reported reduced feelings of burnout, exhaustion and depersonalization. Mentoring was an effective strategy to promote resilient behaviors in the increasingly stressful and challenging health care workplace.

Fostering STEM Identity: Community Support & Peer Mentoring for Neurodivergent Students

Whittaker Matte, R. & Monroe, C.
Landmark College

Spirit Trailblazer

Despite interest and potential in STEM (Science, Technology, Engineering and Mathematics), neurodivergent (ND) individuals face underrepresentation and marginalization. These individuals experience low rates of degree completion and even higher dropout rates from STEM programs. In the workplace, elevated levels of unemployment among individuals with disabilities underscore the need to address obstacles to persistence in STEM programs and pathways to the workforce. The AIE-STEMPLOS (Access to Innovative Education in Science, Technology, Engineering, and Mathematics-Providing Learning Opportunities and Scholarship) program at Landmark College, launched in 2021, aims to empower ND STEM scholars by leveraging effective mentoring strategies to support degree completion and career development in STEM fields. Supported by the National Science Foundation (NSF) through scholarship funding (S-STEM), the program's primary goals are to support domestic low-income, academically talented ND scholars in Computer Science and Life Science, create a robust culture of mentorship within the STEM department, and strengthen scholarly professional development. We generally refer to students as scholars in this program as that is the language preferred by the NSF. The mentoring component is designed to enhance psychosocial and professional development through faculty, group, and peer mentoring. Employing tools like the Birkman Method, mentor maps and Individual Development Plans (IDP), the program fosters self-understanding and community among scholars. Evaluation methods include qualitative and quantitative assessments, with data showing high satisfaction with mentor-mentee relationships, robust engagement in professional development activities, and significant improvements in scholars' professional outlook and STEM identity. This comprehensive approach integrates faculty mentors, career counselors, and weekly cohort meetings for mentoring and professional development activities. This paper will highlight the faculty and group/peer mentoring components of the program, demonstrating how inclusive educational strategies can promote diversity within STEM fields.

Mentoring Teachers for Anti-Bias, Anti-Racist (ABAR) Work: Building Transformative and Equity-Focused School Communities

Bagley, S. S. & Pierce, E.
University of Washington College of Education

Isleta

Anti-bias, anti-racist work (ABAR) is essential for ensuring all students are provided with "a structured environment where they can feel safe to ask questions, express themselves, and share aspects of their identity" (xxii). Teacher-leaders – that is, educators who lead either informally or formally in schools, including as coaches and mentors – are uniquely poised to assist colleagues through ABAR initiatives and goals. Aguilar's (2020) transformational coaching model specifically supports educators as they transition to equitable spaces for teaching and learning in schools, thus beginning to address the need for a more explicitly anti-racist approach in mentoring and coaching. We propose a professional development (PD) approach that prioritizes mentoring teachers as they craft and maintain culturally responsive, equity-driven classrooms and avoid what Gorski (2019) refers to as equity detours.

Concurrent Sessions

2:00 PM - 2:50 PM

How Mentoring in Meaningful Relationships Drives Equitable Student Success in Higher Ed

Longmire-Avital, B & Krechel, E.
Elon University

Lobo A

Research has consistently confirmed the powerful benefits of meaningful relationships for overall well-being and inclusive belonging. The skills required to be a successful relationship generator are in alignment with the goals and values that are central to an engaged and compassion-centered education. Students, faculty, and staff have the potential to use these multiple relationships as anchors that support retention and personal growth in the pursuit of purpose and overall meaning-making. The goal of a collegiate experience is the successful navigation through the institution the yields preparation for a unique and dynamic purpose, career, and life. Most opportunities, meaningful connections, structured programming, pathways, and gateways tend to be found in students' first and final years with the assumption that those relationships flow through the middle years. Additionally, historical exclusion in education has led to access and equity barriers. In the academic year 2023 - 2024 nine pilots and initiatives were launched to explore how the Mentoring in Meaningful Relationships (MIMR) framework could be designed to position mentoring as a vehicle for driving equitable student success. For example, pilots and initiatives included the development of a handbook to enhance the academic advising relationship, accessible professional development, and how peer mentorship can increase retention. Four major competencies for high quality mentoring emerged across the multiple pilots: (1) cultivating empowered relationships with others, (2) supporting growth and learning, (3) developing a critical consciousness, and (4) enhancing interpersonal skills. Efforts also aimed to address the following question: How can we harness already successful programs and opportunities into intentional pathways to facilitate connection and network building across all years of a student's collegiate career?

Mentoring Circle: Positioning New Faculty for Success

Clemons, L. & Johnson, G.
Mercer University

Lobo B

Mentoring is crucial in fostering faculty excellence across all career stages in academia. As faculty navigate multifaceted responsibilities, cultivating authentic mentor-mentee relationships grounded in mutual trust and investment is essential. Well-documented benefits include increased career satisfaction, productivity gains, leadership development, a sense of belonging, and institutional commitment. The need for inclusive mentorship models becomes even more pressing with expanding faculty diversity. This is where mentoring circles

excel, playing a significant role in fostering diversity. These innovative group approaches, such as interdisciplinary mentoring circles, offer powerful advantages that complement traditional one-on-one mentoring. They foster cross-pollination of ideas, community-building, shared mentorship workloads, and infusing diverse perspectives in psychologically safe environments. For underrepresented mentees, circles provide vital counter-spaces buffering marginalization. Importantly, mentoring circles allow mentors and mentees to learn from multiple individuals' varied experiences and expertise. Mercer University's Mentoring Circle, a prime example of best practices, united new faculty across disciplines. Its success was due to its prioritizing of leadership, voluntary commitment, collaborative visioning, and structured open dialogue meetings. The interdisciplinary nature of the College of Professional Advancement, with six departments across various locations, made the mentoring circle concept particularly appropriate. Grounded in evidence-based principles yet flexibly meeting institutional needs, mentoring circles position universities as pioneering faculty mentoring leaders. Strategically investing in quality mentoring empowers scholarly potential across the continuum—supporting new academics, facilitating career pivots, and reigniting inspiration for veteran faculty. Cultivating vibrant mentoring elevates the entire academic enterprise through transformative teaching and research, and it attracts brilliant minds that enrich the world. Mentoring circles foster connectivity, shared wisdom, and professional growth, creating an uplifting environment that benefits the entire academic community.

Building a Research Community through Mentoring Postbaccalaureates

Reichenbach, R.
North Dakota State University

Luminaria

Many undergraduates complete college with no clear pathway to remain in STEM careers. In response, The National Science Foundation-Biology (NSF-Bio) created the Research and Mentoring for Postbaccalaureates (RaMP) program as a bridge for recent graduates to explore research careers. Few studies have examined the mentorship of this postbaccalaureate population. The RaMP program described herein (CHANGE RaMP) uses an established model for professional growth and weaves in a community of practice to bridge the gap between baccalaureate and professional. One goal of the CHANGE RaMP program is to develop mentee's sense of belonging to the scientific community through structured mentoring. We achieve this goal by (1) engaging students in a year-long scaffolded research project and (2) providing one-on-one mentoring by an experienced researcher mentor coupled with additional mentoring by members of our network. Our mentoring network includes diverse expertise, interests, and projects with representatives from academia (e.g., North Dakota State University, tribal colleges), government agencies (e.g., USDA, USGS), and the private sector (e.g., Nature Conservancy). A second goal of the CHANGE RaMP program is to increase representation of rural students in STEM as well as other traditionally underrepresented populations. Our recruitment plan specifically focuses on recruiting students from rural colleges and universities. CHANGE RaMP defines success through the growth of each mentee's social and professional mentoring networks and an increase in their sense of belonging to the scientific community using end-of-program career intentions. Data from our first cohort finds that they increased their mentor networks and sense of belonging. Their self-perceptions as researchers have also grown, and the majority have applied to graduate school with plans to continue in academia. This initial success provides a model for building future programs to bridge the gap between a baccalaureate degree and research careers.

Therapeutic Youth Mentoring Cross Case Analysis: Mentor Personal & Professional Growth

Stark, C. & Rodriguez, M.
University of Colorado - Colorado Springs

Santa Ana A

The University of Colorado Colorado Springs Campus Connections (CC) therapeutic youth mentoring program matches youth mentees (ages 10-13) from Colorado Springs and surrounding communities with trained undergraduate mentors. This study utilizes cross-case analysis and case study methodologies to explore the experiences of five mentors who participated in CC fall 2023. Participants completed one audio-recorded semi-structured interview regarding their experiences as mentors and students. The research team employed Atlas.ti's Artificial Intelligence (AI)-assisted coding to support the analysis process. Emerging themes describe mentors' personal and professional growth during the mentoring process, and the importance of relationships in positive outcomes.

Creating Faculty Mentoring Structures Through a Collaborative Learning Community

Beydler, K., Ashida, S., & Adams, L.
University of Iowa

Santa Ana B

Faculty learning communities (FLCs) are faculty peer-led groups dedicated to developing knowledge around a shared domain of practice, while also facilitating the production, dissemination, and use of evidence-based practice outside the community, leading to sustained change. A campus-wide needs assessment conducted via diverse focus groups (i.e., faculty of all ranks and tracks) identified a gap in faculty mentoring practices. Supported by the associate provost for faculty, two faculty members convened the FLC in collaboration with the campus Center for Teaching. Faculty conveners chose the FLC structure to imagine mentoring programs rooted in constituent needs and create structures appropriate for our campus context. This session will discuss the creation, current outcomes, and next steps of a FLC dedicated to creating effective mentoring structures for faculty at a large R1 institution. The faculty co-conveners are a Provost Faculty Fellow and a Center for the Improvement of Mentored Experiences in Research (CIMER)-trained faculty member. In collaboration with the associate provost for faculty, they set three goals for the FLC over a 2-year timeline: 1) Build a community that values and fosters mentoring; 2) identify strategic pathways to uplift the culture of mentoring; and 3) invest in mentorship on campus through financial support and recognition. Mid-career and senior faculty who had completed formal mentor training were invited to participate in addition to those recommended by Associate Deans for Faculty. The FLC includes members from 14 departments across 4 colleges who meet monthly to discuss best practices and potential structures for future implementation of campus-wide structure. The FLC identified initial strategies that could be implemented with support and resources from the office of the associate provost for faculty. These include offering coherent central guidelines for faculty mentoring, creating a cross-disciplinary peer mentoring program for incoming faculty, and providing formal facilitator training to create campus change agents.

Bridging the Divide: Case Studies of Successful Diversified Mentoring Relationships

Welch, M.

Acoma A

As those who value mentoring seek to facilitate new mentoring relationships, more and more of these relationships will cross lines of identity, including race, gender, age, and a host of other factors as schools and workplaces become more diverse. This paper presents three case studies of diversified mentoring relationships, or those characterized by differences in factors such as race and gender. These were mentoring relationships that mentees described as among the most significant of their lives. The basis of these case studies were six semi-structured interviews with three pairs of mentors and mentees from different races and / or genders. These developmental mentoring relationships were of three types: one youth, one academic, and one workplace relationship. Given the mixed results of matching mentors based on race and gender in the past these case studies contribute to mentoring by illustrating successful diversified matches at a time when such examples are needed to support diversifying schools and workplaces. Based on these cases, I suggest that the most effective mentors balance several tensions throughout the relationship. Taking a concept from Aristotle, I refer to these finding the three Golden Means of mentoring: building relationships while focusing on a task; offering support and encouragement while challenging mentees; and instructing mentees while also cultivating mentees' unique talents and learning from mentees.

