THE UNIVERSITY OF NEW MEXICO.

15th Annual Mentoring Conference

Fostering Diverse Communities of Mentorship:
Evidence-Based Practices for Reciprocal Growth

October 24th-October 28th, 2022
The University of New Mexico
Albuquerque, NM

The Mentoring Institute • Division of Student Affairs

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OFFICE OF THE PRESIDENT

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

On behalf of The University of New Mexico, we are pleased to welcome you to the 15th annual Mentoring Conference. This year, the conference has embraced the theme *Fostering Diverse Communities of Mentorship: Evidence-Based Practices for Reciprocal Growth* . We want to examine the great value mentoring has for both the mentor and those being mentored. The act of mentoring is one that can be transformative for all involved, and we look forward to discovering and reflecting on all that mentors can learn from their mentees and vice-versa.

This conference will feature twelve plenary sessions conducted by experienced practitioners and researchers. The speakers will share new ideas to enhance the practice of mentoring, coaching, and leadership. More than 100 concurrent sessions will discuss the theory and practice of effective mentoring in a variety of contexts. Three pre-conference and three post-conference sessions will consist of six hours of intense training to develop practical mentoring skills.

Mentoring is about connecting with one another to grow and flourish. We encourage all participants to take advantage of every opportunity to engage with the ideas presented, ask purposeful questions, and develop new relationships. We invite you to spend this week establishing meaningful relationships that will continue to be rewarding for years to come.

We want to extend the utmost gratitude to you for joining us for our first in-person conference since 2019. It is an absolute joy to connect with you all and gain so many new insights into the vital field of mentoring. Developmental relationships improve the lives of so many people, and connecting with fellow mentors and mentees makes the mentoring experience even more powerful. We are confident that you will find this five-day conference as energizing and satisfying as we do. The University is so proud to host this conference on our campus, and we are honored to be the facilitator of so many incredible conversations about the reciprocity of mentoring.

New Mexico is full of rich culture, breathtaking geography, and fascinating history. We hope that you enjoy the conference at the University of New Mexico, and that you have the opportunity to explore the city of Albuquerque and all of the enchantments it has to offer.

Sincerely,

Garnett S. Stokes
President

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

Eric Scott
Vice-President
for Student
Affairs

Nora Domínguez
Conference Chair
 & Director,
 The Mentoring Institute

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Garnett S. Stokes, Ph.D.

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, Ph.D.

Provost & Executive Vice President for Academic Affairs, UNM

Dr. 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, Ph.D.

Vice-President for Student Affairs, UNM

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

About The University of New Mexico

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

The People

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

The Programs

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

Conference Chair & MI Director & Founder

Nora Domínguez, Ph.D.
UNM Mentoring Institute

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

Vision

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

About the Mentoring Institute

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

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

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

2022 Plenary Speakers

Donna Augustine-Shaw
Kansas State University

Dr. Augustine-Shaw is an Associate Professor in the Department of Educational Leadership at Kansas State University and serves as the Associate Director for the Kansas Educational Leadership Institute (KELI) that provides state-wide mentoring and induction for new superintendents and principals in Kansas. Her responsibilities include Masters Leadership Academies and course instruction in building and district leadership, change, community relations, staff development, and curriculum. She also serves as the Director of Assessment for the department and advises doctoral students. She brings an extensive background as a field practitioner to higher education teaching, service, and scholarship, serving K-12 public schools as a classroom teacher, principal, and superintendent. She obtained her Master's degree and Doctorate in Educational Administration from Wichita State University, Wichita, KS.

Georgia Chao
University of South Florida

Georgia T. Chao, Ph.D. is a professor of psychology and the Area Director for the Industrial – Organizational Psychology program at the University of South Florida. Her research interests are in the areas of teams, organizational socialization, mentoring, and international human resource management. Her research has won awards, including the Outstanding Publication in Organizational Behavior award presented by the Academy of Management's OB Division (1995), the Best Paper Award by the Editorial Board of Organizational Research Methods (2014), and the William A. Owens Scholarly Achievement Award in recognition of the best journal publication in 2013 by the Society for Industrial and Organizational Psychology (2015). She was elected to several positions in the American Psychological Association, Academy of Management, and the Society for Industrial and Organizational Psychology (SIOP) and served as SIOP's President in 2020-2021. She is a Fellow of APA and SIOP and currently serves on three editorial boards. In 2017, Dr. Chao received SIOP's Distinguished Service Award. She recently completed a two-year detail at the National Science Foundation (2018-2020). In addition to her primary duties as the Science of Organizations Program Officer, she also served as a Program Officer for two foundation-wide programs: NSF's Research Traineeship and the Future of Work at the Human-Technology Frontier. Dr. Chao received her B.S. degree in psychology from the University of Maryland and her M.S. and Ph.D. degrees in industrial and organizational psychology from the Pennsylvania State University.

Vineet Chopra
University of Colorado Department of Medicine

Vineet Chopra, MBBS, MD, MSc, FACP, FHM is the Department of Medicine's Robert W. Schrier Chair of Medicine in the School of Medicine at the University of Colorado Anschutz Medical Campus. Prior to being recruited to CU Anschutz in October, 2021, Dr. Chopra served as the inaugural Chief of Hospital Medicine at the University of Michigan Health System, leading and building the first new division created in the department in more than 40 years. He is an accomplished physician-scientist and health services researcher focused on patient safety, hospital-acquired complications and the art and science of mentorship.

Dr. Chopra's research is dedicated to improving the safety of hospitalized patients through prevention of hospital-acquired complications. His work focuses on identifying and preventing complications associated with vascular access devices, with a particular emphasis on peripherally inserted central catheters (PICCs). Chopra's research has informed national and international policies and guidelines related to vascular access in hospitalized patients including those of the Centers for Disease Control. Dr. Chopra has also focused much of his research interest on the art and science of mentoring and has published several papers in Harvard Business Review, Annals of Internal Medicine, JAMA, BMJ, among others on this topic. He has received grant support and research funding from the National Institute of Health, Agency for Healthcare Research and Quality, Blue Cross/Blue Shield of Michigan, Veterans Health Administration, Centers for Disease Control and Prevention among others. He is the recipient of numerous teaching and research awards including the Kaiser Permanente Award for Clinical Teaching, the Jerome W. Conn Award for Outstanding Research in the Department of Medicine at Michigan, the Society of Hospital Medicine Excellence in Research Award, and the McDevitt Award for Research Excellence. In recognition of his efforts to mentor and train the next generation of physician scientists, Dr. Chopra received the Distinguished Clinical and Translational Research Mentor Award by the Michigan Institute for Clinical Health Research in 2019. Chopra has published over 250 peer-reviewed papers, edited and authored 5 textbooks and serves as Deputy Editor for the Annals of Internal Medicine.

Kathleen Cowin
Washington State University

Kathleen M. Cowin, Ed.D., is a Scholarly Associate Professor (Career Track) of Educational Leadership at Washington State University—Tri-Cities where she teaches, mentors, and co-mentors aspiring PK-12 school leaders. Her research includes development of effective relational co-mentoring practices for educational leader formation and creation of co-mentoring circles among current and former educational leadership students. She has presented and written articles on co-mentoring circles, and has also contributed book chapters on this research in *The Art and Science of Mentoring: A Festschrift in Honor of Dr. Frances Kochan*; *Partnerships for Leadership Preparation and Development: Facilitators, Barriers and Models for Change*; and *Mentoring at Minority Serving Institutions: Theory, Design, Practice, and Impact*.

Kathleen's research also includes cross-discipline research with colleagues from three other universities evaluating effective mentoring practices and self-study of our mentoring network. In collaboration with a Washington State University colleague, Kathleen also focuses on mentorship supporting culturally sustaining, socially just pedagogy, bringing preservice teacher and school leader candidates together for discussions in their preparation and certification programs.

Kathleen served as a teacher and elementary and middle school principal for over 25 years and also completed her Superintendent Certification. She has taught at the university level for over 10 years, first in teacher preparation programs, and now in an educational leadership and school administrator certification program. Kathleen is the past Chair of the American Educational Research Association Mentorship and Mentoring Practices Special Interest Group. In 2020 she was selected as a member of the Washington State University President's Teaching Academy.

Erin Dolan
University of Georgia

Erin Dolan is a Professor of Biochemistry & Molecular Biology and Georgia Athletic Association Professor of Innovative Science Education at the University of Georgia. As a graduate student in Neuroscience at University of California at San Francisco, she volunteered extensively in K-12 schools, which prompted her to pursue a career in biology education. She teaches introductory biology and biochemistry. Her research group studies science research environments as contexts for psychological, social, and career development within the scientific community of diverse groups of undergraduate and graduate students, including the influence of research mentors. After ten years as Editor-in-Chief of the biology education journal, CBE – Life Sciences Education, she now serves the journal as a Senior Editor. She has multiple National Science Foundation grants to study how different features of research experiences influence students' career trajectories, develop measurement tools for studying undergraduate and graduate research experiences and mentorship, and promote change toward more effective and inclusive undergraduate and graduate education.

David DuBois
University of Illinois-Chicago

David L. DuBois, PhD, is a professor in the Division of Community Health Sciences at the University of Illinois Chicago, where he serves as Associate Dean for Research and Coordinator of the Faculty Mentoring Program in the School of Public Health and as an Associate Director of the Institute for Health Policy and Research. Dr. DuBois received his doctorate in clinical-community psychology from the University of Illinois Urbana-Champaign. He is lead author of the most widely-cited meta-analysis of evaluations of youth mentoring program effectiveness and is lead or co-lead of several randomized control evaluations of youth mentoring programs and practices. He is lead co-editor of the award-winning *Handbook of Youth Mentoring* (Sage Publications, 2nd edition), chair of the Research Board for the National Mentoring Resource Center and the Research Advisory Council of Big Brothers Big Sisters (BBBS) of America, and a former Big Brother in the BBBS program.

Dana Griggs
Columbus State University

Co-mentor, peer mentor, author, teacher, presenter, and program coordinator, Dana earned her PhD from Auburn University and teaches Educational Leadership at Columbus State University in Georgia. She is the coordinator for the Master's and Education Specialist Degree Programs in Educational Leadership. Her research focuses on collaboration in educational settings to include mentoring, partnerships,cross-cultural relationships, and principal preparation programs. Dana has co-edited two books and written five book chapters on mentoring and partnerships. She has published articles in high impact journals and presented her research at conferences including American Educational Research Association (AERA), the International Mentoring Institute (IMA), and University Council for Educational Administration (UCEA).

Donald Hackmann
University of Illinois

Donald G. Hackmann, Ed.D., is Professor Emeritus of Educational Leadership at the University of Illinois at Urbana-Champaign. Prior to entering the professoriate, he served as a middle-level teacher, high school assistant principal, and middle-level principal. His research interests include school and district leaders' practices in support of college and career readiness, leadership preparation programming and faculty staffing, and mentoring of faculty and graduate students. Dr. Hackmann's research has been published in top academic journals, including *Mentoring & Tutoring: Partnership in Learning; Educational Administration Quarterly*; the *Journal of Educational Administration*; the *Journal of School Leadership*; the *International Journal of Leadership in Education; Leadership and Policy in Schools*, and *Teachers College Record*. In his roles as professor, department chair, and School of Education Director, he has mentored numerous doctoral students, school leaders, and university faculty members.

2022 Plenary Speakers

Patty Horn
Northern Arizona University

Patty Horn, Ed.D., has a deep commitment to mentorship, building leadership capacity, and the development of professional relationships, especially in teacher induction. She is currently an Executive Board Member of the Arizona Rural Schools Association, President of Arizona Association of Colleges of Teacher Education, a member of the Certification Advisory Committee, and has presented 400+ national and international workshops over the past 50 plus years.

Riza Kadilar
EMCC Global

Dr Kadilar is the president of EMCC Global. Alumni of Stanford University, HEC Paris, METU, and INSEAD, Dr. Riza Kadilar is a PhD in media economics. His professional career includes senior level bank management in France, UK, Netherlands and Turkey. He is the author of five published books, and columnist at Bloomberg *Businessweek Turkey*. He contributes to the democratization of learning & development with his online platform (RK Academy) and also with his EMCC Quality Award recipient online micro credential course (MOOC) on coaching and mentoring. Dr. Kadilar is a visiting professor in various universities, and has delivered numerous motivational speeches during the last twenty years in more than thirty countries, and recently on online platforms reaching more than ten thousand individuals. He regularly invests in technology startups, and provides business development and financial advisory services through his company K Ventures.

Audrey Murrell
University of Pittsburgh

Audrey J. Murrell conducts research, teaching and consulting that helps organizations better utilize and engage their most important assets – their human and social capital. She is currently Professor of Business Administration with secondary appointments within the Department of Psychology and the Graduate School of Public and International Affairs at the University of Pittsburgh. Previously, she served as the Acting Dean of the University of Pittsburgh's Honors College, Associate Dean within the College of Business Administration and as the Director of the David Berg Center for Ethics and Leadership. She is the author of several books including: *Mentoring Dilemmas: Developmental Relationships within Multicultural Organizations* (with Faye Crosby and Robyn Ely); *Intelligent Mentoring: How IBM Creates Value through People, Knowledge and Relationships* (with Sheila Forte-Trummel and Diana Bing); *Mentoring Diverse Leaders: Creating Change for People, Processes and Paradigms* (with Stacy Blake-Beard); and, the recent book entitled, *Diversity Across Disciplines: Research on People, Policy, Process and Paradigm* (with Jennifer Petrie-Wyman and Abdesalam Soudi.

Victor Saenz
University of Texas-Austin

Victor B. Sáenz, Ph.D. is the W. K. Kellogg Professor in Community College Leadership and the Chair of the Department of Educational Leadership and Policy at University of Texas at Austin. He holds courtesy appointments with the LBJ School of Public Affairs, the Center for Mexican American Studies, and various other research centers across the University. His current work advances research-informed best practices and policy solutions that improve educational outcomes for underserved students in education, with a special emphasis on boys and young men of color. In 2010 Sáenz co-founded an award-winning mentoring initiative at UT-Austin called Project MALES, a multi-pronged effort focused on advancing educational outcomes for male students of color (based within the Division of Diversity and Community Engagement).

Sáenz has co-authored three books and has published over 40 peer-reviewed articles and 20 book chapters, and his work has been cited over six thousand times in numerous policy reports, scholarly publications, and by local and national media. He has presented his research at countless conferences, meetings, and institutions across North America, including at the White House, the National Press Club, on Capitol Hill, and in Puebla, Mexico. Dr. Sáenz earned his Ph.D. in Higher Education and Organizational Change in 2005 from the University of California, Los Angeles (UCLA), where he also completed a Master's in Education in 2002. He also earned a Master's degree in Public Affairs (1999, LBJ School of Public Affairs) and a Bachelor's degree in Mathematics (1996, College of Natural Sciences) from the University of Texas at Austin.

Sweeney Windchief
Montana State University

Sweeney Windchief, a member of the Fort Peck Tribes (Nakona) in Montana, serves as an Associate Professor of Adult and Higher Education at Montana State University. His research interests include higher education specifically under the umbrella of Indigenous intellectualism. His most recent scholarship has been around mentoring American Indian and Alaska Native graduate students in STEM, and epistemological pluralism. Sweeney is currently a Co-PI on Alfred P. Sloan Foundation Grant: The Sloan Indigenous Graduate Partnership (SIGP). This is a scholarship program funded to support Indigenous (Native American, Alaska Native, Native Hawaiian, and original peoples of Guam, Samoa, or other Pacific Islands with U.S. Citizenship) graduate students pursuing degrees in science, technology, engineering, or mathematics (STEM). His teaching privileges include critical race theory, Indigenous methodologies in research, law and policy in higher education and institutional research. He and his wife Sara have two sons who help keep things in perspective.

Maria LaMonaca Wisdom
Duke University

Maria LaMonaca Wisdom is Director of Faculty Mentoring and Coaching Programs at Duke University. In this role, she provides leadership for building a sustainable infrastructure of coaching and mentoring resources for both faculty and doctoral students across disciplines. As an Associate Certified Coach through the International Coaching Federation, she coaches faculty in individual and group settings, and also helps faculty, administrators, and advanced PhD students develop their own coaching and mentoring programs. Prior to her work at Duke, Dr. Wisdom was an Associate Professor of English at Columbia College in South Carolina, then pivoted to a fulltime administrative role as executive director of a humanities institute at the University of North Carolina-Chapel Hill. While at UNC, she oversaw a suite of scholarly and leadership resources for faculty development, and helped create customized programming for both early and midcareer faculty in the College of Arts & Sciences. Dr. Wisdom's reflections on coaching, mentorship and faculty life appear regularly in The Chronicle of Higher Education.

Gregory Young
Montana State University

Music professor Gregory Young was Vice Provost for Undergraduate Education at Montana State University and founding director of the Undergraduate Scholars Program. He helped start the Arts & Humanities division of the Council on Undergraduate Research (CUR) and orchestrate the merger of CUR & NCUR. He is on the steering committee for the British Conferences on Undergraduate Research and reviewed submissions for the 2016 Posters in Parliament, London England. His book, co-authored with Jenny Olin Shanahan, *Undergraduate Research in Music: A Guide for Students* was published by Routledge Press in 2017. Seven more volumes followed with co-authors in Dance, Film, Art, Architecture, Theater, History and Education. They are working on *UR in Religious Studies* for publication in December 2022. Young teaches music composition and clarinet, and his latest book, *Insights into Music Composition* was published by Routledge in 2022. He received the 2021 CUR Arts & Humanities Faculty Mentor Award.

Eve Espey
University of New Mexico

Eve Espey, MD MPH is Distinguished Professor and Chair of the Department of Ob/Gyn and Family Planning fellowship Director at the University of New Mexico. She is past President of the Society of Family Planning and Chair of the ACOG Contraceptive Equity Expert Work Group as well as President of the Council of University Chairs of OB-GYN. Dr. Espey won the Margaret Sanger Award, 50th anniversary of Planned Parenthood of Rocky Mountains 2014 and the Rashbaum Award for Excellence in Family Planning from Physicians for Reproductive Health in 2013. She gave the ACOG Irvin Cushner Memorial lecture in 2014 and 2017 and addressed the United Nations in 2015 on the topic of intimate partner violence in Native American Women. She was instrumental in helping Complex Family Planning achieve ACGME subspecialty status and is a member of the ABOG Family Planning Division. She was recognized for her lifetime's work in promoting Family Planning by the Family Planning Fellowship National Office in 2017; she has won a medical student teaching award each year of her 25 years as faculty in the Department of OB-GYN. She has twice won best clinical faculty at UNM, chosen by 4th year medical students.

As Past President of the New Mexico Perinatal Collaborative and Department Chair of the Department Dr. Espey is dedicated to improving access to women's healthcare in New Mexico. She has led projects in reducing maternal mortality from obstetric hemorrhage and implementing immediate postpartum LARC in hospitals throughout the state. She works with medical students, residents, fellows, midwives, nurse practitioners and pharmacists as a colleague and educator. She has numerous publications in contraception, abortion and medical education and has presented locally, regionally and nationally on these topics.

2022 Pre-Conference Workshop Leaders

Lisa Fain
Center for Mentoring Excellence

Lisa Fain is the CEO of the Center for Mentoring Excellence and an expert in the intersection of cultural competency and mentoring. Her passion for diversity and inclusion work fuels her strong conviction that leveraging differences creates a better workplace and drives better business results.

Lisa brings her energy, enthusiasm, and engagement to any group, facilitating lively workshops and training, and delivering interactive speeches with practical steps that can be implemented right away.

As Senior Director of the Diversity and Inclusion function at Outerwall, Inc., Lisa spearheaded the development, establishment, and implementation of its diversity initiative. Prior to assuming that position, she worked as Outerwall's in-house counsel, coaching leaders and partnering with Human Resources to establish fair and effective policies and practices that would sustain the organization as it grew in size, revenue, and renown.

For almost a decade, Lisa practiced law in the Chicago office of a major multinational firm, where she counseled employers on creating inclusive policies and practices. While in that role, she served as Master Trainer, training thousands of employees at a variety of companies, large and small, on how to create a better workplace.

Lisa is also an executive coach, specializing in individual and group coaching for professional women looking to design and live their best personal and professional lives. She is a certified mediator. She graduated with a B.S. in Social Policy from Northwestern University and holds a J.D. from Northwestern University School of Law.

Bob Garvey
The Lio Partnership

Professor (Emeritus) Bob Garvey is one of Europe's leading academic practitioners of mentoring and coaching. He is an experienced mentor/coach working with a diverse range of people in a variety of contexts.

Formerly Head of Research at York Business School, UK, Bob has great experience in many different international organisations. Bob subscribes to the 'repertoire' approach to mentoring and coaching. He is in demand internationally as a keynote conference speaker, webinar facilitator and workshop leader.

Bob has a PhD from the University of Durham in the UK. He is a Fellow of the Royal Society of Arts and has published many books and papers on mentoring and coaching. The latest being the Sage book *Coaching and Mentoring: Theory and Practice* (4th Edition) He is a founding member of the European Mentoring and Coaching Council (EMCC) and Honorary President of Coaching York (a social enterprise for coaching in the community). In 2014, the EMCC presented him with the Mentor award for services to mentoring. Also in 2014, he received a lifetime achievement award for contributions to mentoring from Coaching at Work magazine. In 2019 he was Highly Commended for the Coaching at Work 'External Coach/Mentor Award'. He is an active researcher and is currently researching the notion of coach maturity with an international team of researchers.

Nancy Kanagy
University of New Mexico

Nancy Kanagy received a BA in Chemistry from Goshen College in Goshen Indiana and a PhD in Cardiovascular Pharmacology from Michigan State University. After a post-doctoral fellowship at the University of Michigan in vascular physiology, she moved to the University of New Mexico School of Medicine as an Assistant Professor of Physiology in 1995 and advanced through the ranks to Associate Professor in 2001 and full Professor in 2007. She currently serves as Professor and Chair of Cell Biology and Physiology in the UNM School of Medicine.

Previous positions include director of the Cardiovascular and Metabolic Disease Signature Program, director of the Biomedical Sciences Graduate, and Senior Associate Dean of Research Education. She has developed programs for and mentored high school, undergraduate, graduate and post-doctoral trainees and is currently working with four junior faculty to mentor them in developing research programs in the school of medicine. She is part of two NIH-funded mentoring programs and is passionate mentoring and sponsoring faculty from underrepresented groups to achieve leadership experience and career success.

Dr. Kanagy has been a member of several NIH ad hoc and standing study sections including the NHLBI K99-R01 review panel. She has also served on multiple other review for private and international granting agencies.

She has held several editorial positions including review board member for Hypertension, American Journal of Physiology and Journal of Pharmacology and Experimental Therapeutics and served as an Associate Editor for the American Journal of Physiology Heart and Circulatory Physiology 2005-2020.

2022 Pre-Conference Workshop Leaders

Valerie Romero-Leggott
University of New Mexico

Dr. Romero-Leggott is a first-generation college student, native New Mexican Hispana with strong roots in her cultural heritage. She received her Bachelor of Arts degree from Harvard University and her medical degree from the University of New Mexico (UNM) School of Medicine. Dr. Romero-Leggott serves as Vice President and Executive Diversity, Equity & Inclusion Officer for the UNM Health Sciences Center (HSC), as Professor in the Department of Family & Community Medicine, and as the UNM HSC Endowed Professorship in Equity for Health. She also serves as Executive Director of the Combined BA/MD Degree Program, a unique program that promotes the recruitment and retention of a diverse group of New Mexico high school seniors interested in practicing medicine in New Mexico's areas of greatest need. She has been a primary care provider on the forefront of treating populations burdened by socio-economic, racial and ethnic disparities; and has extensive experience teaching cultural competence, developing educational pipeline programs for underrepresented youth, building a diverse health workforce, and providing mentorship and career development opportunities and guidance for diverse faculty, residents, students and staff locally and across the nation. She has been awarded grants totaling over $8M to enhance Diversity, Equity & Inclusion from middle school through professional degrees for underserved and underrepresented youth. Dr. Romero-Leggott is a role model for young, female learners and professional women in the health sciences and has had a profoundly influential career advocating for women of color. She values time with her family and enjoys the peace and beauty of New Mexico's mountains.

2022 Post-Conference Workshop Leaders

Brian Barnes
The Foundation for Critical Thinking

Dr. Brian Barnes holds a Ph.D. in Interdisciplinary Humanities and an MA in Philosophy from the University of Louisville. Barnes is a veteran of the US Army, along with other non-academic careers, and currently teaches face-to-face and online classes at several universities in traditional philosophy topics, along with courses in sustainability, critical thinking, and Japanese sword practice. He has co-authored articles examining critical thinking strategies and tactics for the National Teaching and Learning Forum and is the author of the textbook, *The Central Question: Critical Engagement with Business Ethics* (2013). Barnes co-hosts the weekly radio show, Critical Thinking for Everyone!, on 106.5 Forward Radio in Louisville, and he also created the critical thinking comic book series, Adventures in Critical Thinking. Dr. Barnes is a Scholar of The Foundation for Critical Thinking, and was a direct student of Dr. Richard Paul.

Frances Kochan
Auburn University

Dr. Frances Kochan, holds a B.S. Education, an M.S. in Reading Education and a PhD in Adult Education and Policy Studies. She is a Wayne T. Smith Distinguished Professor and Dean Emeritus, College of Education, Auburn University, Auburn Alabama.

Dr. Kochan has published over 100 journal and book chapters and is author/editor of 12 books She was founding editor for the Perspectives in Mentoring Series, published by Information Age Press. She served as co-editor of the *Sage Handbook on Mentoring* and the *Blackwell Handbook of Mentoring*.

Her research on mentoring focuses on establishing and assessing mentoring relationships and programs and on cultural aspects in the mentoring process. She has worked with many groups to form collaborative partnerships to improve opportunities through mentoring. Her work on collaboration makes her an expert in working with groups which wish to create partnerships to support mentoring endeavors, cultures, and organizations.

Fran has served as secretary and 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. Dr. Kochan has been a Keynote speaker for the Annual Meeting of the Mentoring Institute and the International Mentoring Association.

Dr. Kochan received the University Council on Educational Administration Jay Scribner Mentoring Award for her dedication to mentoring students and faculty and for fostering mentoring initiatives. She was selected as the 2011 outstanding reviewer for the Mentoring and Tutoring Journal. She was also named the *Outstanding Reviewer for International Journal of Mentoring and Coaching in Education* in 2016.

2022 Post-Conference Workshop Leaders

Laura Lunsford
Campbell University

A US Fulbright Scholar (Germany), Lunsford wrote the definitive *Mentor's Guide: 5 Steps to Building a Successful Mentoring Program 2nd Ed.*, co-edited the *Sage Handbook of Mentoring*, and co-authored *Faculty Development in Liberal Arts Colleges*. She has written over 40 peer-reviewed articles, case studies and chapters on leadership and mentoring. She co-authored one of the National Academies of Sciences, Engineering, and Medicine's most downloaded report *The Science of Effective Mentorship in STEMM*. Her work has appeared in journals such as *Mentoring & Tutoring*, *Journal of Higher Education Policy and Management*, and *To Improve the Academy*.

Lunsford has presented her work at scholarly conferences including the Association for Psychological Science, American Educational Research Association, European Mentoring and Coaching Council, and International Positive Psychology Association. The Department of Education, National Science Foundation, and the LUCE Foundation has funded her work. She received the International Mentoring Association's Dissertation Award. She has held numerous academic leadership positions at NC State University, University of Arizona, Duke University's Fuqua School of Business, and at the Cameron School of Business at UNC Wilmington. Previously a tenured faculty member at the University of Arizona, she is now a professor of psychology and assistant dean at Campbell University. She co-founded Lead Mentor Develop LLC to develop people through mentoring and leadership development.

Mirna Ramos-Diaz
Pacific Northwest University of Health Sciences

Dr. Mirna Ramos-Diaz serves as the inaugural Chief Diversity Officer for Pacific Northwest University of Health Sciences (PNWU) and serves as an Associate Professor of Pediatrics in the Department of Family Medicine.

Dr. Ramos-Diaz received her MD from the University of Miami School of Medicine, completed her pediatric residency at the University of Miami, Jackson Memorial Hospital, is Board Certified in Pediatrics, and received a master's in religious studies from Gonzaga University, completed the AAMC's Healthcare Executive Diversity and Inclusion Certificate Program (HEDIC) in 2020 and the University of San Diego Restorative Justice Certificate Program in 2022. She is the co-founder of Roots to Wings, a transformative co-mentoring program whose purpose is to create an educational/mentoring pathway for Indigenous and Latinx Youth living on Native Homelands to become STEM and healthcare professionals. She is the founder of the Science Research Preparatory Yearlong Program (SRPYP) for Indigenous and Latinx students in Washington State funded by the NIH.

Dr. Ramos-Diaz has been awarded multiple grants to support the Roots to Wings program, written book chapters, articles and received the PNWU Presidential Service Award. She gave a TEDx presentation in 2016. She was a keynote speaker for the International Mentoring Association in 2019. She received the 2020 Magaret Rigg Outstanding Alumnus Award fromher Alma mater, Eckerd College, St. Petersburg, Florida. The award is given to an alumnus who, as a professional, has distinguished herself through outstanding leadership. Her professional dictum: "Live where you serve and serve where you live," has represented her calling to serve the underrepresented throughout her career.

2022 Round Table and Plenary Moderator

Dionne Clabaugh
Coherent Educational Solutions

Dionne Clabaugh, EdD, designs engaging learning experiences that promote development through mentoring and professional learning. She believes that effective learning begins with affirming relationships where people are interested and invested in each other's growth. Her instructional designs and facilitation skills focus on human development and use high-impact, autonomy-supportive, person-centered strategies that activate intrinsic motivation and personal relevance, leading to self-directed and self-determined learning.