How to Develop the Diversified Workforce with Diverse Mentoring Solutions

Gray, W.
Mentoring Solutions

Acoma B

As a professor for 15 years, Dr. Gray learned the importance of doing R&D to identify appropriate Interventions (methods, processes, strategies). As a businessman for 38 years, he learned how to produce expected Results. He combined both paradigms while helping over 150 organizations plan and implement appropriate Mentoring Solutions. In this paper, he can describe only six distinctive Mentoring Solutions for different challenges because of space limitations. Gray describes how diverse Mentoring Solutions must be collaboratively planned with key stakeholders and then implemented to benefit diverse proteges, mentors and their organizations – because "one-size-fits-all" cannot. He explains how training Mentoring Partners enhances success (develops better relationships and better outcomes) than training only mentors or proteges. He describes the importance of appropriate Mentoring Variations (peer/reciprocal/group/rotational/multi-tier/conventional mentoring) and using custom-designed mentoring activities and tools: Mentoring for Results Partner Training

that jump-starts actual mentoring, Mentoring Style Indicator that enables mentors to provide assistance the protege prefers and will utilize, 6-Step Mentoring Process that resolves difficult challenges without mentors "telling" what to do or "expecting" proteges to figure this out, Needs-Expertise Inventory that identifies protege needs and corresponding mentor expertise, and Mentoring Action Plan that enhances Goal attainment, and documents what was done and learned.

Qualitative Descriptions of Developer Changes or Consistency Over Time

Roesch, A., Rishel Brakey, H., Tigges, B., & Sood, A.
University of New Mexico & University of Maryland - Baltimore County

Fiesta A&B

Developmental networks comprise individuals (i.e., developers) who take an active interest in and concerted action to advance protégé's career. Research demonstrates that the social composition and characteristics of developmental networks change over time as protégés' careers evolve. However, little qualitative research explores if, how, and why developmental networks change. This analysis examines why protégés change or maintain connections to their developers, focusing on social constraints and deliberative actions. Using an exploratory qualitative approach, we explored the reasons that university faculty respondents changed their developmental networks over time. We considered the potential for individual/developer characteristics and structural constraints on relations between developers and protégés (e.g., job change) to understand how and why respondents added, maintained, or dropped developers from their networks. We conducted 56 semi-structured interviews with faculty mentors and mentees from three universities and the Mountain West Clinical and Translational Research Infrastructure Network, enrolled in a larger study of mentor training interventions. Respondents discussed how their developmental networks changed over 30 months. Self-reported network maps at baseline, 12, and 24 months were used to augment these interviews by showing who was in their network at these time points. Decisions about stability or change in networks mainly appeared unrelated to strategic decisions based on respondents' goals or identified network gaps. Instead, themes related to consistency or change included personal reasons (e.g., position change by respondent), or the personal or situational characteristics of the developer such as: being supportive and trustworthy; a collaborator on projects; genuinely caring; having similar experiences, goals, or values as respondent; social and work overlap; and time or capacity changes (e.g., developer retiring). Our findings establish the rationale for developing and implementing a structured, evidence-based networking intervention to educate faculty on intentionally changing developmental networks based on action plans.

Cultivating a Culture of Professional Learning through Reciprocal Mentorship

Hudson, M., Hellenberg, J., & Harder, C.
University of Wyoming & Laramie High School

Spirit Trailblazer

This conceptual paper describes the Mentorship for Learning (MFL) framework we are piloting in K-12 and higher education settings. The MFL framework was developed from research, best practices, and our personal experiences to enhance professional learning within a mentorship model. It is a work in progress as we test and refine these ideas in the field. The overall goal of the framework is to create affinity within mentoring partnerships by developing relationships, trust, and communication. The framework offers a four-quadrant structure for building context, giving, and receiving feedback, deciding on actionable items, and reflecting on the impact of the action. While implementing this mentoring cycle, both members of the partnership also acquire or enhance their abilities in the following interrelated competencies: credibility, care, clarity, modeling, success criteria, evidence of success, opportunities for growth, and goal setting. This approach to reciprocal mentorship benefits both the mentor and mentee while cultivating a culture of professional learning in which growth for all is viewed as a matter of course.

Connecting Students Across Borders: Mentoring an International Virtual Class Project

Montgomery, S.
University of North Alabama

Isleta

This project was a collaboration between two college classes: one from the United States and the other from France. Students in the author's class were randomly divided by the learning platform into seven groups comprising a mix of French and American students. Students in the French class were divided by their instructor. Collectively, a gender issue was chosen, research was reviewed, and a survey was created, and data were

analyzed jointly. Students wrote a paper and presented the research to their respective classes. Experiential learning is the hallmark of this project, which took a lot of preparation and planning by faculty. French and American cultural dimensions are similar in ways, yet, incredibly different in others. And so, this environment provided a robust opportunity to develop intercultural competence, develop camaraderie with individuals from another country, and learn to communicate through challenges and obstacles. This project was supported by Gazelle International, a non-profit organization that creates international virtual exchanges for university classrooms. The organization connects faculty from two different countries, provides them with training, guidance and ongoing support throughout the process. The University of North Alabama is a small southern university in the United States, and students in the project attended a Gender Communication course. The UNA professor was paired with a professor from a large French university, who teaches a Conversational English course. Virtual meetings were held several times to create a schedule, select activities to facilitate student learning, and develop assessment tools. Additionally, faculty and students interacted during the semester. In this virtual environment, mentors must model patience, while fostering a flexible communication atmosphere. Students may be apprehensive, so faculty must be positive to allay their initial fears. Faculty must also be prepared for any difficulties that arise so that students can get the maximum benefit from this international effort.

Writing for Publication in The Mentoring Institute's Chronicle of Mentoring & Coaching

Trube, M. B.
The Mentoring Institute

Mirage Thunderbird

The Chronicle of Mentoring and Coaching (CMC) publishes both special issues and quartile issues annually. Special issues began in 2008 as conference proceedings and evolved into a full journal in 2018 to publish peer reviewed papers written by presenters at the annual Mentoring Institute's Conference. The newest (2024) journals are peer reviewed full articles of between 5000 and 6000 words that are written by invited authors who have previously been published in the CMC. Quartile issues are based on themes and published seasonally – summer, fall, winter, and spring. Authors address mentoring and coaching topics from their research, projects, and programs at national and international educational and industry environments. A variety of disciplines are represented, such as the following: STEM (Science, Technology, Engineering, Mathematics), arts, humanities, business, and health sciences. Join us for an information session for authors interested in further publishing with the CMC and learn about upcoming themes and publication guidelines.

Concurrent Sessions

3:00 PM - 3:50 PM

Teaching Coaching & Mentoring: Course Pedagogy

Lunsford, L.
National Science Foundation

Lobo A

There is remarkably little information about how to teach mentoring and coaching skills in a formal learning experience, such as for-credit coursework. This paper presents an overview of coaching and mentorship education in not-for-credit settings as a foundation to consider what should be in for-credit courses. A summary of a few graduate degree programs in coaching and mentoring is discussed before a presentation of a graduate course in coaching and mentoring. Formative course feedback will be shared along with signature assignments and a syllabus. The paper calls for increased scholarship on the teaching of coaching and mentoring in universities.

Mentoring Reimagined: An Examination into an HBCU Mentoring Model

Phillips, A. & Williams, J.
Harris-Stowe State University

Lobo B

This Historically Black College/University (HBCU) reimagines mentoring for historically marginalized students in post-secondary education through an embedded mentoring course. The authors discuss how the university created a mentoring model that promotes early college preparation, develops a sense of belonging, and increases the retention and college completion of this underserved and under-resourced group. Our approach illustrates the unique collaboration between K-12 and higher education which encapsulates multiple facets of peer and professional mentoring models. Research suggests that early college opportunities such as dual enrollment and bridge programs enhance post-secondary preparation and college completion. Participants in these programs are often first-generation students from underserved and under resourced communities. Components of these early college programs are examples of the Invitational Education Theory, which seeks to deliberately create and maintain an educational environment that is inclusive, welcoming and celebrates the individual. These intentional learning experiences are embedded with wrap-around supports to develop academic and social relationships among participants. The University accomplishes these dynamics by creating an institutional course entitled HSSU Academic Mentoring. This course is taken by dual enrollment and bridge students, which are traditionally students who need additional support in order to successfully graduate. The University conditionally accepts high school graduates who have lower GPA's who may need additional support. During the summer these students participate in the bridge program and take the HSSU Academic mentoring course their first semester. These courses include multiple facets of mentoring such as peer, group, academic and one-on-one mentoring. The mentoring courses enhance students' cultural competence of post-secondary culture and teaches them how to register for courses, workshops in financial aid, and explaining the nuanced language of higher education. These mentoring courses provide an inclusive and welcoming educational community that increases the universities enrollment, retention and graduation rates.

NEXT Scholars: A Mentoring Collective. A Program Case Study.

Grewal, I. & Ricks, J.
Eastern Michigan University

Luminaria

"I want to be the teacher I wish I had." 48.6% of Michigan schools have no teachers of color (The Education Trust, 2022) and despite recognition of this issue, the discrepancy between teacher and student demographics is worsening. While teachers of all racial and ethnic identities are fleeing the profession, the exodus is also disproportionate, and in recent years the Michigan education workforce experienced an 18% decrease in African American teachers. This lack of representation is not from a lack of aspiration or capability. It is the byproduct of unjust systems that sustain inequality and opportunity gaps. Fueled by a passion and urgency to address this persistent injustice in teacher preparation, we offer the NEXT Scholars program as an exemplary model. The theoretical framework for the program conceptualizes our NEXT Scholars community as a theoretical crystal and draws on Glasser's (1998) conceptualization of five basic human needs that we address within an ecological framework for the purpose of supporting the capabilities of each community member to be and do what they value and have reason to value and is shaped by the tenets of place-based education. NEXT Scholars is deeply relational, transformative, grounded in love, justice, and joy. It necessitates an epistemological shift in the practice and purpose of educator preparation. In this conference presentation we share the origin and growth story of the NEXT Scholars program with guidance on adapting this model to reflect the unique positionalities, experiences, context, vision, and agency of the place and people adopting this framework. We offer a framework that is both clear AND necessitates adaptation to context, person, and purpose as a root-solution to building just, meaningful, humanizing, and joyful educational practices.