Dr. Dionne's degrees in Music Therapy (University of the Pacific Conservatory of Music), Organization Development (University of San Francisco School of Business), Learning and Instruction (University of San Francisco School of Education), and her Diploma in Social Innovation (University for Peace, Costa Rica) yield a warm-hearted interdisciplinary approach to teaching and learning through kindness, resilience, and peacefulness. Dr. Dionne has taught in early education, youth music and scouting, parenting, and higher education. She develops, facilitates, and publishes on college faculty mentoring programs.

As co-owner of Coherent Educational Solutions, she adds value to professional learning design by weaving skills, interactions, and resources into the content and facilitates to promote cultural dignity, self-mastery, and self-directedness. Current projects include faculty mentoring, Universal Pre-Kindergarten webinars, and adding Social-Emotional Learning (SEL) content and activities to STEAM, Esports, K-12 Compliance, and MicroCredential curricula. She most enjoys mentoring to increase one's self-awareness, capacity, and potential - both personally and professionally.

Personally, Dionne loves organic gardening, playing chamber music, and making donatable small quilts. She lives with her husband and cats, and their two adult children follow their passions in music, foodiness, and maker spaces.

Monday, October 24, 2022

Pre-Conference Workshops

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

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

Coaching and Leadership Approaches to Mentoring

Bob Garvey

The Lio Partnership

Lobo A

This is a practical workshop. The workshop will be delivered in 'the mentoring way' and therefore there are no pre-specified learning outcomes. Instead, at the start of the workshop, we will consider and develop our personal learning outcomes for the workshop and our motivations for attending. These will be reviewed during the workshop in the light of our experiences.

We will explore a range of different approaches to coaching and leadership and consider how they may apply to mentoring work. The session will be highly interactive and participative and, hopefully, fun while we learn together. Strong consideration is given in the workshop to your 'take aways' by employing two reflective practice questions. Curious? Come and join us!

Weaving Negotiation Skills Into Mentorship

Eve Espey, Nancy Kanagy, & Valerie Romero-Leggott

University of New Mexico

Lobo B

This workshop's mentoring theme focuses on strategies for effective negotiation. The context for the workshop is the ongoing inequity in pay and opportunity for those with less effective negotiation skills and for those who are often subjects of conscious and unconscious bias—people of color and women. Among other inequities, differential pay for academic women and people of color is an obvious and consistent challenge. These inequities are documented through AAMC data, most recently published in 2020.

Many observers of pay inequity affirm the need for better negotiation skills among other elements of needed culture change. The didactic portion of the presentation will review strategies for negotiation illustrated through a case example; breakout groups utilize an additional case example with the opportunity for role play and debriefing discussions.

How to Develop Trust in Mentoring Relationships

Lisa Fain

Center for Mentoring Excellence

Santa Ana A

It is widely accepted that good mentoring relationships require authentic, honest and candid communication. Effective communication however, is dependent upon creating a trusting relationship in which mentor and mentee feel safe to share, and then safe to soar. This interactive and engaging workshop will explore the elements of trust and provide practical tips for building trust in your mentoring relationships.

Participants will:
• Learn the four levels of trust in mentoring
• Understand the different types of psychological safety and how to create psychological safety in mentoring relationships
• Discover practical tips for trust-building in their mentoring relationships and beyond
• Hear and learn from real-life scenarios about trust in mentoring relationships
• Engage in thought-provoking and constructive dialogue to create greater insight

Plenary Sessions

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

Ballroom A • 11:00 am - 11:50 am

Gregory Young
Montana State University

Mentored Arts & Humanities Projects That Foster Reciprocal Growth

This session will look creatively at different approaches to mentoring in the arts and humanities while addressing faculty concerns, including workload, student abilities, logistics, dissemination of results, and others that have been raised by A&H faculty members. Case studies will be examined to show challenges and best practices from a faculty perspective with the goal of experiential learning that benefits both students and professors.

Online resources that can be used in classrooms or in one-to-one mentoring, will be shared. Specific project examples will be shown that have resulted in student publishing, conference presentations, and contributions to faculty progress towards tenure and promotion. Changing one's perspective to view the faculty collaboration with students as a community of scholars, can be productive and rewarding while enhancing the interactions and hands-on learning that students benefit from and enjoy. It also makes teaching less monotonous and full of variety.

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

Ballroom A • 1:00 pm - 1:50 pm

Maria LaMonaca Wisdom
Duke University

Mentorship and the Art of "Not Knowing": An Interdisciplinary Perspective

What does it mean to mentor someone from a different discipline and field than one's own? How can we be helpful across disciplinary divides? I have engaged deeply with this question in my mentoring and coaching work with Duke doctoral students and faculty over the past several years. Group-based mentorship programs in higher education settings tend to silo around specific programs, academic departments, clusters of affiliated disciplines (such as the biomedical sciences, or arts & humanities). While there are compelling reasons for discipline and field-specific mentorship, there's also much to be gained from cross-disciplinary mentorship.

My remarks, drawn from my experiences designing and piloting an interdisciplinary peer mentoring group program for PhD students at Duke, will focus both on essential mindsets and skills required for effective cross-disciplinary mentorship. Mentors must work from a position of "not knowing," subverting traditional equations of mentorship with expertise. Mentors in such settings must be more skillful than knowledgeable, training in particular modes of inquiry and conversation sometimes more akin to professional coaching than traditional forms of "expert-centered" mentoring. While this model demands more skill from mentors, it can also foster greater resourcefulness, enhanced problem-solving competencies, and confidence in mentees.

Tuesday, October 25, 2022

Plenary Sessions

11:00-11:50 am	Lunch Break • 12:00-12:50 pm	1:00-1:50 pm	2:00-2:50 pm

Ballroom A&B • 11:00 am - 11:50 am

Georgia Chao
University of South Florida

Mentoring and the Future of Work: Implications for Research and Practice

The future of work is believed to be more virtual, more technical, and involve more teamwork. Following the COVID-19 pandemic, many organizations are reorganizing hybrid structures of virtual and in-person work environments. New technologies offer more virtual work options that mimic face-to-face interactions. Furthermore, technological advances may be replacing many traditional occupations or at least prompting organizations to consider significant changes to how work is designed and how successful performance would be defined. Finally, the movement toward more teamwork poses new challenges with virtual teams and virtual leadership of teams.

These anticipated changes to future work can significantly impact how mentors and proteges will interact in tomorrow's workplaces. New research will need to address questions such as: How can mentoring relationships be initiated in a virtual or hybrid work environment? What kinds of technology might facilitate or hinder mentoring? How would individual mentoring relationships impact team cohesion and performance? What might distinguish team leadership and mentoring? Research in these areas that recognize the future of work will have direct implications for the design and implementation of formal mentoring programs as well as the effectiveness of informal mentoring.

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

Ballroom A&B • 1:00 pm - 1:50 pm

David DuBois
University of Illinois-Chicago

Can One Person Really Make a Difference? Findings of a Randomized Control Trial of Big Brothers Big Sisters Mentoring

Mentoring programs are one of the most widely-utilized prevention and promotion strategies for young persons, especially those who are growing up in contexts of socioeconomic disadvantage. Big Brothers Big Sisters of America (BBBSA) is the oldest and largest mentoring program for youth in the U.S. Understanding the effectiveness of BBBSA's programs can thus provide important insight into the potential for mentoring programs to provide benefits at-scale to large numbers of youth. Furthermore, whereas mentoring is often combined with various other forms of support (e.g., skills curricula), BBBSA programs are "mentoring-centric"; as such, they offer an ideal opportunity to examine the benefits that may accrue just from this one form of support. The current presentation will feature findings from two recent randomized controlled evaluations of the BBBSA community-based mentoring program, its flagship program. Results indicate that program participation has the potential to both reduce youth involvement in problematic behaviors, such as substance use and aggression, and lessen their susceptibility to feelings of depression and other emotional concerns, while also serving as a conduit for fortifying key assets for youth resilience and thriving, such as self-control, self-advocacy, social skills, grit, hopeful expectations, and family functioning. Important qualifications to these findings also will be discussed. These include program effects for a given youth being dependent on the extent and quality of the mentoring that are received.

Ballroom A&B • 2:00 pm - 2:50 pm

Vineet Chopra
University of Colorado Department of Medicine

Mindful Mentorship: Achieving the Best Relationship with Your Mentee and Mentor

In this 50-minute presentation, the speaker will discuss how lessons from Star Wars - the Good and the Dark Side of the Force - can help inform your mentor and mentee relationships. The speaker will discuss how to be an effective mentor, the four golden rules of effective menteeship, and how to avoid mentorship malpractice. The session will include lived examples from the speaker's experiences, practical advice in the form of "do this" and "don't do that," and ways in which best practice can be integrated into your mentoring relationships.

Tuesday, October 25, 2022

Roundtable Sessions	Ballroom A&B	9:00-9:50 am

Round Table Moderator: Dionne Clabaugh

Bruno, L., Farrell, A.
The College of New Jersey
Ballroom A&B

Teacher-Scholar Model: Steps to Success Through AMUSED
The undergraduate college experience is often rooted in cognitive acquisition with minimal practical application opportunities. With almost 20 years of experience working to change that norm, The College of New Jersey (TCNJ) is proud of the work regularly performed to enhance the undergraduate college experience for students. This paper will explore the TCNJ Teacher-Scholar Model (TSM) and, more specifically, how Kinesiology and Health Science (KHS) faculty use the innovative Authentic Mentoring of Undergraduates for Success in Education (AMUSED) as a platform to prepare students that are a step above other regional graduates. Success is seen in hiring rates, certification pass rates, award winners at the state, regional, and national levels, along with high publication rates. While AMUSED is primarily used with future certified educators, all KHS majors are impacted, as AMUSED content is woven both throughout the required curriculum and within program experiences. Although the content presented here is geared specifically toward health and physical education (KHS) majors, the TSM is thoughtfully used with all TCNJ academic majors with great success. Embracing the TSM has consistently led to strong retention, graduation and hiring rates, with undergraduates securing Fulbright scholarships and pursuing advanced degrees similar to Ivy League institutions, all which have led to TCNJ being ranked as the top public college in the Northeast (U.S. News & World Report, 2022). The TSM steps to success through AMUSED will focus on curricular expectations, the types of undergraduate professional program experiences, how they have been sustained or adjusted, typical feedback from education/community partners, along with tips and strategies to further mentor undergraduate research.

Pavlovich, S.
Loma Linda University
Ballroom A&B

Mentorship for Occupational Therapy Clinicians Transitioning Into Academia
The purpose of this study was to investigate mentorship opportunities for occupational therapy practitioners transitioning into academia. Mentorship is an important part of entering academia, yet it is questionable as to whether or not mentorship is provided to occupational therapy practitioners (OTPs) who are transitioning from a clinical setting into academia. This study builds upon Pavlovich's (2020) qualitative study by utilizing a quantitative survey approach. A 29-item survey design based upon Pavlovich's study and Clark and Estes' (2008) Gap Analysis Framework helped determine the knowledge and skills, motivational, and organizational (KMO) influences that impacted mentorship opportunities for OTPs transitioning into academia. The survey was designed using Qualtrics and piloted with 7 Allied Health faculty with various amounts of teaching experience. Purposive sampling and snowballing were utilized to recruit OTPs between the ages of 20-80 with teaching experience. The total number of respondents was 223. Of these, 25.6% reported participating in a mentorship program when transitioning into academia, of which 88% stated that it was beneficial. Results indicated that OTPs have knowledge and motivation but do not have adequate organizational support and resources to create a mentorship program. Results revealed that lack of organizational support was a potential barrier in having and sustaining a mentorship program despite respondents having the knowledge and motivation to participate in one. Mentorship programs for OTPs, whether full-time, part-time, or clinical faculty, are an important way to support the transition from clinician to educator. The development of mentorship programs with administrative support for OTPs transitioning to academia can help newly transitioning practitioners adjust to teaching culture.

Rodrigues, C.
Concordia University-Irvine
Ballroom A&B

Assessing Evidence-based Mentoring Practices for Faculty Onboarding in Higher Education
This paper analyzes the strategic intent and outcomes behind an evidence-based mentoring model for vision/mission onboarding at a faith-based university. A secondary data analysis was performed on information gathered from a cross-sectional survey of faculty, supported by the presentation of institutional artifacts. Findings indicated that the mentoring model enhances understanding and support of the faculty role in the mission/vision of the institution. Implications are discussed related to wider use of the faculty mentoring program in the context of vision/mission onboarding.

Huston, D., Stoddard, J.

United States Air Force Academy

Ballroom A&B

Fostering a Diverse Mentoring Community at the United States Air Force Academy (USAFA)

To improve developing cadets as Leaders of Character, an online mentoring program called Advance was designed, developed, and piloted at USAFA with 100+ freshman who selected a mentor(s) from a 500+ mentor directory. Dyads were onboarded, connected, and given instructions and training on how to use Advance, as well as communicated with via email by a program manager. Pre/post surveys and focus groups were conducted to determine the extent to which Advance facilitated mentoring. Cadets indicated that they continued to value mentoring after this experience. Cadets and mentors indicated that they appreciated this program however that the Advance platform could be improved. Most participants agreed that a formal mentoring program like Advance is needed at USAFA because it supports Leader of Character development.

Boone Green, A., McCallum, C., Vasquez, E., Boesch, A., Mackerel-Cooper, K.

Eastern Michigan University

Ballroom A&B

Success Coaching: Re-imagining Serving Underrepresented Students

This study utilizes a case study approach to explore the role of success coaching for underrepresented students who received scholarships from a non-profit foundation dedicated to supporting students from their entrance to college through graduation. Data provides insight from both students and success coaches. Overall, this work finds that a multifaceted program combining traditional educational scholarships with emergency funding and personalized success coaching was extremely effective at providing the deep support underrepresented students need to thrive and succeed in higher education.

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

University of North Carolina - Wilmington, University of Central Florida

Ballroom A&B

An Ecosystem Approach to Mentoring Diverse Communities

Mentoring is essential to career development (Campbell-Meier and Hussey, 2019; Hussey and Campbell-Meier, 2016). Necessary for early careerists, mentors often directly impact mentee productivity, self-efficacy, and satisfaction with career choices (Sorkness et al., 2017). Mentors directly influence the confidence of their mentee(s) and provide valuable insight into navigating unfamiliar landscapes (Gándara & Mejorado, 2005). Mentoring is especially critical to the retention of diverse students and can promote on-time graduation and help eliminate attrition. The process of mentoring is defined as guidance, influence, or direction – from an experienced individual to a less experienced individual (Dunn, 2021). However, the delivery of mentoring is not simplistic or unilateral, and a one size fits all approach is theoretically less effective than a mix of several types of mentoring (e.g., peer, traditional, group, reciprocal, circle, face-to-face, and virtual). Timing and delivery are essential. This is notably true in disciplines with a foundation in competency development. Competency-based education often focuses on responsiveness - individual timeframes for learning, alternative, and improved access to connections (Johnstone & Soares, 2014) that impact individual trajectory toward building and sustaining practical knowledge and applied skills. Mentors play a vital role in the transference of knowledge. Mentoring that utilizes diverse delivery models – including the integration of diverse mentors - can also increase transcultural competence (Smith, 2018) and interpersonal understanding for all involved (e.g., faculty, mentors, and students). An ecosystem approach to mentoring leverages a community of diverse mentors envisioned in an interconnected system. This concept supports the notion that the success of any mentoring program is heavily dependent on the quality of relationship(s) (Rhodes & DuBois, 2008) and quality of interaction(s) (Ayokanmbi, 2021) between the mentor(s) and mentee(s). This paper presents a theoretical framework, supporting strategies, and best practices for creating, timing, evaluating, and improving such a system – that could be replicated in various mentoring environments and with diverse participant groups [e.g., STEM (Science, Technology, Engineering, and Mathematics), higher education, and the workplace].

Verden, C.

West Chester University

Ballroom A&B

Literacy as Resistance: Mentoring Through The 1619 Project

The purpose of this paper is to describe and share an ongoing mentoring relationship between a university professor, a teacher in her first few years of teaching and the students that she teaches. This group is a part of the 2022 cohort of The 1619 Project Education Network. Their collaborations and work with The 1619 Project will be shared as well as the impact on students in the K-12 environment. Qualitative methods will be employed to evaluate the reciprocal growth of both the mentor and mentee. Practitioner action research will be utilized to make real change in the K12 classroom. Journals and survey research will be employed to collect data and be analyzed for trends. There is educational significance to both the mentor/mentee relationship as it relates to university mentorship of new teachers as well as the impact that this may have on students in the K12 system. In addition, The 1619 Project and the impact that it has on these school-aged students will be addressed. Research shows that nearly 50 percent of new teachers leave the field within the first five years of teaching. This project aims to see if a mentoring relationship can help retain qualified teachers, especially in urban environments.

Chaback, B., Mack, R.
Embry-Riddle Aeronautical University
Ballroom A&B

Strategic Organization Advising Researchers (SOAR)
Embry-Riddle Aeronautical University (ERAU), located in Daytona Beach, Florida, hosts a diverse student body comprised of students from 148 countries and different backgrounds. Each academic year the Office of Undergraduate Research (OUR) at ERAU challenges over 600 students from various backgrounds to collaborate strategically on multiple grants and research projects. In collaboration with the Center for Improved Mentoring Experiences in Research, OUR will begin to offer a series of opportunities for students, staff, and faculty to learn new skills and gain new experiences in research. Of particular interest for OUR is the ability to support the campus community on diversity and inclusion efforts, including teaching about the importance of diverse teams in STEM education and the industry post-graduation. The Strategic Organization Advising Researchers (SOAR) will focus on three areas to improve communities of mentoring and mentorship on campus. First, there will be drop-in mentoring consultations where trained staff can support colleagues through first-hand experience and case studies. Next, will be day-long workshops designed to expose attendees to high-level information. Finally, a semester-long program known as the ERAU Research Community will support collaboration between various research colleagues on the campus. This program, known as SOAR, will be rolled out in Fall 2022. The initial focus will be on internal grantees and their teams to establish a preliminary focus group. The program will then open to all students who engage with OUR in Spring 2023. The final phase of the program will occur over Summer 2023. The complete program rollout will happen in Fall 2023 and will be designed to support up to 1,000 campus members per academic year.

Jensen-Moulton, S., King, R.
Brooklyn College, City University of New York
Ballroom A&B

Starting From Scratch: Creating a Mentoring Program at a Public Institution
In January 2021, the President of Brooklyn College (BC) sought out five lead mentors, one from each of the college's five academic schools, envisioning that these individuals could form a creative team. President Anderson hoped, through the work of the team she named the Brooklyn College Mentoring Initiative, to create a culture of mentoring throughout the College, prioritizing tenure-track faculty through one-on-one mentoring, events, trainings, and digital resources. As co-chairs of this new initiative, the presenters will account for the steps, challenges, and successes they have encountered during the past three semesters, presenting BC's Mentoring Initiative as a case-study of multivalent faculty mentoring at an urban public institution.

Concurrent Sessions • 10:00 - 10:50 am

Kohlenberg, R.
University of North Carolina - Greensboro
Lobo A

Kitchen-Table Wisdom: Instilling Values in Higher Education Learners Through Mentoring
Values have guided humanity for centuries. Many of us operate with values learned early on at home. Kitchen-table wisdom refers to times when we were exposed to values that have propelled us into successful careers and satisfying lives. For a mentor in higher education, the question becomes, how do we instill values in students? A discussion and overview of value systems may lead to conclusions about how values might be instilled in higher education students. An examination of early value systems reveals that guidance and instruction in values is not a recent process. In many cultures the terms values, virtues, ethics, and wisdom are synonymous, and this is the case in this presentation. For many who experience only kitchen-table wisdom, instilling a system of values into the mentoring situation can be life-changing. Likewise, feeling comfortable in discussing values with colleagues and incorporating them into mentoring and teaching is a learned skill. Determining a listing of values appropriate in a mentoring situation must be beyond politics and biases. For purposes of this presentation, historical references will be incorporated. An example is found in Mentoring: the Tao Book of Giving and Receiving Wisdom. Shu Ching (Tao book of history) focuses on 32 virtues or values of the heart and soul. Each value is presented with a definition, practical application, and relevance to current times. Every human being is driven by values developed at some point in their life. Throughout maturation and even in higher education, learners are left to somehow develop a value system through various experiences. Many of us operate throughout our lives by those values we learned at home as suggested in the title kitchen-table wisdom. Mentoring is the ideal situation for instilling values. Certainly, values and ideals developed through mentoring is critical to success and happiness.

Stark, C.

University of Colorado - Colorado Springs

Lobo B

Campus Connections Therapeutic Youth Mentoring Program: Lessons in Ethical Development

In spring of 2022, Campus Connections (CC) therapeutic youth mentoring program implemented a new curriculum titled the Daniels Fund Ethics Initiative (DFEI) "Finding your ethical compass" Leadership, Attitude, and Performance (LAP) lessons. During the 12-week program, undergraduate student mentors met once per week with multiply marginalized (Cyrus, 2017) middle school youth and completed a series of ethical decision-making exercises. Each exercise supported social and emotional learning through scaffolded interactions and group processing. At the conclusion of the spring semester of programming, four mentors elected to participate in semi-structured qualitative interviews. Grounded Theory Methods ([GTM]; Charmaz, 2008; Strauss & Corbin, 2008; Dillon, 2012) were employed to understand the ethical development of undergraduate student mentors while participating in the DFEI LAP curriculum. This study aims to address the following research question: How do undergraduate student mentors' experience the facilitation of youth-focused ethics curriculum, implemented by graduate assistants with mentors and their youth mentees during the 12 week 12-week CC youth mentoring program? Results indicate that participants' ethical transformation supported the development of "ethical humility", a concept that includes mentors' ability to recognize their growing edges and blind spots with making ethically-sound decisions, appreciate other's views and perspectives regarding an ethical dilemma, and value principles and ethical behavior over self-interest.

Collet, V.

University of Arkansas

Acoma A

Mentoring Student Teachers with the Gradual Increase of Responsibility Model

This mixed-method study investigates use of the research-developed Gradual Increase of Responsibility Model for mentoring student teachers during a year-long internship. Mentors completed weekly conference planning forms and tracking sheets indicating their use of the five moves in the GIR model. These five mentoring moves are actions mentors take to support student teachers; they are: modeling, recommending, asking questions, affirming, and praising. Conference planning forms were deductively coded for the five moves, noting the mentoring move selected by mentors; this data was triangulated each week with tracking forms also completed by mentors. The Model hypothesizes that modeling and making recommendations provide strong support as interns begin teaching, and that less-supportive moves will suffice later in the internship. This study explores how the characteristics of mentoring change as student-teaching interns gain experience. Results demonstrate that, over time, there was a decrease in the mentoring moves of modeling and making recommendations; as interns' gained experience, mentors relied on the less-supportive mentoring moves of questioning, affirming, and praising. Some research has indicated student-teaching mentors do not change their practices over time to adjust to their mentees changing needs, a finding which is problematic. The GIR Model for Mentoring and Coaching provides a conceptually-simple approach for matching mentoring moves to student-teachers' changing needs.

Reid-Brown, C., Kanande, A., Pierre, R.

Bloomsburg University, Bloomsburg University of Pennsylvania, Osceola School District

Acoma B

Accountability Grouping: Best Practice to Next Practice in Mentoring in Higher Education

Practitioners have employed various approaches to bridging the gap between theory and practice to accomplish the goals of student engagement and improved learning outcomes. Accountability Grouping (AG) is understood to be a group of people who share similar goals or are classed together, and are obligated to hold each other accountable for their actions towards their shared progress. Grounded in social constructivism and social emotional learning (SEL), AG was utilized through mentoring with education and speech and language pathology majors in the development of area specific dispositions. Students were randomly assigned to their fixed groups for the duration of the semester. They were accountable to encourage peer engagement, and provide academic and social/emotional support as needed. Mentorship was provided by the professors which was then modeled in the groups. Data were gathered from course requirements, direct observation, participant surveys, reflective discussions and anecdotal notes shared by students on their experiences. Analytical methods employed were content analysis, descriptive statistics and response average analysis. Findings showed a change in students' attitudes towards group engagement. Success was attributed to the AG, specifically the mentoring aspects, resulting in better academic outcomes while developing professional dispositions (such as improved engagement and motivation, maintained a high standard of academic performance, fostered leadership at various levels). AG - often used in professional spaces – is a framework that is adaptable to various educational settings/disciplines. Understanding that the global environment increasingly exists in collaborative spaces, this mentoring approach can be used to develop 21st Century Skills critical for student success. This approach provides the mentoring community with another option for elevating knowledge transfer to broaden the perspectives of the mentee/ and mentor, exposing avenues to learn while contributing to the collective experience.

Pearson, M.

California Baptist University

Spirit

Inspirational Mentoring with Leadership Education

Inspiring leadership in a mentoring relationship improves with wisdom gained by reading, engaging in deep reflection, and discussion. The practical, purposeful relationships of mentors and mentees created an excellent environment for conversations about leadership. Leading a university student media group through a pandemic and working with them to overcome the adverse journey while sharing wisdom and knowledge about mentoring and leadership allowed for reciprocal growth. A changed university post-pandemic operational model included

student publications. The student editors, designers, photographers, and reporters resided off-campus in various locations at the beginning of the pandemic. In 2021 and 2022, the team came back together on campus. We launched a recruiting campaign, and as new team members joined the ranks, mentoring and leadership training became crucial. We began including time for mini-lessons and mentoring. We used naturalistic observation for evaluation. Naturalistic observation involves studying behaviors that occur naturally in natural contexts. Observations of the students who participated in the training and experienced changing work patterns and interactions were noteworthy. A model for creating a mentoring culture by teaching leadership theory will be shared, along with stories from the trenches. More transparent conversations began after the team sought wisdom on leadership. The level of gossip subsided as mentoring increased. The brief lessons were incorporated into the weekly agendas to inspire the team and provide direction. We used quotes like the one included below. Shoup (2022) states that to have wisdom is to teach wisdom. The love and fruit of wisdom compel people to pass it on to others and future generations. They can structure wisdom learning opportunities for those under their tutelage and mentorship. Communication, empathy, problem-solving skills, and general work habits improved.

McWilliams, A.

Wake Forest University
Thunderbird

Expanding Reach and Access Through Shifting Mentoring Models

Mentoring, in its traditional format, is a one-to-one relationship that provides opportunities for knowledge transfer, sharing of experience and wisdom, and an explicit focus on the individual mentee's goals. Indeed, the mutual trust, respect, and accountability that are fundamental to the success of these relationships require the unique rapport and confidentiality that a relationship between mentor and mentee provides. That said, one of the unexpected benefits of these pandemic times is how it has broadened opportunities for reach and access. By shifting our understanding of how and when mentoring can take place, we can move beyond traditional models of engagement, while still intentionally upholding trust, respect, accountability, and confidentiality; deepening connections; and building community. The author will share how Wake Forest University has shifted its conception of where and when mentoring can occur to foster deeper relationship building and mentoring skill development, while significantly expanding reach and access.

Holmgren, C., Sommers, J.

University of St. Thomas
Luminaria

Building Trust, Fostering Agency, Sharing Power: Interracial Feminist Co-Mentoring

Despite claims to value increased racial diversity in higher education, Black women perpetually navigate oppressive campus cultures. The ability to build and foster mutually beneficial interracial mentoring relationships is vitally important to move beyond performative diversity and build truly inclusive organizations. In this project, we sought to interrogate our own interracial mentoring relationship to identify guiding principles for others engaged in these types of relationships. The past and current traumas Black women experience while in community with white women have created deep-rooted mistrust of relationships that may arise between them. However, our study reveals that feminist co-mentoring principles provide a foundation to dismantle unequal distributions of power and cultivates reciprocal relationships. The disruption of hierarchy associated with traditional co-mentoring models allows for movement from power over to power with. As a Black woman and a white woman, we employed duoethnography to interrogate the realities of our interracial mentoring relationship. This study emphasized the transformative opportunities that can occur through experiences of social exchange and reciprocity within interracial feminist co-mentoring relationships. We argue for an evaluation of emerging theories within the field through a critical lens which allows for a) an interrogation of how Black women's social identity impacts their ability to build and foster relationships with white women and b) how white women can foster trust within interracial mentorships that facilitate true agency and authenticity.

VanNest, V.

Central Texas College
Sandia

Mentoring of Single Parent Female Students to Aid Retention

Retention is an ongoing issue for higher education institutions and has a greater impact on certain subpopulations of students. Peer mentoring is an accepted and often used process to integrate students into the higher education environment and provide social support. This study focuses on single parent female students and the effects peer mentoring could have on the low retention rates of this group. Using a simple qualitative study of 10 single parent female students in a southern community college, the importance of social support was identified as a potential to overcome the barriers first-year students encounter in an institute of higher education.

Wheeler, A., Hansen-Thomas, H., Waltje, J.

Texas Woman's University
Santa Ana A

Boosting Academic Achievement and Professional Confidence Through [Wo]Mentoring

This paper will describe a highly individualized mentoring program we instituted at Texas Woman's University named [Wo]Mentoring in Graduate Education, that was conceived to offer a strong base of support to help female graduate students grow in the areas of leadership and diversity, while at the same time providing them with a holistic outlook on future careers and opportunities. We will also delineate in detail the assignments and mentee work related to diversity and leadership from the inaugural year of the program, as well as modifications we found necessary to implement in the second year of the program. Data collection consisted of graduate students' monthly reflections about work from the National Center for Faculty Development and Diversity (NCFDD) and semester reflections about project progress.

Student reflections were evaluated and analyzed to determine common themes that graduate students researched. Special attention was given to concerns graduate students had about their individual research projects or the program itself. Themes also arose from the mentee's assignments, such as common areas of study researched from the NCFDD website, areas of personal growth that emerged for the graduate students due to their involvement in the program, and strengths of the program as described by the mentees. In addition, the authors describe what adjustments were needed as the program goes into its second phase with the first cohort. The significance of the work is a personalized mentorship program that provides women graduate students with tailored academic, emotional, and peer/networking support. The authors expect that the support, training, and mentoring will ultimately boost the graduate students' professional confidence and set them up for success after graduation. The authors believe that the [Wo]Mentoring program may provide a valuable template for colleagues at other institutions who could replicate this program and/or adjust it for their own purposes.