Mentoring and Expertise on the Scholarship of Teaching and Learning Mathematics

Ekici, C., Xue, F., & Haruta, M.
Texas A&M University—Corpus Christi & University of Hartford

Santa Ana A

Effective mentoring practices are explored through three case studies with a focus on understanding mentoring practices associated with building, supporting, and sustaining scholarly mathematics teaching. This work is based on a hybrid professional learning community that was formed to conduct research in undergraduate mathematics teaching practices and funded through an NSF grant, Supporting and Sustaining Scholarly Math-

ematics Teaching (S3MT) with mathematics faculty from multiple public and private institutions. Building on research on mentoring practices and on building scholarship of teaching and learning with the faculty learning communities, we sought to identify the challenges, opportunities, and structures necessary for supporting and mentoring mathematics faculty who are at various stages of expertise in implementing Scholarship of Teaching and Learning (SoTL) projects in their practice.

Guiding Growth: Nurturing Excellence Through Faculty Mentoring

Wilson, T. & Badgett, K.
University of Texas - Permian Basin

Santa Ana B

Traditional faculty mentoring programs in academia typically pair an experienced, tenured professor with a novice, junior faculty member, but alternative mentoring avenues exist. This paper presentation explores the transformative power of mentorship through an in-depth examination of a regional university's implementation of an innovative faculty-led mentorship program. This paper delves into the context that prompted the initiative and describes the process of the program's implementation. This work is particularly compelling because it is authored by two faculty members. One of the faculty members (second author) was involved in the initial construction and then the execution of the initiative. The other faculty member (first author) started out as a learner/mentee and has since become one of the leaders in the work. The model for an evolution of the leadership approach to programmatic mentoring adheres to the principle that the one who is doing the talking is the one who is doing the learning. This paper describes some effective strategies for mentoring fellow faculty members. The strategies emphasize the cultivation of skills, knowledge sharing, professional growth, and leadership capacity building all while striving to ensure the initiative's sustainability. This paper provides practical insights into fostering a culture of collaboration, support, and continuous learning, ultimately enhancing the success of not only the individual but the institution as well. A faculty-led mentorship program and its impact on professional growth, an institution's culture, and early impact on student success within a university setting are highlighted. By examining the journey of one particular set of faculty members, this paper illustrates the broader implications and benefits of an innovative mentorship program in the higher education realm.

Every Detail Counts: Micro-Level Tangible Actions to Build Transformative Relationships

McAloney, K. & León, F.
Oregon State University

Acoma A

While the current landscape of higher education is leaning towards DEI work, and the implementation of new roles, departments, and strategic plans, most of this work operates at a systems-level. This paper will present a need for micro-level tangible actions through a CA(e)RE model, where we connect, appreciate (and educate), relate, and ecohumanize to counteract the harms of the -isms individually and collectively to create belonging, therefore, building a web of change. We use endarkened feminist epistemology as the theoretical frame to engage with and approach this work. There are six assumptions of endarkened feminisms: educational inquiry, intellectual and spiritual pursuit of purpose, the researcher continues to become through community, meaning is found through everyday experiences, distorted empirical reality that left out diverse ways of knowing, identity is impacted by systems of power. The Endarkened Lyrical Storytelling (ELS) is a new qualitative research methodology involving three open-ended interviews, art created during interviews, and a collection of music & media playlists that support participants. We use the liberatory actions of reflection, reciprocity, and resistance of liberationships and promiscuous analysis to analyze data. The analysis shows high-impact practical implications for higher education sharing strategies of micro-level tangible actions anyone can use individually. We will share case study examples of what these micro-level tangible actions could be and provide readers, mentors, leaders, and coaches, all of which are action takers, strategies to build inclusive developmental networks allowing for the growth of this grassroots movement to build transformative communities.

The Mentor Project Research Department: Collaborative Development of Best Practices

Wisdom, J. & Morrow, C.
The Mentor Project

Acoma B

The Mentor Project™'s nascent Research Department and its focus on increasing evidence for implementing mentoring activities is described. The Mentor Project™ connects a large community of educators, scientists,

engineers, and other professionals with mentees who can benefit from their knowledge and expertise. The Mentor Project™ Research Department employs The Mentor Project™ as a laboratory to test evidence-based practices for mentoring and measure its own mentoring activities to increase the evidence base to support mentoring engagement and impact. The Mentor Project™ Research Department seeks to incorporate mentees to implement best practices and measure outcomes at scale in a way that is low burden for mentors and mentees and high practical application. The Mentor ProjectTM investigates mentoring best practices in five areas: appropriately matched dyads; mentorship purpose, goals, and ongoing evaluation; strong mentor-mentee relationship/dynamics; advocacy, guidance, and integration of the mentee; and mobilization of institutional resources. Mentoring is essential to growth, yet there are persistent challenges measuring the impact and meaning of mentoring. With more than 100,000 students globally using The Mentor Project™ free digital resources, online engagement opportunities, and access to some of the world's top mentors, The Mentor Project™ Research Department is conducting research with mentors and mentees about motivation to engage in mentoring, the active components of mentoring, how they make meaning of mentoring experiences, and more. This paper will describe the current state and future plans of The Mentor Project™ Research Department and how it is a model for collaborative research on mentoring, including its activities of serving as experts for The Mentor Project™ mentors and mentees on research, science, and publications; conducting evaluation of mentoring to increase the evidence base; and promoting evidence-based practices for mentoring.

Transformative Mentoring: Harnessing Awareness Integration Theory

Zeine, F.
International Awareness Integration Institute

Fiesta A&B

This paper explores Awareness Integration Theory (AIT) and its relevance within coaching and mentoring contexts. This paper delves into the theoretical foundations of AIT, its six-phase intervention model, and its potential to revolutionize coaching and mentoring dynamics through principles drawn from psychology, neuroscience, and mindfulness. AIT emphasizes synchronizing conscious and subconscious processes to foster self-awareness, emotional regulation, and personal growth, leading to achieving intended objectives. AIT's effectiveness in promoting mental well-being and inducing behavioral modifications seamlessly integrates into coaching and mentoring frameworks. AIT has a versatile application across diverse mentoring relationships spanning academic, professional, and personal domains, enabling profound self-exploration, barrier identification, and systematic obstacle removal for goal attainment. Emphasis is placed on the tangible benefits of employing AIT techniques in face-to-face interactions, online platforms, or guided protocols through mobile applications, including heightened self-awareness, improved emotional intelligence, bolstered resilience, enhanced satisfaction, and improved interpersonal dynamics. Potential hurdles and limitations in integrating AIT into mentoring initiatives alongside strategies for overcoming these challenges are discussed. Ultimately, this paper underscores AIT's transformative potential in cultivating developmental networks and nurturing transformative communities by facilitating effective mentoring practices.

Inspiring Success in Young Learners

Baugh, D. & Willbur, J.
Live your Dream Foundation & Leadership Mentoring Institute

Spirit Trailblazer

Since the pandemic (COVID-19) learning loss among children in addition to mental health challenges are at levels not seen in over 30 years. According to the National Center for Educational Progress (NEAP), in 2022, scores dropped in reading and math for the first time since they have been tracking achievement scores since their inception in 1969. More needs to be done to halt this achievement decline. Strategies to teach young learners success skills and assist them in building resilience as they navigate their way through life and learning are presented. A key to inspiring success in children is to appeal to their innate curiosity about the things that are around them. This program uses mentors to help children identify and close their curiosity gap, the gap between what they know and really want to know. InspireSuccess is a program that utilizes carefully curated award-winning literature and games with a focus that is structured, customized to the student, and centered on creating a desire for learning. This session will share some of the tools and techniques that not only stir the student's curiosity but also ignite a desire to learn and understand the world round them. With a focus on kindergarten to grade three, InspireSucess, utilizes success skills and protective shield skills to teach and engage students in the learning process. Attendees will leave this presentation with a new appreciation and awareness of their own curiosity and the essential role it plays in learning.

Community-Based Participatory Research on Health With an Indigenous Pueblo Community

Kopera-Frye, K. & Pina, S.
New Mexico State University

Isleta

Mentoring involves a mentor helping a mentee achieve their goals, realize their potential, and learn themselves. Mentoring has many benefits, including improved knowledge and skills development, greater confidence, and motivation to achieve one's goals. By creating a mentoring culture, positive outcomes such as promoting individual growth and development and challenging the mentee to move beyond their comfort zone while learning in a culturally sensitive and safe environment occur. This paper describes the processes in working with a Pueblo community on an intergenerational health project. Tribal Critical Race Theory supports decolonizing methodologies such as Community-Based Participatory Research (CBPR) when collaborating with Indigenous communities. The key elements of successful mentoring in a culturally sensitive and appropriate manner involve cultural understanding and Indigenous Ways of Knowing (IWOK). The importance of understanding IWOK when working with Indigenous communities is discussed. An intervention project was created to improve the well-being and home environment of over 70 ethnically diverse families. Program goals included: Providing an innovative, multigenerational educational program to promote healthier lifestyle behaviors and support sustainable, healthy home environments by empowering the families with knowledge. The Program involved 16 Piro Pueblo individuals who were provided information on the importance of physical activity and healthy eating of traditional foods to promote healthy living. A pre- and post-Program survey included questions pertaining to diet and frequency of physical activity, as well as several open-ended questions focusing on the culture in the context of health. Thematic analysis of open-ended questions yielded important themes of gathering, such as resilience, history, honoring ancestors at mealtime, cultural ways, and activities such as dancing and drumming. The results suggest that projects must ensure cultural values, such as connectedness, cultural ways, gathering, dancing, and Indigenous knowledge are central in any project.

Micro-Credentialing

Clabaugh, D., Garvey, R., & Law, D.
Angle 4 Solutions, Lio Partnership, Utah State University

Mirage Thunderbird

Becoming a successful mentor or mentoring program manager, contributor, and/or leader at any level in any field requires practical professional preparation. Micro-Credentials helps you unlock your mentoring potential and validates your skill and expertise. The Mentoring Institute will offer a new series of mentoring Micro-Credentials that prepare you to develop and apply a wide range of mentoring skills, build and sustain high-quality mentoring relationships, and learn and develop as a well-prepared mentee, mentor, or mentor program manager. This session describes the content and andragogy of four Mentoring Micro-Credentials, which were designed and piloted by an internationally recognized, award-winning team to promote participant skills, dispositions, and autonomy in their own mentoring practice. The four Micro-Credential (MC) series is delivered as follows: MC1 January 7 – February 28, 2025; MC2 March 4 – April 22, 2025; MC3 May 6 – June 24, 2025; and MC4 August 19 – October 21, 2025. Participants attend eight 2-hour highly interactive synchronous Zoom webinars. At the conclusion of each session, participants will produce project-based work to demonstrate how they've applied their new mentoring knowledge and skills. Some participants may wish to present their projects from this Mentoring Micro-Credential program as future conference presentations or articles!