Gorbett , D., Shenberger-Trujilo, J.

University of Texas - El Paso
Santa Ana B

Lessons Learned and Future Implications From a STEM Summer Research Experience

Mentorship and research experiences accelerate the integration of historically underrepresented minorities into science technology engineering and mathematics STEM fields of study The University of Texas System UT System Louis Stokes Alliance for Minority Participation LSAMP implemented a multifaceted undergraduate research strategy to increase students from underrepresented groups who earn undergraduate STEM degrees This study assessed students' perceptions of mentorship and research experiences during COVID- Participants were randomly selected from the Summer Research Academy SRA and Summer Research Academy - Abroad SRA-A programs to provide feedback on their experiences over the summer The four focus groups consisted of student participants and the sessions lasted from hour to hours All focus groups were conducted virtually using Zoom and Miro Participants were asked about their perceptions of pre-program preparation research experience interactions with the program and virtual summer activities Students wanted communication and clear expectations to begin between their mentors and program directors before the start of the program Students appreciated regular check-ins and meetings with their mentors to discuss research Students preferred in-person experiences but benefited from digital communications Students mentioned they wanted more experiences throughout the summer where they could interact with the other students in the program formally and informally.

This study has allowed the UT System Leadership to develop a mentoring workshop for faculty participating in the SRA and SRA-A Throughout the workshop faculty members will learn about inclusive mentoring In addition UT System Leadership created various formal and informal activities throughout the summer for the upcoming students Future research efforts will include the evaluation of the mentoring workshop and the newly created summer activities.

Tigges, B.

University of New Mexico
Fiesta A&B

Development and Content Validity Testing of the Mentor Behavioral Interaction Rubric

Many mentor training interventions in higher education focus on improving interactions between mentors and mentees. Existing measures of interactions are based on reported perceptions of the mentor or mentee. However, there are currently no objective assessments of the mentor's behavioral skill. The purpose of this study was to develop a Mentor Behavioral Interaction (MBI) Rubric as a measure of a mentor's behavioral skill during single-episode interactions with a mentee. Subsequently, the content validity was assessed. The six items (Part 1), evaluated by five mentoring experts as quantifiable behaviors in any mentor-mentee interaction, were based on the Mentoring Competency Assessment (Fleming et al., 2013). The experts developed scoring criteria (highest, middle, and lowest performance) for each item, and created another eleven items (Part 2) to characterize the content (yes/no) of the interaction. Seven content experts rated the items and scoring criteria using a scale ranging from very (4) to not relevant (1) (Lynn, 1986). Five of the six Part 1 items and scoring criteria, and nine of the eleven Part 2 items had item content validity indices (I-CVI) > 0.86. The Part 1 "motivates" item and scoring, and the Part 2 "personal/ professional preferences" item were revised based on expert recommendations. One Part 2 item was deleted. Average scale content validity indices (S-CVI/Ave) were > 0.90. The MBI Rubric is the first measure developed to assess single episodes of videoed mentor-mentee interactions. The Rubric may be used with other measures to assess the effectiveness of mentor training. Limitations include: evaluation of the mentor's behavior without accounting for the mentee's behavior; inability to infer cognitive processes; and focus on the quality of one interaction, rather than the effectiveness of the relationship over time. Future work will assess inter-rater reliability, sensitivity to change, and construct validity for the Rubric.

Yowell, J.

University of Colorado
Isleta

Mathematics Success for Underrepresented Community College Students via STEM Core:
A Wrap-Around Student Services Model

Colleges and universities fail to meet the workforce needs of STEM employers, and the nation continues to struggle with an underrepresentation of women, African Americans, Latinos, and American Indians entering STEM programs and careers. Many of these positions require at least an AS degree and a combination of higher-level academic coursework, technical experience in advanced engineering software, and experience in fabrication and prototyping. Yet, this necessary academic and skill preparation continues to disproportionally exclude underrepresented students. As we progress through the 21st century, it is critical for the health and innovation of our economy that we address gaps in meeting STEM workforce needs and broadening participation among underrepresented populations. A National Science Foundation-funded INCLUDES Alliance project (HRD #1834628 & HRD #1834608), STEM Core Expansion, is one such effort to broaden participation in STEM, particularly for developmental math students—that is, those students whose math preparation falls below college-

level algebra. STEM Core—an accelerated, contextualized mathematics model that focuses on intense wrap-around student services, discussed in this paper—allows students to gain appropriate math skills, while developing an awareness and appreciation for STEM, as well as develop professional skills. Implementation of the STEM Core helps to advance diversity and expand STEM pathways by focusing on the pool of potential STEM workers found in the nation's community colleges. The initiative has created a national network of colleges and employers engaged in broadening participation in STEM through collaborative programming and sharing of best practices STEM Core aims to expand and diversify the nation's STEM workforce through five strategies: 1) broad-based outreach to recruit underrepresented students; 2) preparatory STEM skills development, i.e., summer bridge programs; 3) cohorted, contextualized, accelerated math programming, including wrap-around services; 4) paid internships with STEM employers and/or university research internships; and 5) full-time STEM employment or BS transfer—all of which provides access to high-wage, high-demand STEM career opportunities.

Ophus, J., Haase, D.
University of Northern Iowa
Scholars

Supporting Conditionally-admitted Students Using a Peer Education Model

The University of Northern Iowa (UNI) requires all conditionally-admitted students to take an academic preparedness course. Prior to 2021, data revealed the class did not have a noticeable impact on student grades or probation rates for those who completed the course. Considering the strong history of peer education at UNI, peer mentors were integrated into the course to see if either measure could be improved. Mentors attended class and held mandatory, one-on-one coaching sessions following a set curriculum. Researchers followed a quasi-experimental design in which students in the course were statistically compared to a group compiled by the Office of Institutional Effectiveness and Planning. Both groups were similar demographically, with comparable high school GPAs as well as ethnic and racial makeup. Students in the course were significantly less likely to earn academic probation (10.7%) than their peers (25.0%). Additionally, students in the course earned an average term GPA of 2.22 versus the comparison group's 1.85. Finally, students in both groups were retained at 85.7%. These promising results suggest a "near peer" relationship with a mentor can provide connections to campus resources and foster a sense of belonging. What's more, we contend these results may further separate as time allows the cohort to utilize carry-forward skills attained in the course. While it will take some time to determine whether these students graduate at higher rates than their peers, this easily emulated intervention could help provide equity for students in need.

Concurrent Sessions • 3:00 - 3:50 pm

Raschdorf, T.
Old Dominion University
Lobo A

Relational Junctures in Effective Mentoring Relationships: An Informal Mentoring Model

Mentorship is a support system incorporated into many novice teacher induction programs with the intent to support novice teachers on a more personal and relational level (Benson, 2008; Conway, 2001; Krueger, 1999; Ragins & Kram, 2007; Smith & Ingersoll, 2004). While researchers understand the formal structures of mentoring, they have yet to examine more informal sources of support. In this qualitative study, the experiences of three mentoring dyads were examined to find out why these particular pairings of novice and experienced music teachers were deemed successful and sustainable. The purpose of this report is to highlight the formation of a mentoring model generated from study findings and tenets found in Social Exchange Theory (SET). Using this model could encourage experienced and novice educators to explore informal mentoring as a form of in-depth professional development. This model could also be used as a template in establishing informal mentorships in the educational setting.

Stone, W.
Gardner-Webb University
Lobo B

Virtual Mentoring in a University Setting

The COVID-19 Pandemic has forced instructors in higher education to quickly adopt online technologies to meet the needs of their students. Often this has dramatically impacted more traditional-minded instructors who have had to switch to digital formats overnight with little guidance. This review collected anecdotal observations and recommendations from students to help determine how university instructors can successfully mentor students using new digital formats. The author teaches in graduate programs at Gardner-Webb University. In the Masters of Executive Leadership Studies and the Doctor of Educational Leadership classes, discussions were held about how university instructors can better mentor all students as a retention tool and an essential instructional practice. All sources in this paper are from anecdotal conversations developed around themes during class discussions. No formal research method was employed, and recommendations were developed based on emerging themes. The feedback from students suggests that there is a pressing and urgent need for training university instructors in the use of digital learning formats, and how these formats can be used as an effective mentoring tool. The feedback from students also suggested there appears to be a lack of digital methodology training for faculty, there is a need for training on effective digital platforms, and there is a lack of training for effective online mentoring techniques. Suggested best practices were presented as recommendations. Digital learning and digital mentoring are essential mindsets and skills that university instructors must possess as education has pivoted quickly to online delivery of services. Training is urgently required to perfect the online delivery model. Our mentoring tool chest should now contain a digital component for universities to deliver superior mentoring services.

Van Dam, D.

United States Military Academy

Acoma A

Enhancing Leadership through Mentorship in a Mandatory Physical Education Program at a Military Service Academy: An Overview of Current Practices in a Military Institution of Higher Learning

The United States Military Academy at West Point promotes itself as the "preeminent leadership institution" in the world. Graduates are expected to lead soldiers through a variety of military relevant tasks in dynamic environments. To do this, students are exposed to challenging experiences that simulate the complexity of leading soldiers in dynamic environments, such as combat. Cadets develop leadership attributes at West Point through a four-pillar model of learning: Character, Academic, Military, and Physical (Physical Education). The Physical Education program focuses on developing warrior leaders of character who are physically fit and mentally tough. While cadets are engaged in PE courses developing their psychomotor skills, they also develop by serving in various leader roles in the curriculum. Each semester cadets participate in formalized mentoring, called the Periodic Developmental Review, conduct After Action Reviews of in-class performance, and experience informal mentoring sessions vis-à-vis assigned leadership roles inside the classroom and the mandatory extracurricular physical activities. Based on their performance and interaction with subordinates, peers, and superiors, students engage in both formal and informal mentoring sessions throughout their tenure as a military student which helps in enhancing their leadership skills.

Raynor, S., Ford, V.

University of North Carolina - Greensboro, Mentor Collective

Acoma B

Why Your Transfer Retention Strategy is Failing: Making a Shift to an Active Support System

In the fall of 2020, UNC Greensboro (UNCG) piloted a peer mentoring program targeting first-year transfer students for mentorship by continuing transfer students through a partnership with Mentor Collective. The decision to pilot a peer mentoring program for transfer students grew out of UNCG's commitment to improved collaborative partnerships with North Carolina community college partners. Nationwide, almost 80% of students entering the community college system declare an intention to complete a baccalaureate degree: only 13% actually do (Horn & Skomsvold, 2011). Much blame for the lack of transfer is placed on institutions who do not adequately partner with their counterparts (universities to community colleges and vice versa); however, when a student does successfully transfer, the onus is on the receiving institution to ensure the appropriate structures are available to support students on their journey to a baccalaureate degree. The aim of this project, therefore, is to build a sense of belonging for participants and create a network of support for first-year transfer students. In the pilot year, UNC Greensboro's participants had an increase in Sense of Belonging (6.7%) and Self-Efficacy (4.9%) per Mentor Collective assessment. In the second year of the program, UNC Greensboro administered a survey including the Sense of Belonging scale (Hoffman, et al., 2002) along with questions regarding resource utilization to mentors and mentees in the Transfer2Transfer program and to a comparison group of students who were invited to participate as mentors and mentees but chose not to do so. The central research question investigated is: Does transfer student participation in a peer mentoring program improve sense of belonging, general self-efficacy, and help seeking skills? The study found that peer mentoring does have an impact on these non-cognitive skills.

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

University of Wyoming

Spirit

Allyship: Concept to the Concrete: Building Resources, Engaging Critical Friends/Allies

This conference session focuses on the development of an allyship program in a graduate department at a white rural higher education institution. We seek to produce a program template and resources that will help faculty, staff, and doctoral students to learn about critical allyship and mentoring. Our goal is to foster receptive mindsets of all (particularly white) professionals to understand Othered experiences so that we collaborate with and advocate for systemic injustices in higher education. We use a critical allyship (CA) framework based on four principles: awareness, knowledge/education, skills, and action. CA strives to achieve two goals to: a) dismantle injustices and oppression done to Others; and b) promote equity, liberation, and social justice. While all learn from allyship, we (three graduate diversity education course instructors) seek guidance and mentoring from diverse professionals to foster the understanding and support of white professionals to develop four principles through education and dialogue. We will assess our success based on four deliverables: One, a bibliography (to include designs of ongoing programs & scholarly literature); Two, a list of "critical friends/allies" (some of which will form the corps of ally mentors & mentees); Three, Selection of an in-service training program design template and a list of target funders or funding agencies; Four, Provide two revised doctoral course syllabi (i.e., doctoral student exposure to the allyship literature). The theme of this year's conference is "Fostering Diverse Communities of Mentorship: Evidence-Based Practices for Reciprocal Growth." We believe our proposed conference session and paper do exactly that. Critical allyships promote an environment and culture where individuals from white mainstream backgrounds can learn from oppressed group members' experiences. This benefits all allyship members and fosters collaborative relationships that focus on inclusion and social change in higher education. Our session and paper present an allyship model.

Crockett, M., Benge, C., Garcia, L.

Eastern New Mexico University

Thunderbird

Reciprocal Model of Coteaching: Mentorship Among Teachers and Pre-Service Teachers

Preliminary data from a pilot study and research on teacher professional learning inform the framework described in this conceptual piece. We address a relationship between coteaching and mentoring and the reciprocal learning that we expect to occur in the coteaching program we have developed. In the model we employ, mentoring is a natural component, where we take mentoring to be a relationship that occurs when the experienced classroom teacher, also known as the clinical educator (CE), takes an active interest in engaging the

teacher candidate (TC) in learning to teach. By coteaching, we mean that the CE and the TC work together to share responsibilities for pupil learning during the methods and student teaching practica. We claim that coteaching encapsulates both mentoring and reciprocity, where mentoring is part of the clinical supervision repertoire that promotes reciprocal learning.

Farley, A.

Arapahoe Community College

Luminaria

Peer Advising Impact on Student Learning Outcomes at Arapahoe Community College

This paper aims to show Arapahoe Community College's (ACC) Peer Advisors Program's impact on the institution's Student Learning Outcomes for the individual Peer Advisors. Additionally, this paper illustrates how a Peer Advisor Model is a best practice for community colleges and provides a framework for program development and implementation. Peer Advisors received training and development, including the Mental Health First Aid certification, which was even more important with the impact of the COVID-19 Pandemic. Due to the pandemic, professional Academic Advising staff and Peer Advisors worked as a remote team and then as a hybrid model with the transition back to campus. Both qualitative and quantitative data were used to measure the outcome of student success from direct outreach by Peer Advisors in the following areas: • New Student Orientation • Students Dropped for Non-Attendance • Virtual Drop-in Advising Sessions • Mentored Connect Scholars Recipients. Intentional outreach and peer-to-peer support resulted in increased rates of students continuing their academic journey and retention. The effects on the learning outcomes of the peer advisors were evaluated. Additionally, Peer Advisors showed high achievement rates in the institution's student learning outcomes: Communication, Information Management, Personal Development, Responsibility and Accountability, Quantitative Reasoning, and Cultural Awareness (Arapahoe Community College, n.d.). Community Colleges often struggle with the capacity to serve a large number of students and generally serve a diverse group of students. Therefore, a Peer Advisor Program can support the institution's commitment to equity, diversity, and inclusion and help foster academic success. A Peer Advisor Model can be a best practice for community colleges.

Chakoian, K.

Brandeis University

Sandia

"Girls' LEAP is Family": Examining the Long-term Impacts of Girls' LEAP Self-defense

Girls' LEAP Self-Defense (LEAP) is a community-based non-profit that works to disrupt the violence that surrounds all girls and gender expansive youth by amplifying their voices, emboldening their courage, and imparting critical life and self-defense skills. LEAP has been delivering programming using an intergenerational, near-peer, group mentoring model for 25 years. The purpose of this study was to measure the long-term impact of the program and mentoring model on mentor alumni. The research team conducted a primarily qualitative survey of 45 former mentors, including teen employees, college volunteers, and adult teachers who engaged with Girls' LEAP between 1995-2019. Survey results demonstrate the long-term effectiveness of this model on alumni's leadership, community engagement, educational attainment and career path, and lifelong mentorship. Findings are particularly of interest because this program serves 90% youth of color, operates primarily in inner-city neighborhoods of Boston, and brings together diverse groups of participants, volunteers, and staff around critical issues related to gender, race, and socioeconomic class. This paper reports the results of the Girls' LEAP Alumni Survey and articulates the components of the Girls' LEAP mentoring model that contributed to those results. Recommendations are made for other programs seeking to implement core components of the Girls' LEAP mentoring model, as well as for further research and evaluation.

Parker, M.

University of Houston - Downtown

Santa Ana A

Using a Wilderness Environment to Enhance Change - Creating Leadership and Community

Undergraduates enter their university experience with differing levels of maturity, belonging, and leadership. Enhancing these character-building traits to support confidence, competence, academic achievement, as well as collaborative qualities the employment world demands is the goal of most universities, and the outcomes are ultimately interpreted as individual growth. At UHD, senior level peer mentors (juniors/seniors) are selected through a nomination process by self, faculty, or current peer mentors. This occurs at the end of the spring semester in preparation for the upcoming fiscal year. Often times the single attribute considered for nomination focuses on enthusiasm alone. How can community and leadership be intentionally bolstered within any mentor group leading to a community of STEM undergraduates within a three-month period prior to a new semester? This plan outlines; a journey of unfamiliarity, physical/mental challenge, and community building leading to enhanced leadership all while in a wilderness environment.

Taeb, M.

FAMU-FSU College of Engineering

Santa Ana B

Broadening Participation in URE Using PS-MMM-based Mentoring for URM Engineering Students

This work highlights the positive impacts of a Ph.D. Student-Mediated Mentoring Model (PS-MMM)-based program that targets underrepresented minority (URM) engineering students. In particular, a case study of one of the mentoring projects is described which shows how a research project in emerging disruptive technology, namely blockchain, can be used as a vehicle to build a sense of belonging and improved professional development skills in URM engineering students. After identifying effective Ph.D. mentors on high-quality research projects, a vetting process that seeks out undergraduate students who have expressed an interest in research and demonstrated an aptitude for supplemental learning is used to select undergraduate mentees. The research focus of the mentor is matched with undergraduate URM

mentees' research interest to form a mentoring group. Throughout this experience, students were given weekly research plans to perform literature reviews on their research topic. There were pre- and post-surveys incorporated to measure participants' metacognition to simulate the highest possible learning quality. The results of this work show that 94% of participants gained a sense of belonging while participating in the program during the spring 2022 semester. Even though lack of interest and motivation to finish the research project is one of the main challenges in URE design, 100% of mentoring groups (10 out of 10) have successfully continued with their research project and submitted a technical poster describing their research results. Also, 80% of participants prerecorded their presentations and participated in the live research showcase. This work contributes to developing the best practice model for broadening participation in research using a PS-MMM for URM engineering students in emerging technologies. In some cases, highly qualified underrepresented high-school students are identified and added to the team as engineering apprentices allowing them to design procedures and disseminate findings under the direction of their Ph.D. mentor.

Saenz, V., Aguayo, R.

The University of Texas-Austin
Fiesta A&B

Project MALES: Understanding the Impact of a Decade of Mentoring
Project MALES is a research-based mentoring program at the University of Texas at Austin. The purpose of this study is to share the outcomes of an evaluative study that seeks to understand the impact that mentoring has had on the educational attainment of mentors of color throughout the last decade. This study shares the voices of alumni of the program and highlights how the program has developed to serve their needs towards graduation.

Baciu, C.

Arizona State University
Isleta

Understanding E-mentoring: A Quantitative Study of Online Undergraduate Students
As online education evolved over the recent decades, so did the practice of e-mentoring. Research suggests that the benefits of mentoring (in-person relationships) often apply to e-mentoring (online relationships), with e-mentoring having the potential to reach individuals from all around the world and provide increased access to mentoring opportunities for students from all backgrounds. This study examines individual characteristics that influence online undergraduate students' perceptions of e-mentoring, specifically the impact of gender, age, digital competence, social self-efficacy, and goal orientation on the four domains of mentoring (psychological support, degree and career support, academic subject knowledge support, and role modeling). Data were collected from a nationally representative sample of 414 online undergraduate students. We found that digital competence and goal orientation significantly influence students' perceptions of the four domains of mentoring. Social self-efficacy influenced students' perceived experiences of role modeling, and gender influenced students' perceptions of psychological support, with men reporting less psychological support from their mentors. Despite significant research on mentoring in general, with the dearth of scholarship on e-mentoring, mentors and administrators of e-mentoring programs (or mentoring programs still operating at least partially online due to the pandemic) need a better understanding and more practical application recommendations for supporting students across the transactional distance of remote engagement.

Harkins, J.

The College of New Jersey
Scholars

Mentoring in Academia: A Formula for Success
There is a heightened awareness of challenges for recruitment and retention of qualified faculty as shortages plague many institutions. These challenges are not unique to schools of nursing, and the need for formal mentorship programs to improve retention of qualified faculty is apparent. A review of the literature was completed. Articles were reviewed for mentorship best practices in both nursing and general academia. Databases PubMed, CINAHL, Google Scholar, Cochrane, ERIC were searched. The initial search yielded 16,900 articles published between 2015-2022. Articles were selected for review based on the following criteria: nursing faculty mentorship, four-year academic institutions, and tenure track. Based on the inclusion criteria, 21 articles were found to be relevant to the project. Of those found relevant, 12 mentoring programs were scrutinized for fit, and then summarized (Table 1). These programs were evaluated for effectiveness and potential application. A mentoring model was then developed, and a subsequent pilot program created for pre-tenure nursing faculty. Aims of the pilot program include increasing job satisfaction, faculty retention, increasing faculty sense of self-efficacy, and successful progression through the tenure and promotion process. This pilot program was implemented to increase the likelihood of success for pre-tenured faculty members, while fostering a sustainable culture of collaboration.

Concurrent Sessions • 4:00 - 4:50 pm

Feeney, D., Gut-Zippert, D.
Ohio University
Lobo A

Reciprocal Mentoring in Higher Education: Honoring Each Other's Experiences

This case study describes the development of a reciprocal mentoring relationship between two faculty members in teacher education initiated through a formal university mentoring program. Ohio University's Patton College of Education offers a mentoring program where a traditional mentor (experienced)-mentee (novice) relationship is the expectation. However, the relationship quickly became reciprocal in nature, as each faculty member developed a deeper understanding of the other's strengths and areas of expertise. There was no formal method of formative assessment required and none was created. The mentor made informal notes during and after meetings to guide the next steps. At the end of the year, the new faculty member was required to submit a "summary of accomplishments and activities." The original Memorandum of Understanding (MOU) contained a total of three goals, however, while the final summary listed 11 accomplishments. While collaborating, the pair's shared values and evolving visions in education created a foundation for learning from one another while also offering something the other didn't have. From the mentee's perspective, the partnership became reciprocal in nature because of who each member authentically is and what each has experienced. The mentee's questions of "why do we..." expanded the mentor's thinking beyond the status quo. This allowed the mentor to consider more progressive ways of thinking and acting and challenge the idea of maintaining "the way things have always been." Seeing student-centered practices, inclusiveness, equity, and justice modeled, helped move these concepts from superficial discussion to reflection, deeper understanding, and new practice. The pair began to complement one another; the steps taken led to a more equitable, student-driven learning process. The mentee's sense of growth was unlike any other since becoming a faculty member. This process led to the development of a high-quality connection that could serve as a model for others.

Conner, T.
Troy University
Lobo B

Reciprocal Mentorship: A Higher Education and Elementary Partnership

The purpose of this project was to establish a pathway for school improvement through authentic collaboration, a sense of trust, and reciprocal mentoring through job-embedded professional development. Reciprocal mentoring included teachers, administration, and higher education partners. The intent of reciprocal mentoring was to broaden the collaborative efforts, broaden the internal partnership between higher education and the elementary education using instructional practices of mentoring and peer coaching during vertical planning along with the use of student assessment data to improve student learning outcomes. Although the authors did not begin with a model/framework in mind, a reoccurring theme emerged throughout the project. As the reflective process continued the authors found the external partnerships, the internal partnerships, and reciprocal mentoring were the key elements for creating an effective learning environment. Anonymous surveys revealed 69% of teachers agreed they were "almost always" collaborative by planning with others. However, 67% reported they spent their time planning in "isolation". This is a stark contradiction prompting further investigation. After completing five job-embedded professional development sessions to include peer-to-peer reciprocal mentoring/coaching, the participants became more collaborative and offered an authentic willingness to support each other.

Patterson, C.
Texas A&M University
Acoma A

Leading a Mentoring Culture at a Research-intensive University: The Pilot Program Report

Formal mentoring programs enhance faculty recruitment and retention, and strengthen a faculty member's relationship with the department and its missions. The Leading a Mentoring Culture program provides academic leaders with research-based skills and approaches to mentoring and retaining faculty. Faculty Affairs developed this learning community to support department leaders who wish to both cultivate faculty mentoring competencies and create or refine a departmental mentoring plan in collaboration with faculty. This report explores the first iteration. A single research-intensive university in the United States designed the Leading a Mentoring Culture program to engage academic leaders in building a new or leveraging a current unit's mentoring initiative. From December 2021 to June 2022, program participants (n=10) committed to monthly two-hour sessions facilitated by academic leaders and trained mentorship development facilitators. Participants completed reflection posts, wrestled with mentorship scenarios relevant to department head leaders, and submitted a mentorship plan. Program leaders described the evidence-based mentorship competencies that anchored the learning community. Participants articulated their mentorship plan at the end of the program. Mentorship scholars conducted an end-of-program feedback form and a review of mentoring plans for emergent themes, including similarities and differences across the represented academic units. Program report findings will inform future Leading a Mentoring Culture efforts by refining facilitated sessions, reflection worksheets, and community activities. Academic leaders play a pivotal role in the direct and indirect mentorship of faculty. Establishing a formalized faculty mentoring approach is essential given the rapidly changing landscape of higher education and the ever-increasing pressures on faculty. Notably, the case study university is in the midst of significant institutional leadership transitions and strategic plan implementation. Mentorship development leaders aim to iteratively design the program and provide a path for other institutions interested in formalizing departmental mentorship.

Hanrahan, T.
Acoma B

Developmental Relationships: An Examination Into Student Perceptions of Their Relationships With Faculty Members

The purpose of this study was to investigate the perceptions of students on the importance of developmental relationships related to teacher satisfaction and retention. It involved the use of a 20-question survey focused on perceptions of on-ground undergraduate students on components of The Developmental Relationship Framework from the Search Institute. Cronbach's Alpha, T-tests, and a Mann-Whitney U test were used to analyze the data. Independent T-tests and Mann Whitney U Item Analysis discovered no significant differences in mean scores of survey questions and the demographic variables. While the statistical results were not significant, areas for further research were identified.

Aguinaga, V., Oliver, D.
Southwestern Oklahoma State University
Spirit

Supporting the Professional Needs of Alternatively & Emergency Certified Teachers

The study reviewed in this article reveals the need for effective, research-based professional development and mentoring for alternatively and emergency certified teachers in the state of Oklahoma to improve teacher effectiveness, retention, and student achievement. The article further describes one university-guided mentoring program implemented in 2021, which sought to enhance participants' teacher identity, content knowledge and pedagogical skills related to student diversity, classroom management, and use of digital tools. The program utilized a year-long sustained professional development and mentoring approach in a virtual setting. The program was promoted as a Professional Learning Community focused on enhancing teacher identity and skills specifically for the alternatively and/or emergency certified teacher. Throughout the year, key sessions from expert guest speakers presented on the areas of teacher identity, student diversity, classroom management, and digital tools. Between each of the expert guest speaker sessions, participants engaged in reading a professional text on developing teacher identity and participated in live virtual discussions with university faculty-mentors. The intermittent discussions with other colleagues in the program and university faculty-mentors allowed the opportunity to review key content and discuss implementation and application of learned information as well as establish and further the development of teacher identity and efficacy. The research evaluated participants perceived growth in these areas and the program's overall success. Results indicated the participating alternatively and emergency certified teachers experienced growth in all key areas. Results further indicated the program's framework, content, activities, faculty-mentors, and speakers were perceived as effective.

Burke, B.
Suffolk University
Thunderbird

Mentoring Across Generations: An Exploration of Early, Midcareer, and Seasoned Leadership Coaching

The COVID-19 Pandemic overlaps with a broad retirement wave among societal leaders and the need to recruit future impactful participants. The impending approach of the "Silver Tsunami" became the "Great Resignation," which now consumes human capital management and higher education strategic planning. A subsequent crucial focus in these fields is the mentoring of the new workforce for sustainable impact and success. How do mentors and mentees across generations serve one another on crucial organizational challenges? Mentoring has gained complexity in response to two salient trends since 2020. Business and public leaders recognized the need to address broad structural inequities, and the "locked-down," isolating response to COVID heightened our focus on deteriorating mental health conditions. Both of these trends have the ability to alter organizational cultures, either in positive, unifying ways, or in the creation of dysfunctional and separated subcultures within organizations. These trends require enhanced communication and tolerance as well as a focus on emotional resilience across society, with mentoring as one of the possible change facilitators. This study looks to the development of the structural inequity conversation and emotional resilience skills through organizational culture analysis. The outline proposed here is meant as a guide to mentoring conversations and reflection.