Concurrent Sessions

4:00 PM - 4:50 PM

Successful Approaches to Coaching: Possibilities for Higher Education Faculty Development

Couse, L. J. & Collins, K.
University of New Hampshire

Lobo A

Faculty development has grown since the 1960's as a result of recognition for the importance of curricula responsive to student needs. The changing landscape of higher education with financial instability threatens continued investments in faculty development. However, workplace complexities, diversity in learners, and recognition of the critical role of the teacher elevate the need for effective faculty development in higher education. Coaching provides a means to engage senior faculty in a tiered approach to faculty development. Rather than serving solely as gatekeepers to promotion and tenure, engaging senior faculty as coaches offers an opportunity to share expertise, scaffold the thinking of junior colleagues and build Communities of Practice across the campus community. The emergence of coaching in higher education faculty development can benefit from the experience of other fields. Coaching to enhance performance is a well-established approach in both Coaching Science and PK-12 education. Extending evidence-based practice from Coaching Science and PK-12 education to higher education aims to enhance effective faculty development and provide faculty developers with well-established strategies to structure their work. Specifically, this paper addresses the use of value-based reflection, Communities of Practice, and varied inclusive coaching methods to positively impact professional growth, teaching skills, and enhanced collaboration within the context of higher education and faculty development.

The Dynamics of Mentoring: An Analysis of Higher Education Mentoring Relationships

Basher, J.
Baylor University

Lobo B

Mentoring in the university setting involves a myriad of facets in the lives of both the mentors and the mentees. What often starts out as a hierarchical relationship of instructor/student or thesis advisor/graduate assistant can then shift toward a counselor or collegial dynamic as the relationship grows and both parties invest in each other emotionally. Crisp and Cruz (2009), Gershenfeld (2014), and Jacobi (1991) all published thorough systematic reviews of mentoring in higher education, which included syntheses of the various definitions scholars have used to conceptualize mentoring. Dominguez and Hagar (2013) have established mentoring frameworks that incorporate historical definitions alongside an understanding of developmental networks and communities of practice. Utilizing this thorough systematic work on university mentoring combined with current mentoring frameworks, I have created a bi-directional spectrum identifying eight primary archetypes of university mentoring. This model contains two Dynamics, represented by the horizontal and vertical axes, which designate the Purpose Dynamic (X-axis) and Power Dynamic (Y-axis). Then, splayed in a wheel format across those dynamics are the eight mentoring Archetypes: Master, Coach, Counselor, Sibling, Friend, Peer, Colleague, and Tutor. The intentionality of utilizing the concept of dynamics is to impress the fluidity of the model. These archetypes are the starting place. However, mentoring relationships fluctuate, especially the best ones that last years or even decades. This model allows mentoring relationships to morph as the dynamics between both parties shift. Ideally, this model will clarify certain ambiguities in this field and provide a grounding foundation for future studies and programs on mentoring in the academy. This allows mentors and mentees to recognize where their relationship currently exists and realize the possibilities for relational growth. Then, as the mentoring dynamic grows, they can better understand and steer how that growth blossoms.

The Hope of Reciprocal Mentoring for Career Readiness: A Model for Humanities Faculty and Students

Lopez, E.
Georgia State University

Luminaria

The needs of faculty mentors working with graduate and undergraduate students in the humanities in higher education have been shifting with increasing pressures from institutions and outside stakeholders to demonstrate the career viability of degree programs. The stakes for mentoring are high as students must connect their coursework and educational activities to career competencies in order to realize direct results on the job market and as faculty must use student success in career competencies to document their own efficacy. Moreover, these pressures come at a time when meaningful connections among faculty and students seem harder to sustain in higher education today given post-pandemic changes in course modalities and gaps in campus engagement. To continue to cultivate mutually beneficial communities, we must consider best practices for reciprocal mentoring in facilitating career development and job search success. Career competencies are tied to program and student success in higher education when reviewing career-focused research. Reciprocal mentoring relationships, (also known as co-mentoring where mentor and mentees both learn and benefit) create a more level playing field where all parties can support one another and where faculty and students can share perspectives on career readiness. This paper first presents a systematic literature review that focuses on the areas of the shifting post-pandemic landscape of higher education, career-competencies in the humanities, and the efficacy of reciprocal mentoring. Building on this literature, a conceptual model of reciprocal career-focused mentoring is explored. Strategies for designing a mentoring program are discussed, along with the presentation of potential opportunities and challenges for student career readiness.

Legacy Mentoring: Securing the Future of Black Women in Social Work

Taylor, A. & Greathouse, T.
Metropolitan State University of Denver

Santa Ana A

This narrative storytelling model will highlight the need to have culturally affirming mentorship for Black Women in the academy. We will present our legacy mentorship model through sharing a case study of our journey together. This narrative case study chronicles how our journeys collided. We will share our histories that inform who we are, why we are where we are, and where we are going. This reflexive, iterative case study will demonstrate the importance of culture and community in developing sustainable mentoring spaces that encourage longevity and safety for Black women in higher education. Special attention is given to cultural attunement, representation, and critical consciousness as they pertain to navigating one's tenure track process. The mental, emotional, and even physical perils faced by Black women in the academy are neither surprise nor secret. This research highlights the importance of higher education mentoring spaces nuanced to support the development of Black women on the tenure track. A critical interrogation of mentoring theories that span classic, contemporary, and critical interrogation contexts will be used to support the intentional development of this space. Both authors identify as Black, female clinicians, thus clinical concepts will be integrated to explain interactional intricacies. This is a Hispanic Serving Institution (HSI). The Master of Social Work program within the Department of Social Work has 18 full-time faculty. This case study speaks to the experiences of two Black women—one tenured Associate Professor and one tenure-track Assistant Professor. These authors are two of four full-time Black women faculty in the Social Work Department. The outcomes and discussion portion of this case study presentation will share what we have learned and how we have grown into a supportive, inclusive community. The expansion of this community has led to development of multicultural cohort mentoring and interdisciplinary mentoring and collaboration amongst Black and other POC women college-wide.

Accidental Mentoring in Action: Building a Researh CoP with Graduate PSTs

Hardy-Skeberdis, M.
University of Maryland - College Park

Santa Ana B

Across mentorship literature, there is a noticeable gap regarding those who unofficially take on a mentoring role while engaging in other work. This paper presents the experiences of an "accidental mentor" event that emerged from a larger study centering this mentor as the facilitator of a Community of Practice (CoP). The mentor was engaged in conducting a collaborative action research project with a group of graduate students who were completing their teacher education program. The framework supporting the original study draws

from works that conceptualize dimensions of teacher readiness that are also aligned with the vision and mission of the United Nations for sustainable teaching. In particular, this research utilizes the work of Manasia et al. (2020) and their work with pre-service teachers (PSTs). The examination of effective mentoring characteristics and the conception of an unofficial mentor draws from the work of Ellis et al. (2020). For this study, recordings of all CoP meetings were collected, as well as email and text message chains between any participants and the facilitator, individual journaling regarding the action research project, and materials related to the PST participants' presentation of the project outcomes. These sources were analyzed using discursive psychology methods to draw out the ways in which the CoP members truly felt about their experiences through the examination of authentic talk. This paper examines how participants came to view their CoP facilitator as a mentor during the course of their work together, particularly highlighting the advantages and drawbacks surrounding 'unofficial' mentorship in a university-based pre-service teacher education program. The implications around incorporating 'unofficial' mentors as a sanctioned component of a teacher education program are discussed, as well as the ways in which teacher educators might prepare themselves to be more effective accidental mentors of PSTs.

Leveraging Cross-Cultural Experiences in Mentoring and Leadership

Mwangi, M. & Clement, N.
St Cloud State University

Acoma A

As the number of people from diverse cultures and ethnicities continues to expand in our communities, educators need to be conversant with diversity of issues and ways of being in the world and in the classroom. Educators can bridge cultural divides, promote equity, social justice, and prepare students to thrive in an interconnected global society by prioritizing the cultivation of cultural competence and embracing culturally responsive mentoring and leadership approaches. In this paper, we adopt a feminist narrative and transformational conceptual framework to underscore the pivotal role of personal narratives and cross-cultural experiences in shaping mentoring relationships, coaching interventions, and leadership effectiveness. By weaving together theoretical insights from feminist discourse on social inequality and transformative theory that demands a societal change to address those inequalities, we argue that personal narratives are potent tools for fostering understanding in leadership and mentoring contexts. Incorporating cross-cultural perspectives is imperative for nurturing diverse ways of being. In this paper, we also: 1) provide valuable insights and best practices derived from the authors' personal experiences and cross-cultural perspectives; 2) explore the process of cultivating an inclusive environment for mentoring and leadership that upholds the values of diversity, equity, and inclusion; 3) expound on the role of mentoring faculty of color through the intricate pathways of tenure and promotion; and (4) we identify best practices and valuable insights for mentoring and leadership that foster inclusivity, equity, and excellence in academic environments.

Unlocking Your Leadership Strengths: Why DEIJ is the Key to Success

Garhart, A. & Aguilera, E.
Laramie County Community College & TRIO Rising Scholars

Acoma B

Diversity enriches the educational experience, builds transformative communities and workplaces, offers representation within mentorship, and promotes personal growth; however, it is not enough for equitable academic and professional success. Students who do not have inclusive developmental networks during their college experience have less successful outcomes. Leaders in higher education must ensure that all students have equal opportunities to participate in academic and non-academic endeavors and have equal access to resources and services that will lead to stronger outcomes for all populations. Attributes of a leader's identity can positively impact their cultural responsiveness, promoting and sustaining diversity and inclusion. Applied critical leadership (ACL) can help leaders support the rapidly changing demographics of students in the United States through innovative, collaborative, culturally grounded, and future-focused leadership practices. ACL promotes social justice, educational equity, and culturally responsive practices to influence policies that create sustainable future-focused education. Theoretical foundations of transformative leadership, critical pedagogy, and critical race theory support ACL. Hiring managers must replace past employees with new employees who will provide mentorship that adds energy to address equity gaps. Institutions must carefully select who they hire for key administrator roles. If the institution hires a provost who values diversity, equity, inclusion, and justice (DEIJ) who then hires a dean who values DEIJ, the dean will likely hire faculty members who value DEIJ. Social justice practices address inequalities and oppressions within higher education institutions by redirecting resources and providing intentional support. It is up to educational leaders to apply critical thinking and

culturally responsive practices to implement equitable and transformative networks.

Sustained Improvement of Faculty Mentoring Competency with a Mentor Development Program

Sood, A., Mickel, N., Dominguez, N., Tigges, B., & Myers, O.
University of New Mexico & University of Oklahoma

Fiesta A&B

The greatest challenge to forming faculty developmental networks is the limited availability of skilled mentors, emphasizing the need for mentor development programs. Limited data indicate that mentor development intervention improves mentors' self-reported mentoring competency over the short term. However, the impact on long-term mentoring competency is unknown, constituting a critical gap in the literature. The study used a randomized controlled design with multiple post-test measures to compare the effectiveness of a combined online asynchronous plus virtual synchronous mentor development program vs. an online asynchronous program alone. It tested the hypothesis that mentor development intervention results in greater and sustained improvement in self-assessed mentor competency than the control group in four Southwestern and Mountain West universities. Self-assessed mentor competency was examined using the MCA-21 Mentoring Competency Assessment scale at baseline, and 3-, 12- and 24-months. MCA-21 was rated on a seven-point Likert-type scale as 1, 'Not at all skilled' to 7, 'Extremely skilled'. The composite score was the 21-item average. Linear mixed models examined the intervention effect while accounting for repeated measures, with the main intervention effect operationalized by the intervention x period interaction. 47 intervention and 39 control faculty mentor-mentee dyads, mostly underrepresented in science, were recruited without pre-requirement for research competency. Compared to controls, MCA-21 for intervention mentors improved significantly from baseline at 3-months (Estimate (SE), 0.58 (0.19), 12 months (0.58 (0.21) and 24 months 0.74 (0.23), interaction p ≤0.005). By demonstrating sustained improvement in mentors' competency over 24 months, our findings provide the rationale for academic institutions to invest in faculty mentor development programs and will help the nation support the development of a skilled, diverse academic workforce.

Advanced Research Mentoring: Empowering Experts to Elevate Mentoring in Science

Wahl, S. & DiazGranados, D.
Virginia Commonwealth University

Spirit Trailblazer

The Advanced Research Mentoring program is a scaffolded learning opportunity for faculty. This initiative is an evidence-based scientist and clinician led training program that fosters exploration of mentors' preconceptions about trainees, cultural awareness and implicit biases, and guiding philosophies on mentoring. Positive mentoring experiences help trainees increase self-efficacy, integrate into the scientific community, persist to completion of their training, and be more likely to publish. Positive mentoring is particularly important for trainees from backgrounds underrepresented in science, in terms of increasing recruitment, retention, and the likelihood of securing independent NIH funding. Our program utilizes the validated Entering Mentoring curriculum from the Center for Improved Mentoring Experiences in Research (CIMER). Our training equips faculty to engage trainees in cutting-edge research experiences and be highly competitive for federal program-level funding. Ten CIMER-trained facilitators crafted a structured program overseen by the VCU School of Medicine's Office of Faculty Affairs and Faculty Development. Our centralized management ensures uniform quality, lightens the administrative load for the facilitation team, and provides a pathway for institutionalization and sustainability. Since July 2023, 76 faculty have completed Level 1 training, with 56 obtaining a validated credential to showcase their mentoring dedication. Although we initiated a Level 2 program, insufficient enrollment led to its postponement. Feedback on Level 1 emphasized the significance of covered topics and a desire for more time for engagement. The credential was recognized as a valuable asset. Future objectives include expanding the facilitator team, increasing Level 1 trained faculty and establishing Level 2 mentor cohorts.

Maryland's ABCs for Student Success: Evaluating Peer Mentoring for Underserved Students

Feagin, K. & Morgan, D.
University System of Maryland

Isleta

Maryland's ABCs for Student Success is a grant-funded project (U.S. Department of Education Award #

P116M230035) that will create a cadre of peer mentors across 11 universities in the University System of Maryland (USM). Each institution has student success goals and offers a wide variety of institutional supports. The question remains whether and how these institutional supports get to the students who need them most. Author-researchers theorize that peer mentors assist underserved student mentees in accessing and navigating existing university services. Grounded in Tinto's (1975) theory of academic and social integration, Astin's (1984) theory of student involvement, and Strayhorn's (2019) work on student belonging, project goals and activities presented are rooted in evidence-based research on coaching, peer mentoring, and other relevant work linking theory to high-impact practice. Systemic barriers create opportunity gaps, impacting educational attainment, incomes, and ultimate life outcomes for students from groups historically underrepresented in higher education. This session is based on work to eliminate these systemic barriers at USM institutions by creating peer-to-peer mentoring opportunities at each institution. USM is a complex system of 12 public universities including HBCUs, large research-intensive universities, regional institutions, adult-serving institutions, and a fully online university. Author-researchers offer their peer-to-peer design as a strategy to connect students with often underutilized institutional support services.

Friday October 25, 2024

Day at a Glance

Post-conference Workshops • 8:00 AM - 10:50 AM
Plenary Session 1 • 11:00 AM - 11:50 AM
Lunch 12:00 • 12:00 PM - 12:50 PM
Closing Remarks • 1:00 PM - 1:50 PM
Post-conference workshop • 2:00 PM - 4:50 PM

Plenary Sessions

Ballroom A&B

11:00 AM - 11:50 AM	Lunch • 12:00 PM - 12:50 PM	1:00 PM - 1:50 PM

Scaling Up Your Campus's Mentoring Program: Lessons Learned from Texas A&M University
11:00 AM - 11:50 AM

Clinton Patterson
Texas A&M University

Establishing an organizational culture that enables transformation through mentoring is important; however, promoting a culture of mentoring is not trivial work. An organization-wide culture of mentoring is challenging for two reasons: first, the notable gap in mentoring literature and second, this goal demands continual and multi-faceted support. In fact, anecdotal remarks encountered at recent mentoring conferences revealed many mentoring program managers describe this meaningful work as "pushing a boulder uphill all alone." It does not always need to be that way!

This session will focus on the conference theme, Inclusive Development Networks: Building Transformative Communities Through Effective Mentoring by presenting the processes, implementation, and research findings at Texas A&M University. This institution is resolute in embracing a mentoring culture and is committed to improve mentoring relationships among faculty, staff, and graduate students. The approach utilizes a centrally located main support structure to implement and align to a multifaceted and dynamic framework rooted in five domains: Community of Mentors, Mentoring Academy, Formal Mentoring Plans and Programs, Campus Collaborations, and Educational Research. The talk will describe Texas A&M University's multi-pronged mentoring activities and communities, as well as share scholarly reflections and practitioner-focused lessons learned. This presentation aims to benefit anyone looking for tips and strategies to promote organizational collaborations to develop and sustain mentoring activities.

Lunch 12:00 pm - 12:50 pm

Closing Remarks: Now What? Conference Take Aways, Next Steps, and New Pathways for Development | 1:00 pm - 1:50 pm

Dionne Clabaugh
Angle 4 Solutions

You've spent most of your week with us, taken plenty of notes, had wonderful conversations, and collected new contacts. But now what? Together we will work together to recognize and apply what was learned over the week to build and develop more meaningful and effective developmental networks.

This inspiring interactive session guides you forward so you can continue your exploration and development through purposeful relationships. Participants will develop a four-step game plan that rides the conference wave to energize your plan. Work in small groups, partners, or on your own – your choice!

Post-Conference Workshops

Part 1 • 8:00 AM - 10:50 AM | **Part 2 • 2:00 PM - 4:50 PM**

Mentoring Foundations for Mentors and Mentees

Bob Garvey
The Lio Partnership

Acoma A&B

This workshop is about processes, skills and techniques in mentoring conversations. Delivered in the 'mentoring way' and through experiential learning, this workshop offers an opportunity to think about, practice and experience a range of approaches to mentoring. It will be practical, participative, full of learning and great fun. For example, we will experience different process models of mentoring and compare them; we will explore and practice some key skills and techniques in mentoring and examine some mentoring case studies through the lenses of ethical awareness and ethical alertness.

You are invited to bring along any mentoring challenges you may have, and Bob will work with you to find a way forward.

If you are interested in developing your practice as a mentor, mentee or program manager, this workshop is a must.

Mentoring Across Differences

Tamara Thorpe
Real Mentors Networks

Fiesta A&B

Cross-cultural mentoring relationships are a powerful inclusion strategy in both academic and professional environments. Mentoring across differences not only create opportunities for mentees to advance academically and professionally, but also foster cultural awareness, sensitivity, and inclusivity. Mentoring across differences create an abundance of opportunities, and have unique challenges that must be considered when designing and delivering mentoring programs.

Participants will better understand the impact culture has in forming high quality mentoring relationships, how to encourage mutual learning, address common types of barriers when mentoring across difference, and applying inclusive behaviors, strategies and actions for successfully mentoring across differences.

In the morning session, together we will:

1. Discuss the benefits and challenges of mentoring across differences.
2. Learn the different forms of bias that impact mentoring programs and relationships.
3. Identify and practice behaviors to counter bias.

In the afternoon session, together we will:

1. Define cultural competence and its role in mentoring relationships.
2. Introduce practices for building cultural competence into mentoring programs.
3. Create plans to apply learning to your own context.

This post conference session, the presenter will share examples, scenarios, videos, and activities to help participants increase their awareness and learn strategies to recognize and interrupt biases in mentoring relationships.

Managing and Evaluating Mentoring Programs

Laura Lunsford
National Science Foundation

Acoma A&B

This workshop is about processes, skills and techniques in mentoring conversations. Delivered in the 'mentoring way' and through experiential learning, this workshop offers an opportunity to think about, practice and experience a range of approaches to mentoring. It will be practical, participative, full of learning and great fun. For example, we will experience different process models of mentoring and compare them; we will explore and practice some key skills and techniques in mentoring and examine some mentoring case studies through the lenses of ethical awareness and ethical alertness.

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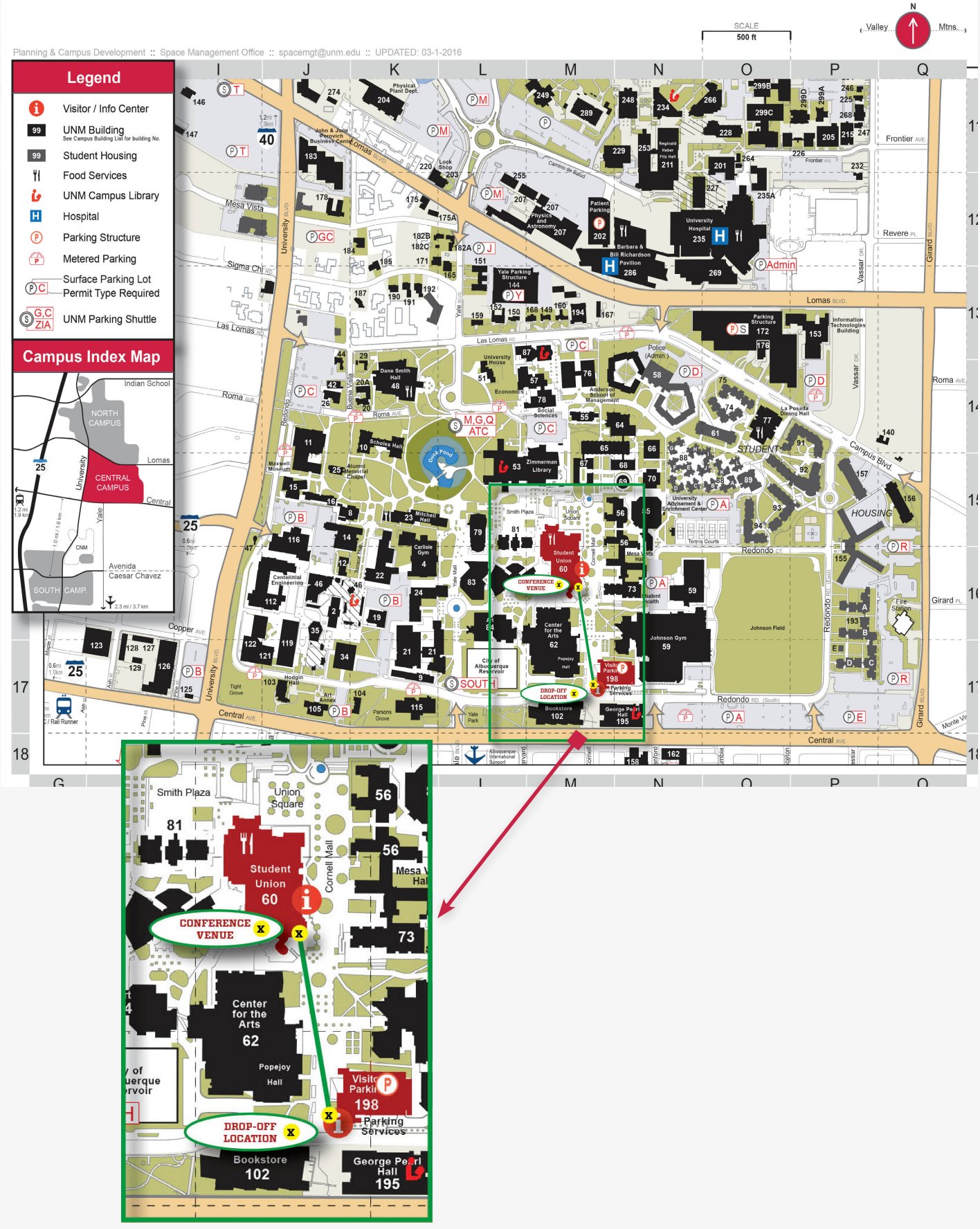