Zacarías, F.
MultiPOD Mentoring
Luminaria

MultiPOD: A Global, Multidisciplinary, and Gender Transformative Mentoring Community

MultiPOD Mentoring is a virtual, global mentoring program directed to students and young professionals, 23 to 35 years old, working in the fields of global health, human development, and environmental protection. MultiPOD's mission is to affirm the mentees' technical knowledge and skills, strengthen their personal growth, and accelerate their career development through the personal guidance and support of well-qualified and experienced mentors. The members of the MultiPOD community, 55 current mentors and 309 mentees and former mentees (Multipodians) from the Classes of 2017 to 2022 were born or/and are currently working/studying in 18 different time zones and 112 countries across the world. MultiPOD members represent more than 80 academic disciplines and speak more than 70 different languages (with English as MultiPOD's "lingua franca"). Eighty-five percent of mentees are young women from diverse upbringings and cultures, who nevertheless must make similar decisions to reach their professional and personal goals. For this reason, we are using both the theory and practice of mentoring and a "gender transformative approach". In the last five years, we have learned a few lessons, i.e., how to identify and mentor talented young people from almost anywhere in the world; how to use MultiPOD's framework and approach for successful mentoring, how to help mentees "achieve or almost achieve" their goals in 7 or more sessions (+ homework) in 9 months; and how to design, manage, and implement a complex mentoring program with worldwide outreach with very few human and financial resources. Thus far, MultiPOD has been successful in helping more than 300 mentees achieve or come very close to achieving their stated goals for the year: 55% to 60%

of mentees have obtained or are on their way to obtain a desired job or enter an advanced academic program, and more than 95% of our "graduates" would recommend the program to their peers and friends MultiPOD has already surpassed its exploratory phase and is now ready to extend and expand its sphere of action and "real-world" experience in international mentoring through regional (geographic) and linguistic Chapters, in the next quinquennium.

Johnson, K.

National High Magnetic Field Laboratory at Florida State University
Sandia

Diversifying Innovation in STEM Through Mentored Experiences

White and Asian graduate students have historically dominated the fields of science, technology, engineering, and math (STEM). From academia to industry, underrepresented minorities (URM) such as African Americans, Latinx, Native Americans, Native Alaskans, Native Hawaiians, and Native Pacific Islanders obtain a significantly low number of degrees and careers in STEM disciplines. In 2018, only 7% of bachelor's degrees in STEM were obtained by African Americans (Temming, 2021). Many factors influence URM participation in STEM fields, but mentoring has long been identified as an effective approach to engage and retain more URM students in this important discipline. Using a qualitative approach, this study examined the experiences of undergraduate African American students that participated in a mentored experience at a national lab. Using the tripartite integration model of social influence (TIMSI), this study provides insight into how these students became integrated into and identified with the scientific community at the lab while investigating the role of mentorship in facilitating this process.

Urtel, M., Cecil, A., Angermeier, L.

Indiana University - Purdue University Indianapolis
Santa Ana A

Culture Eats Strategy: Case Affirming This is True for a School-Level Mentoring Program

It is well established that a culture for mentoring is paramount for faculty, department, and school success. This paper presents a 4-year update on a new mentoring model that materialized from the merging of two schools, and subsequent cultures. A faculty team utilized surveys, focus groups, and one-to-one conversations with faculty along with school leadership as the prime source of data. Program satisfaction, attendance at programs, sustained programming, and general faculty interest (from both mentees and mentors) directed to the mentoring program were used as both the forms of data collection and metrics. It was found that the school culture, fresh off a merge, was not robust enough to support a new mentoring model. We underestimated the readiness to accept change, and this contributed to our failure. While faculty actively seek opportunities to be mentored it appears they gravitate back to their prior experiences and cultural comfort, more so than a novel mentoring model.

Balaraman, A.

University of California-Berkeley
Santa Ana B

Impact of Shared Values & Power on Successful Mentoring for Minorities in STEM

The aim of the study was to identify characteristics of mentoring programs that benefit (or do not benefit) women, Black, Indigenous, and people of color, and first-generation college students and increase their retention and continuation in STEM. The hypothesis was that shared values and power dynamics can drive the success (or failure) of mentoring these students in STEM. Specifically, we studied the impact of patented technology "Epixego" – an online mentoring and employment ecosystem – and accompanying training program that both explicitly incorporate shared values and account for power dynamics in mentoring. The research was an intentional collaboration across UC Davis, UC Merced, and UC Berkeley, with the former two having the distinction of being Hispanic-Serving Institutions (HSI) in a near-peer mentoring model. Research indicates that access to social capital via mentoring is critical for historically excluded students' sense of belonging, self-efficacy, and retention (Holloway-Friesen, 2019). The research used a mixed-method approach consisting of a quantitative assessment of the mentoring intervention using pre-and post-intervention surveys and qualitative data from focus groups. This paper will focus on quantitative data analyzed in the study. Existing mentorship measures were adapted and integrated from social influence theory, social cognitive career theory, social network theory, and Global Measure of Mentorship Practices. The measures corresponding to a mentor or mentee's past mentoring experience were calibrated against the post-intervention scores. Shared values between mentor and near-peer mentee increased by 27.03%, and mentee's STEM self-efficacy (measured via occupational identity, & social capital) improved by 23.19% and 35.15% respectively. The study contributes to research on the pedagogy of effective mentoring programs and interventions. Assuming mentees and mentors have the skills and tools needed to develop a successful mentoring relationship disadvantages mentees who lack sufficient social capital to connect with their mentors (Pfund, 2016; Pfund et al., 2013). While some progress has been made in educating mentors and mentees (Gandhi, 2016; Pfund et al., 2014), this study advances frameworks, tools, and metrics to implement and measure mentoring relationships (Lee et al., 2015).

McQuitty, D.

North Carolina A & T State University
Fiesta A&B

Recruiting Black Males in SLP: The Role of Mentoring and Collaborations at an HBCU

Few African Americans and other minorities work in the healthcare industry, particularly in medicine and allied health specialties, such as physical therapy and speech language pathology (SLPs), and audiology. The fact that African Americans represent less than 4 percent of the SLP workforce is cause for concern. Studies have shown the importance of patient concordance in the healthcare industry especially

when treated with someone who looks like them. The purpose of this paper is to discuss the need of increasing the number of African American male speech language pathologists and audiologists through an innovative and collaborative program between an HBCU and high school. The program involves students at both the high school and college levels allowing for the development of recruiting strategies, which include intentional or unintentional mentoring based on shared identity in the classroom. Increasing the number of African American males as speech language pathologists and audiologists will require innovative recruitment strategies to draw and retain interest at a high school level with mentoring opportunities.

Vasu, I.

Holyoke Community College
Isleta

Culturally Responsive Pedagogy and Mentoring: Leveraging Students' Community Cultural Wealth to Secure STEM Success

The NSF-STEM Scholars 2.0 Program (NSF #2030890) can empower underrepresented community college students to see themselves as scientists, mathematicians, and engineers. Culturally Responsive Pedagogy (CRP) embedded in the mentoring process is a critical part of their academic success. This study investigates the extent to which CRP-Embedded Mentoring empowers students to leverage their Cultural Capital (Yosso, 2005), in order to secure STEM Social Capital (Saw, 2020). This exploratory case study addresses gaps in the literature, namely a lack of evidence-based research documenting the connections between CRP and student outcomes (Sleeter, 2012). The STEM Scholars Program is focused on enacting three critical CRP dimensions described by Ladson-Billings (1995): 1) holding high academic expectations and offering appropriate support such as scaffolding; 2) acting on cultural competence by reshaping curriculum, building on students' knowledge, and establishing relationships with students; and 3) cultivating students' critical consciousness. This study used mixed methods such as observations, surveys, focus groups, student and faculty reflections, and samples of student work. Correlational analysis was used to examine the relationship between faculty and student perceptions of CRP-embedded instruction and mentoring, and STEM Social Capital (Saw, 2020). Finally, the authors introduced another construct related to social capital, Yosso's theory of "Community Cultural Wealth" (2006), that maps onto the social-cognitive motivations identified by Social Cognitive Career Theory (SCCT). By so doing, they found that CRP-embedded mentoring makes visible the precise mechanisms through which STEM Scholars leverage their Cultural Capital to secure STEM Social Capital, and thereby increase their academic success.

Wyatt, M.

Khalifa University
Scholars

Transformative Mentoring for In-service English Language Teachers

While novice mentors need mentoring, unfortunately they also tend to receive limited support. Moreover, where formal mentor courses are provided, particularly in the field of English language teaching, they tend to be under-researched. Such courses might be based primarily on either knowledge transmission or knowledge transformation models (Nguyen, 2017), with the former essentially providing input for future use and the latter perhaps encouraging participants to make connections between theory and practice or engage in collaborative inquiry. This article focuses on a mentor course provided for Omani in-service English language teachers, analyzing how it helped these teachers make connections between theory and practice, and engage in collaborative inquiry. I draw upon various forms of qualitative data in analyzing the module, including notes provided by the university to faculty who would teach the course, which was based on Malderez and Bodóczky (1999), and data including published reflective accounts of participating teachers in assessing how it was received. Findings focus on ways in which the course was transformative in combining elements of theory-and-practice connection and collaborative inquiry mentoring models. It seemed to help novice mentors in growing into 'educator' and 'supporter' mentor roles (Malderez & Bodóczky, 1999); the 'educator' acts as a sounding board for the articulation of ideas, while the 'supporter' is there for the mentee 'for cathartic reasons', sometimes providing a shoulder to cry on (p. 4). Evidence suggests the course supported deep experiential learning. The study thus illustrates how a transformative mentor course (Wang & Odell, 2002) can be designed, adapted and implemented in a particular teacher education context to support the continuing professional growth of participants, enabling them to then engage in mentoring practices themselves. In many national contexts characterized by limited resources, transformative mentoring courses for in-service teachers are needed more than ever. Implications relating to the need to localize mentor courses to suit the contexts in which they are conducted are raised.

Wednesday, October 26, 2022

Plenary Sessions

11:00-11:50 am	Lunch Break • 12:00-12:50 pm	1:00-1:50 pm	2:00-2:50 pm

Ballroom A&B • 11:00 am - 11:50 am

Victor Sáenz

University of Texas - Austin

Supporting our Boys and Young Men of Color: How Evidence-Based Practices can Advance this Critical Educational Imperative

The session will offer an interactive discussion of the gender gap in educational attainment for boys and young men of color as well as showcase promising strategies for addressing this growing state and national imperative. Whether it's data on special education placements, school discipline referrals, high school graduation, or college readiness rates, each of these areas represent key metrics where the growing gender gap is evident for boys and young men of color.

This session will spotlight two of our initiatives in Texas: 1.) the award-winning Project MALES (Mentoring to Achieve Latino Educational Success) Student Mentoring Program, and 2.) the Texas Education Consortium for Male Students of Color (Consortium), made up of school districts and higher education institutions across the state. This session will highlight how we use research as well as the strategy of collective impact to align existing programmatic efforts and develop new initiatives that advance educational outcomes for male students of color.

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

Ballroom A&B • 1:00 pm - 1:50 pm

Donald Hackmann

University of Illinois

Creating and Sustaining a Deep Mentoring Relationship

Mentoring is typically conceptualized as a veteran professional (the mentor) taking an active interest in a novice (the mentee), with the veteran providing training and advice to the novice as they develop proficiency and advance in their profession. Because the term "mentoring" can be casually and informally applied to almost any supportive experience, novice professionals often mischaracterize mentoring as their engagement in any short-term interaction with a veteran that results in guidance and advice. Yet, there is a difference between receiving occasional mentoring supports and being invested in a sustained, high quality mentoring relationship, which is "a bonded relationship of long duration that has developmental value and meaning for both parties" (Johnson, 2016, p. 21).

In higher education, many graduate students and novice faculty members report that they do not have a mentor. A deep mentoring relationship is characterized by foundational components of trust, duration, shared commitment, intensity, and reciprocity (Zellers, Howard, & Barcic, 2008). Although the primary focus is on mentee development, mentors should also benefit from a quality experience.

This research-based session expands upon Kram's (1983) four phases of mentoring (initiation, cultivation, separation, redefinition), providing suggestions for the formation of a two-way deep mentoring relationship. Throughout the session, I draw upon the mentoring literature, my personal research on mentoring, and my experiences mentoring numerous graduate students and university faculty members, highlighting aspects and recommendations for mutually beneficial, deep mentoring relationships. While this session primarily provides examples from higher education, it is valuable for professionals in all fields.

Wednesday, October 26, 2022

Roundtable Sessions	Ballroom A&B	9:00-9:50 am

Round Table Moderator: Dionne Clabaugh

Brower, N., Coffey, D.
Grand Valley State University
Ballroom A&B

Collaborative Mentorship Using Five Simple and Powerful Questions
When people feel stuck, it can be difficult to find a way forward. We have found that combining design thinking and Cognitive Coaching provides people with a framework that enables them to find innovative solutions to challenging problems. We use Innovators' Compass, a design thinking tool that can incorporate a Cognitive Coaching approach, in both professional and personal settings. Innovators' Compass encourages people to wonder, imagine, create, and collaborate to get unstuck. The Innovators' Compass is a graphic organizer that takes the most important elements of human-centered design and distills them into five powerful questions to aid in solving any problem: (1) Who's involved? (2) What's happening and why? (3) What matters most? (4) What ways are there? (5) What's a step to try? This tool fosters reciprocal mentorship as the mentor learns more about the mentee's circumstances through answers to questions 1-3, leading to more meaningful collaboration on questions 4-5. The Innovators' Compass tool encourages the integration of all voices, especially in diverse communities, to find new ways forward. Its human-centered design highlights the people central to the problem it aims to benefit. Too often, we ignore the brilliance and ideas of the people at the center of our challenges, resulting in solutions that are ineffective and even harmful. Because it is easy to learn and use, the Compass can be a tool of reciprocity in that it levels the mentor-mentee relationship and respects what each can contribute. The Innovators' Compass has been used in sessions around the world to empower people to find new solutions to sticky problems. We have used it within our campus community to foster creativity as faculty, staff, students, and alumni consider ways to explore uncharted territory at work and home. We will share case studies from these sessions that include participants' thoughts about the experience.

Hessler, S.
Vanderbilt Divinity School
Ballroom A&B

Building Interfaith Leadership Initiative (BILI): A Student Leadership Development Model
The Building Interfaith Leadership Initiative (BILI) is a multi-campus and multi-regional interreligious and intercultural undergraduate student leadership development programming model convened by Hebrew College's Betty Ann Greenbaum Miller Center for Interreligious Learning and Leadership. The program trains fellows in the theory and practice of interreligious leadership, using best practices from participating schools and leading intellectuals and practitioners. The program also develops greater collegiality among religious and spiritual life professionals across participating institutions. Fellows attend the Interfaith Leadership Summit hosted by Interfaith America (formerly Interfaith Youth Core). BILI subsequently assists fellows in planning programming for the wider undergraduate student communities of New England and greater-Charlotte, North Carolina. During the academic year fellowship, each participant writes two blog posts or produces one podcast on a topic relevant to the fellowship experience. Learning is measured through knowledge and skills inventories completed at the beginning and conclusion of the fellowship. BILI develops student skills and knowledge in the following content areas: interreligious literacy (with a focus on leadership models and challenges), intersectional identity formation, facilitation of courageous conversations, coalition building, program design and implementation, and public voice (speaking and writing on religion). Program learning modalities include: professional presentations, scenarios/case studies, peer presentations (texts, objects, memories), group discussion, reflective exercises, and committee work (related to student-led programming). Fellows also broaden networks of colleagues and mentors. BILI is developing resources for a replicable, scalable program. It is generously supported by the Arthur Vining Davis Foundations, the Gottesman Fund, and Daniel L. Miller. 2021-2022 institutional partners include: Babson University, Bentley University, Boston College, Boston University, Brown University, Central Piedmont Community College, Davidson College, Harvard University, Johnson C. Smith University, Massachusetts Institute of Technology, Northeastern University, Queens University of Charlotte, Suffolk University, Tufts University, and Wingate University.