Conference Venue Map • Student Union Building

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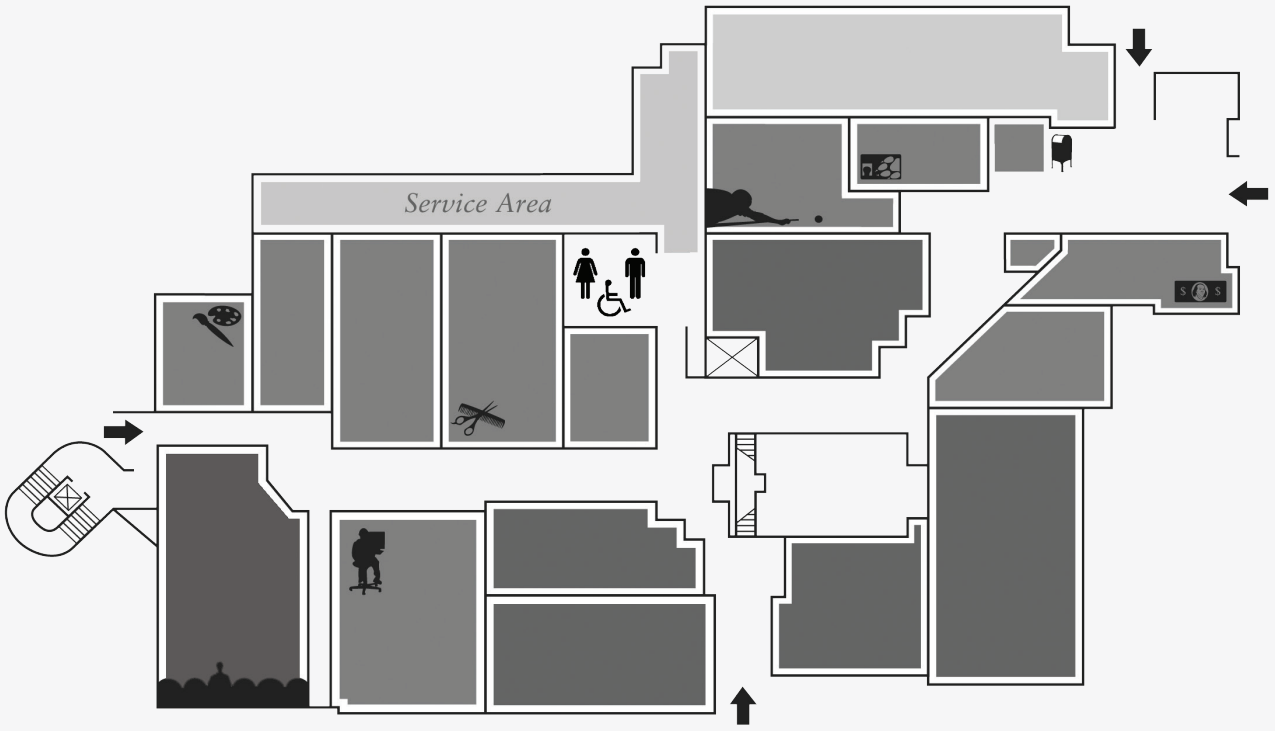

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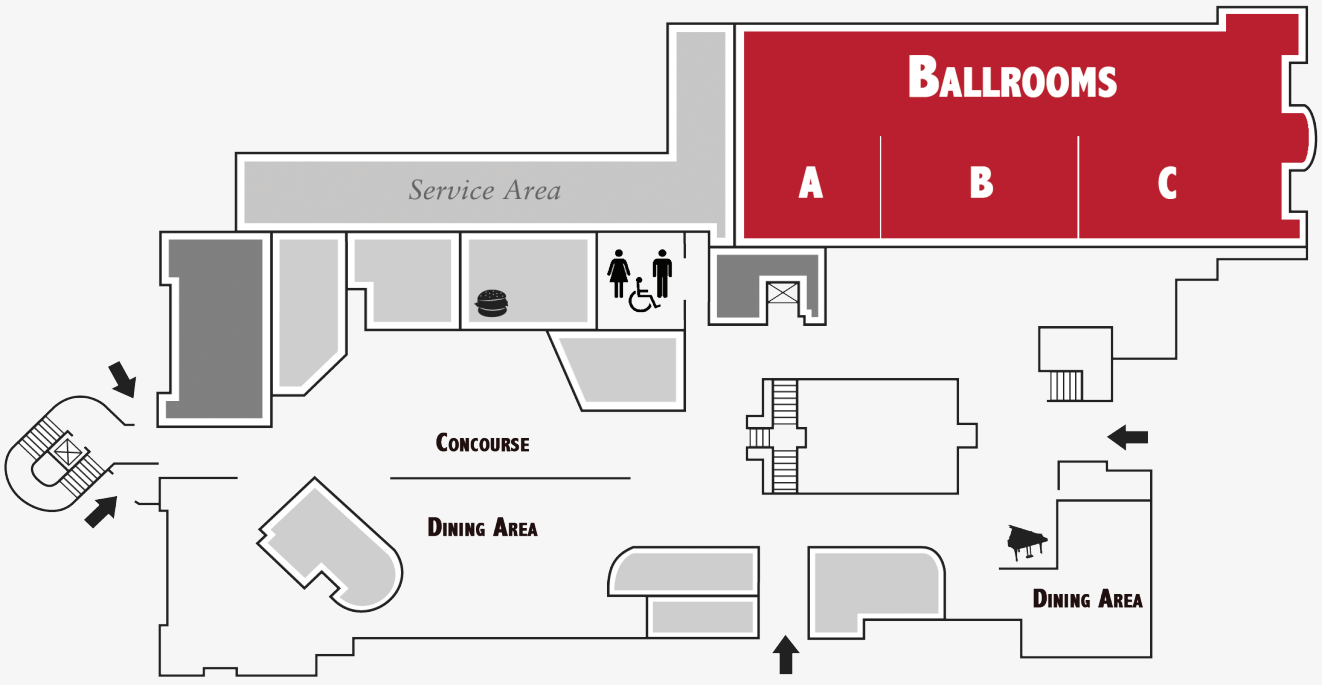

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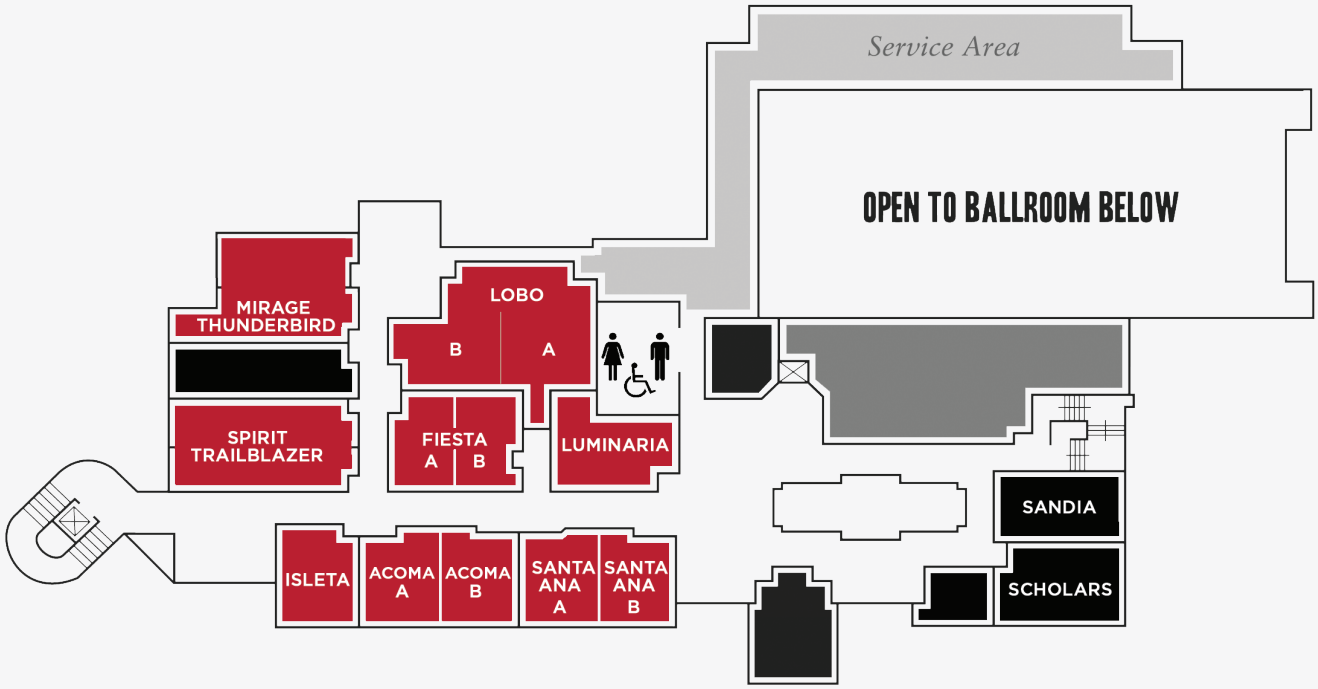
Service Area
OPEN TO BALLROOM BELOW
MIRAGE THUNDERBIRD
LOBO
B
A
SPIRIT TRAILBLAZER
FIESTA A
B
LUMINARIA
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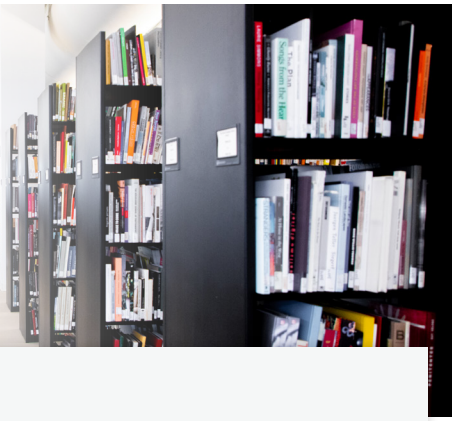

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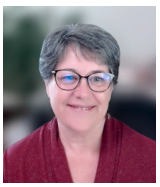

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Robert Garvey, PhD

David Law, PhD

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Sections

Micro-Credential 1: Mentoring Foundations - Key Skills, Ethics, and Cultural Competence in Mentoring

January 7 to February 28, 2025

- Learn to build quality mentoring relationships
- Mentoring skills, mentoring competencies, mentoring relationships

Micro-Credential 2: Mentoring & Mentoring Supervision in Action

March 4 to April 22, 2025

- Explore and develop mentoring competences and mentoring structures
- Mentoring supervision skills, models of mentoring supervision, institutional culture of mentoring

Micro-Credential 3: The Well-prepared Mentor and Working with the Dynamics of Mentoring

May 6 to June 24, 2025

- Explore mentoring approaches, theories of development, and theories of change
- Discuss developmental networks, mentee success, theory of change, intrinsic motivation, and self-directedness in mentoring relationships

Micro-Credential 4: The Well-prepared Program Manager

August 19 to October 21, 2025

- Using a theory of change logic model, align institutional needs, theoretical constructs, and typology to achieve programmatic goals and outcomes
- Design effective mentor/mentee development, assessment, and program evaluation

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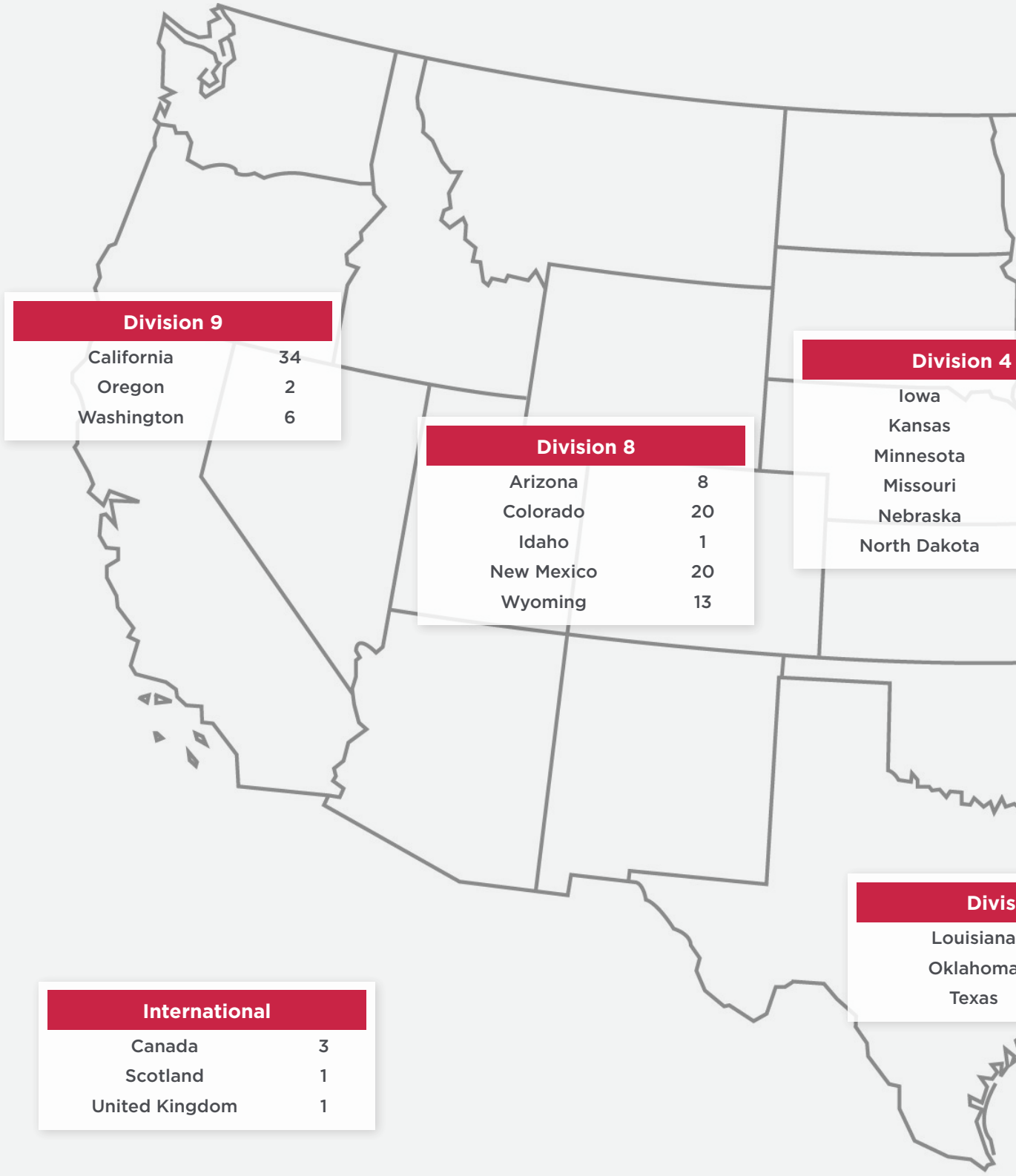

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Oregon	2
Washington	6

Division 8	
Arizona	8
Colorado	20
Idaho	1
New Mexico	20
Wyoming	13

Division 4
Iowa
Kansas
Minnesota
Missouri
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Louisiana
Oklahoma
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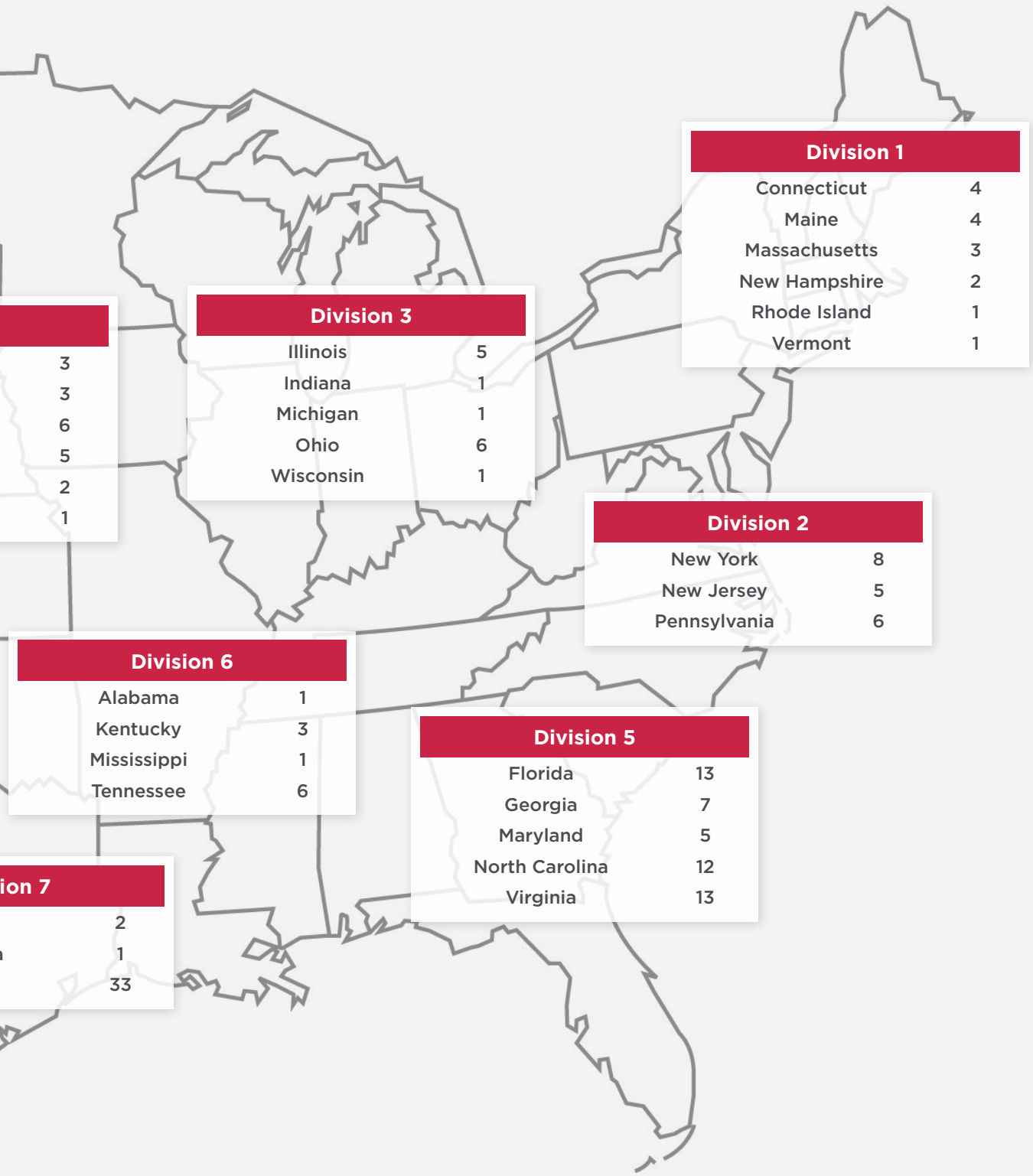
International	
Canada	3
Scotland	1
United Kingdom	1



Division 1	
Connecticut	4
Maine	4
Massachusetts	3
New Hampshire	2
Rhode Island	1
Vermont	1

Division 3	
Illinois	5
Indiana	1
Michigan	1
Ohio	6
Wisconsin	1

	3
	3
	6
	5
	2
	1

Division 2	
New York	8
New Jersey	5
Pennsylvania	6

Division 6	
Alabama	1
Kentucky	3
Mississippi	1
Tennessee	6

Division 5	
Florida	13
Georgia	7
Maryland	5
North Carolina	12
Virginia	13

ion 7	
	2
	1
	33

Index

Adam, J. 57
Adams, L. 71
Aglipay, F. 62
Aguilera, E. 26, 80
Akerson, A. 25
Allison, D. 63
Alonso Garcia, N. 29
Ambríz, E. 28
Armstrong, B. 22
Aron, D. 18
Arroyo Perez, A. 23
Ashida, S. 71
Augustine-Shaw, D. 24, 65
Aydinian-Perry, A. 55

Badgett, K. 75
Bagley, S. S. 69
Bailey, L. 48
Balaraman, A. 23, 27, 56
Banwo, B. 23
Barnes, C. M. 63
Barnett, N. 17
Barsony, I. 47
Basher, J. 78
Baugh, D. 76
Bazargan, S. 64
Beam, P. C. 50
Bell, L. M. 30
Bermúdez, M. E. 35
Beydler, K. 71
Binnall, J. 46
Bleasdale, J. 62
Blunt, T. 66
Bluth, S. 41
Boomer, B. 50
Brodie, V. 46
Brooks, T.J. 33
Brunton, M. 65
Burke, M. 52
Byars-Winston, A 59

Cardona, R. 56
Carinci, S. 45
Carrier, J. 55
Cassidy, M. 25
Chambers, B. 66
Chandler, T. 23
Chumacero, S. 20
Clabaugh, D. 13, 15, 39 59, 77, 84
Clarke, K. 61
Clement, N. 80
Clemons, L. 69
Cohen, R. F. 43
Collins, K. 78
Conde-Brooks, P. 49
Conway, A. 66
Cook, P. 51
Corlew, K. 65
Couse, L. J. 78
Coutin, S. 21
Cowin, K. 37, 55

Da Costa, M. 43
Daniels Hermosura, K. 62
Darling, N. 31
Dehghan, K. 64
Delfs, E. 29
DiazGranados, D. 81
Diaz-Mendoza, V 58
Dill, C. 19
Dominguez, N. 57, 60, 81
Doyle, L. 43
Durham, S. 41

Eidin, E. 55
Ekici, C. 74
Ellenwood, J. 66
Esmaeili, A. 27
Estrada, M. 39

Fain, L. 12
Fakoukaki, G. 23
Feagin, K. 81
Ferro, A. 48
Finalyson 23
Finkelstein, L. 15
Fonsworth, A. 18
Fox, L. 18

Garcia, C. L. 53

de Garcia Parker, M. J. 37
Garhart, A. 80
Garvey, R. 77, 84
Gordon, J. 32, 36
Gray, W. 16, 71
Greathouse, T. 79
Green, B. A. 44
Greenberg, N. 52
Greene, E. 57
Grewal, I. 74
Grosman, I. N. 36
Gull, C. 28
Gumus, K. 43
Gutierrez Martinez, J. 46
Gut-Zippert, D. M. 50

Hamlet, J. 64
Harder, C. 72
Hardy-Skeberdis, M. 79
Harlin, J. 52
Harrell-Williams, L. 20
Hart-Micke, S. 19
Haruta, M. 74
Hedayati Mehdiabadi, A. 34
Heileman, J. M. 45
Hellenberg, J. 72
Helm, K. 55
Hendricks, L. 17
Hill-Munoz, M. 49
Hilliard, L. 62
Holland, A. 46
Horn, P. 65
Houseal, A. 55
Hudson, M. 28, 55, 72
Hunt, T. 28
Hurtado, S. 40
Hurtt, B. 32

Jackson, D. F. 63
Jafari, N. 51
Jansen, L. L. 36
Johnson, G. 69
Jones, S. 68

Kaldon, C. 20
Kasha, R. 22
Keenan, T. 55
Keese, J. 53
King-Toler, E. 58
Kochan, F. 12
Kocourek, J. 28
Kohlenberg, R. 34
Konara, K. 34
Kopera-Frye, K. 77
Kraiger, K. 47
Kramer, L. 65
Krechel, E. 69
Kumar, R. 31

Law, D. 77
Leatherwood, M. 43
Leedberg, S. 27
León, F. 75
Lewis, H. 33, 58
Lewis, J. W. 44
Logsdon, M. C. 17
Longmire-Avital, B 69
Lopez, E. 79
Lunsford, L. 28, 73, 85
Luo, L. 28

Maddox, R.P. 55
Mahay, J. 51
Mallory, B. 31
Mann, M. J. 53
Manoukian, E. 67
Maokosy, P. 56
Maokosy, S. 56
Marotta, C. 19
Martin, H. 19
Martinez, E. 44
Mattos, A. 50
McAloney, K. 42, 75
McCarty, L. 35
McClain, R. 25
McCormick, P. 17
Mercier, A. 55
Mickel, N. 13, 81
Miller, M. 24
Mode, M. 44
MohdZain, Z. 17
Moffit, C. 22
Monroe, C. 68

Montgomery, B. 40
Montgomery, M. 25
Montgomery, S. 72
Moran, P. 66
Morgan, D. 81
Morrow, C. 38, 75
Morton Luna, M. 20
Mwangi, M. 80
Myers, O. 52, 57, 81

Navarrete-Burks, L. 23
Nelson, Y. M. 63
Nguyen, A. 32
Nicholas-Donald, A. 62, 66
Noblet, K. 44

Oetjen, D. 32, 36
Oetjen, R. 32, 36
Ory, J. 36
Osa, J. 62
Owens-King, A. P. 18

Pandian-Riske, E. 30
Pantoja, C. 24
Pascual-Miranda, M. 20
Paskal, K. 47
Patterson, C. 83
Pearson, M. 33, 46
Peek, K., 27
Pella, R. 45
Phillips, A. 74
Pierce, E. 69
Pifer, M. 17
Pina, S. 77
Pitstick, V. 25
Plaisir, J. 34
Powers, C.J. 64

Quansah, R. 34

Quintanilla, V. 46

Ramos-Diaz, M. 12
Rance, D. 56
Rangel, C. 43
Rangel, J. 21
Reding, T. 19
Reichenbach, R. 70
Richardson, E. 32
Ricks, J. 74
Rishel Brakey, H. 72
Rivas, A. 27
Rivas, B. 27
Robinson, K. M. 67
Rodriguez, M. 30, 70
Rodriguez, R. 18
Roesch, A. 72
Rohrbacher C. 16
Romero, A. 23
Rousseau, A. 65
Rubinstein, Y. 62
Rush, L. 28
Ruvuna, J 32
Rynearson, A. 24

Salazar Montoya, L. 47
Schreiber, M. E. 54
Secord, J. 55
Seipel, B. 22
Senatus, L. 54
Shore, X. 57
Singer, K. 23
Slaton, L. 56
Smith, D. 17
Smith, E. 35
Smith, S. R. 19
Solis Bello, J. 46
Sood, A. 52, 57, 72, 81
Son-Ramirez, F. 46
Sowa, A. 19
Stampfl, T. 63
Stark, C. 27, 70
Steps, R. 41, 61
Stone, S. 38
Stone, W. 31
Stubbs, A. 20

Talley, C. 66
Taner, S. 30
Tang, D. 23
Tarbutton, T. 43
Tayebi, K. 18
Tayebi, S. 18
Taylor, A. 79

Taylor, Z. W. 26, 41
Teruya, S. 64
Thorpe, T. 84
Tigges, B. 52, 57, 72, 81
Tovar Castro, C. 46
Trube, M. B. 73

Van De Car, S. 22
Vandersdlice, G. 33
Vazquez, C. 36
Vogel, J. 42
Von Grey, G. 17

Wahl, S. 81
Waisome, J. 53
Wallin-Sato, T. 46
Ward, C. 44
Watson, D. C. 42
Welch, M. 71
Werner-Washburne, M. 14
White, C. 20, 62
Whittaker Matte, R. 68
Willbur, J. 76
Williams, J. 74
Williams, M. 55
Williams, S. S. 45
Williams, W. 47
Wilson, K. 49
Wilson, T. 75
Wisdom, J. 38, 75
Wiskur, B. 57
Wojton, J. 16

Xue, F. 74

Zanetell, B. A. 48
Zeine, F. 76
Zhao, N. 32

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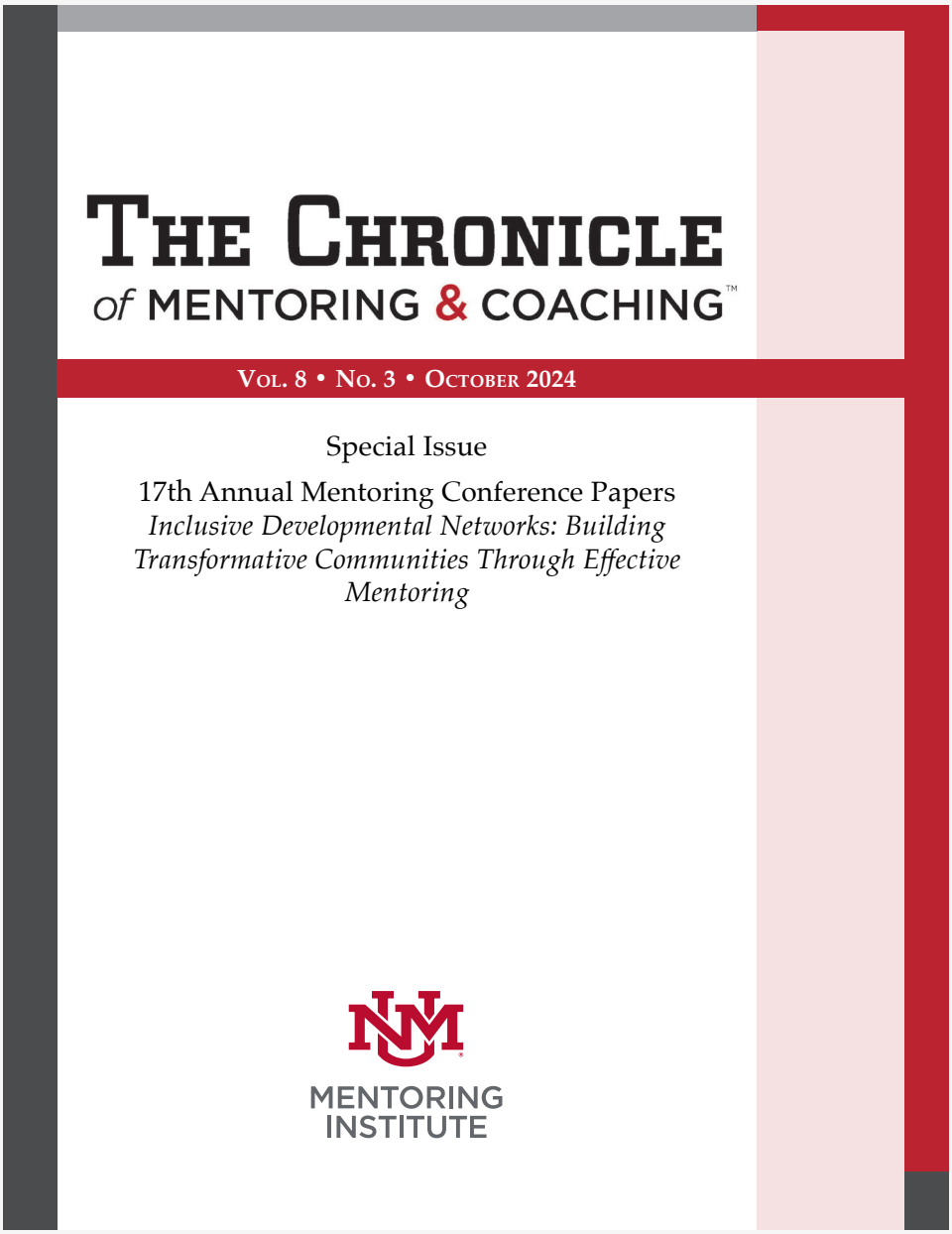

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