Smith, S., Coffey, M., Bramblett, A.
Dalton State College
Ballroom A&B

A Tale of Mentoring Part II: Growth of a Mentoring Community; Lessons Learned
Mentorships play pivotal roles in the development of teacher candidates' pedagogy and acquisition of content knowledge. The purpose of this project is to examine and explore various mentoring practices used in a first-year Robert Noyce Teacher scholars' program and the value/effectiveness of the program to scholars and mentors. The proposal will aim to discuss the challenges the mentoring program faced in its first year and how mentors and scholars were able to overcome such obstacles. This study employs a qualitative research approach, and the duration of exploratory activities was from November-May, 2021-2022, involving six participants. Throughout the program, mentors serve as additional support for Noyce scholar teacher candidates and are graduates of the college where mentees are currently enrolled. Aptly, mentees maximize their potential and achieve personal and professional goals through reflective communication with mentors. Findings

from the study reveal that (1) hybrid collaborative learning sessions positively impacted the reciprocal learning/mentoring relationship, and (2) examining mentors' conceptualizations of their mentoring experiences by providing insight into which mentoring paradigms occurred during the study. **Mentees and Noyce scholar teacher candidates and preservice teachers are used interchangeably in the proposal.

Wolter, M.

Post University

Ballroom A&B

Emerging Leaders and Their Motivation

The purpose of this quantitative, nonexperimental, explanatory, cross-sectional, survey research study was to increase the knowledge base of the influence motivation has on individuals who are enrolled in the Emerging Leaders program at the university. The relationship between the employee motivation and the demographic information for the employees enrolled in this program has not previously been studied. The findings will have implications for the stakeholders of this university when recruiting, developing, and retaining their leadership. Data for the research question will be analyzed utilizing hierarchical multiple linear regression. The model for this study includes the dependent variable (Employee Motivation Questionnaire) and four control variables (age, gender, educational attainment, and job tenure). The findings will have implications for the stakeholders of this university when recruiting, developing, and retaining their leadership. The research is currently in progress and will be completed (and analyzed) well before the deadline for the conference. The findings will have implications for the stakeholders of this university when recruiting, developing, and retaining their leadership. The present study examined the relationship between employee motivation, on an intrinsic and extrinsic level, with various diverse demographic information for the members of the Emerging Leaders program. The study's significance to the field of management is to inform supervisors how this program impacts employee retention, motivation for members of the cohorts to become institutional leaders, and trends to look for in what can help identify future members of the program.

Syeed, E.

California State University-Long Beach

Ballroom A&B

Sanctuary Mentoring: Toward a More Inclusive Mentorship Framework

The paper draws on my experiences as a research mentor to a group of liminal status students who face significant barriers as non-citizens yet also exhibit agency. I pose critical questions for mentors to consider how citizenship status may inform relationships with mentees and allow for them to deepen their commitments to social justice. I offer a framework that promotes a vision of mentorship that intentionally considers immigration status as it relates to recruitment, inclusion, and community. As diversity and inclusion efforts within mentoring circles continue to bring intersectionality into sharper focus, citizenship status is not always recognized as shaping our identities and experiences. Moreover, status often intersects with other minoritized student backgrounds. The paper builds on the conference theme by advancing equity for undocumented mentees who are often unable to take advantage of high impact educational opportunities on their campuses due either to institutional restrictions or popular misconceptions. The paper offers practical examples of how mentors can address citizenship status in three key areas: 1) Recruitment and selection. Mentors can emphasize their commitments to undocumented students when creating equitable mentorship opportunities. 2) Expanding inclusion. Moving beyond popular discourse that narrowly defines undocumented students as 'DREAM-ers,' mentors must develop awareness of the nuances of liminal status experiences. 3) Building community. Given that trust is central for students, mentors must invest in building personal and peer supports. Utilizing a critical autoethnographic approach, I focus on my own evolving understanding of my role as a research mentor working with undocumented students. Specifically, I examine how power and positionality influence how mentors approach their work and the possibilities for reciprocal growth. By engaging in critical reflexivity, I detail both the missteps and successes of our work together. The result is a model for cultivating mixed-status, mentor-mentee relationships that acknowledge power associated with citizenship.

Kopera-Frye, K.

New Mexico State University

Ballroom A&B

Mentoring and Empowering Latinx Caregivers of Loved Ones Suffering from Dementia

An evidence-based program, Cuidando con Respeto, or "Caring with Respect", has as its goal to empower caregivers of loved ones suffering from Alzheimer's Disease. By mentoring Spanish-speaking caregivers in how to cope with their loved ones' disruptive behaviors, this Program fills a much needed service in the Southern Border region. Fifty caregivers, primarily daughter, cared for their elder parents suffering from dementia. The question of interest involved caregiver perceptions of how valuable the educational Program was in meeting their needs. In the Southern Border region, over 60% of households speak Spanish only; thus, there is a language barrier for information, services, and programs. Fifty Latinx caregivers, mostly daughters, were providing care for an elder parent. Caregivers may need caregiving strategies to deal with disruptive behaviors, e.g., aggression. Cuidando con Respeto provides a mentoring 8-hour educational experience in addressing these concerns. Caregiver perceptions of the utility of this program and preparedness for caregiving was assessed. The mentoring Program was invaluable to the caregivers in helping them understand the nature of dementia. Qualitative responses to an open-ended evaluation question indicated overall positive rating of the mentoring experience. Caregivers noted the importance of learning ways to cope with the loved ones' disruptive behaviors such as aggression. They further noted that they felt more prepared for their caregiving role. The importance of this evidence-based Program lies in its utility in meeting the needs of an underserved population, Spanish-speaking caregivers in Southern New Mexico. The mentoring experience provided the caregivers with strategies and tools to help improve the caregiving experience, thereby resulting in enhanced quality of life for their loved ones. The Program served an invaluable function in empowering this diverse community of mentees, while providing reciprocal benefits to both the caregiver and care recipient.

Da Costa, M.
Western Carolina University
Ballroom A&B

Strategies to Address Microaggressions and Promote Inclusivity in Nursing Education

Nursing has faced longstanding challenges in advancing equity due to persistent oppression and racism in clinical settings and academia. In fostering diverse communities of mentorship, leaders, mentors, and educators must understand the impact of microaggression within nursing education and be equipped with evidence-based tools to assist in responding to and dismantling microaggressions. The purpose of this article is to introduce strategies to prevent microaggressions and build a learning environment of inclusive excellence. The strategies proposed are based on a literature review and identified best practices that can be incorporated within the course structure, class interactions, and classroom culture. Strategies provided aim towards cultivating cultural humility in academia and supporting underrepresented students in developing resistant capital. The Microaggression Triangle Model framework is presented as an approach to repairing relationships and restoring reputations damaged by microaggressions. The literature suggests that training and educating faculty on matters of microaggression positively impact their ability to respond to microaggression (Ackerman-Barger et al., 2021). Addressing matters of microaggression in the classroom and clinical setting promotes positive experiences of inclusivity, confidence building, and feelings of being supported among underrepresented nursing students (Ackerman-Barger et al., 2021). Consequently, a case can be made for a shift in academic leadership and mentoring that take into consideration the need to address issues of microaggression in nursing education. This is necessary to promote the well-being of underrepresented nursing students and improve their overall chances of academic success, and in supporting diversification of the nursing workforce.

Driscoll, D.
Purdue University
Ballroom A&B

A Survey Instrument to Explore Mentor-Mentee Perceptions of Their Mentoring Experience

The purpose of using the newly proposed Mentoring Experience surveys—one for mentors and one for mentees—was to assess using similar (almost matched) items how mentors and mentees felt about: 1) their mentoring relationship and 2) their research project after participating in a summer undergraduate research program. For example, mentors were asked to rate items on the survey such as "The research project challenged my mentee," whereas mentees were asked similar-in-content survey questions such as "The research project challenged me." Although the Mentoring Experience surveys were initially designed for in-person mentoring programs, sections were added about their virtual mentoring experience when the COVID pandemic led programs to be virtual only. The surveys were deployed in summer 2020 and 2021, but only to a small number of engineering and science graduate mentors and undergraduate mentees. The value of the Mentoring Experience surveys is that one can report on findings for mentors and mentees separately or one can pair mentors with their mentees and report on whether they had a shared experience. If the experience was not shared, one can explore why there were discrepant experiences and how to potentially improve the mentor pairing process. The Mentoring Experience survey instruments are shared in this paper; those wishing to use these instruments should cite the present paper. It is hoped that future use of the survey instruments in larger summer undergraduate research programs will establish its reliability and validity, as well as highlight the importance of shared positive mentoring experiences.

Hudler, K., Timmerman, N.
Northern Arizona University
Ballroom A&B

Sustainable Movements Need Sustained Mentoring

This research uses feminist theory to expand traditional conceptions and practices of mentoring to foreground emotional work and an ethic of care. Specifically, the purpose of this work is to mitigate activist burnout and sustain the capacity of diverse and inclusive social justice movement communities over time. While this research focuses upon mentoring within the context of social movements, the feminist mentoring models we identify can be applied in non-profit, educational, and other institutional settings. In this paper, we conducted secondary research on feminist mentoring. Specifically, we review historic and current theories of feminist mentoring and share results from a systematic literature review of research on feminist mentoring. The research presented here is currently being used as grounds for an ongoing primary research project with activists about stories of care-based mentorship within their movement work and how these experiences related to burnout. We will share any preliminary results from those interviews during the presentation. Results from our research show that the feminist mentorship model emerged in the 1990s within an academic context to support students and faculty of marginalized identities in male-dominated fields. This model is most often grounded in feminist care ethics, which break down the hierarchy of traditional mentorship in favor of reciprocity, relationship-development, and mutuality. Predominant feminist theories of mentorship argue that using care ethics in mentoring relationships (through practices like tending to each other's emotions and facilitating self-reflection) uniquely create a sense of solidarity and support that can prevent burnout. Additionally, our research found that burnout is rampant in social change communities. Scholars and activists argue for the importance of focusing on care within movement communities. While existing research on burnout does not explicitly reference mentorship as a strategy for mitigating burnout or tending to emotions, the research does indicate that harm is done when activists do not have space for collective emotional processing and/or mutual support. Further, research shows that individual activists and movements benefit when strategies of care are intentionally woven into the foundations of a movement's work.

Gibau, G., Jordan, T., Reed Hughes, K., Ferme, V.

Indiana University, Iowa State University, Indiana University–Purdue University Indianapolis, University of Cincinnati

Ballroom A&B

Keeping the Light Burning Bright: A Collaborative Approach Toward Mentoring Excellence

The Midwest Experiences in Mentoring Excellence (MEME) is a multi-institutional effort to improve mentoring experiences for science, technology, engineering, and mathematics (STEM) faculty who identify as women and are from historically marginalized groups in higher education. The objective is to initiate systemic change in mentoring through four main activities: mentor training, mentor-mentee matching, mentoring circles, and resource development. Participating regional institutions include IUPUI, Ball State University, Cleveland State University, University of Cincinnati, Iowa State University, and Michigan State University. To date, 91 faculty have participated in 1-2 MEME activities since Spring 2021. We used internal program-wide surveys each semester, periodic post-event surveys, and collected demographic information on participants including race, gender, academic rank, tenure status, years in academia, and early academic career exposure. We also used external instruments such as the Intercultural Development Inventory and post-event surveys administered by the Center for Improvement of Mentored Experiences in Research for mentor training participants. Combined, our MEME activities have fostered cross-institutional connections among participants and program administrators. We have also amassed a suite of STEM mentorship resources on our website--https://www.aspireme.org. MEME demonstrates the power of collaboration to foster cross-institutional diverse communities of mentorship. Developing a regional network is necessary to address disparities in STEM mentoring and build support networks among minoritized STEM faculty who often are "the only ones" in their departments. Equally important is fortifying the training of non-minoritized faculty mentors to ensure the success and advancement of minoritized faculty, so that they may thrive, and their lights burn brightly.

Hanson, L., Collins, K.

Texas State University

Ballroom A&B

Mentoring Black PhD Female Students in STEM Education and Research with Community Cultural Wealth

Within STEM academia, Black women's lived experiences are uniquely exacerbated by double underrepresentation due to their race and gender. Contributing to the challenges, there exists a lack of faculty mentors with shared experiences for Black women graduate students. This paper highlights the one-on-one mentoring relationship built between a Black female faculty and a current Black female Ph.D. student as an exemplar for integrating key components for reciprocated success into any graduate mentoring program. This ethnographic case study explores the mentoring relationship of two Black women in STEM academia through the lens of Community Cultural Wealth (CCW). It is grounded within an intersectionality framework for unpacking how Black females cultivate persistence in higher education and early careers in STEM academia. The testimonies and lessons learned by the mentor and mentee are presented and categorized using the four phases of mentoring: prepare, negotiate, empower, and close/redefine. Increased diversity of minorities in higher education makes Black women's lived experiences an ideal perspective to inform the development of mentoring programs for diverse faculty. CCW consists of six forms of vetted capital that collegiate students of color experience: aspiration, linguistic, familial, navigation, social, and resistance. Thus, CCW offers a model for evaluating experiences, talents, and strengths that Black women bring with them into mentoring relationships to successfully persist in their academic journey. This ethnography will inform mentoring programming and training to address diversity, equity, and inclusion for Black women in STEM academia. It affirms elements to be built into the mentoring relationships for STEM graduate programs. The lived experiences provide evidence for creating nurturing mentoring relationships for doctoral students and early career professionals and provide insight for better ways to address the needs of Black women in graduate STEM fields of study.

Bernacchi, L.

University of California-Merced

Ballroom A&B

Valle: Access and Identity in Tech Careers

The technology sector has a diversity problem (Ellison, 2020; Williams, 2014). Minority-serving institutions of higher learning can support access to careers in technology through small-scale interventions focused on cohorts and identity in STEM (Rorrer et al., 2021; Rorrer et al., 2020; Spencer et al., 2021). At a large public university serving 9,000 students comprised of 66% first-generation students, 54% Latino students and 62% Pell recipients, graduates in engineering, for example, earn $10-20k less in salary than average California public school alumni with equivalent degrees and only 1.5% of all alumni continue to graduate school (Center of Institutional Effectiveness, 2022). To improve access to and identity with high-quality technology and research careers, STEM researchers and educators led three years of programming called "¡Valle! Get Your Start in Tech." The program focused on and evaluated development in core areas that are typically not covered in a STEM education, such as intersectional capital, imposter syndrome and growth mindset, and applications to internships, graduate school, and tech careers to support students. In evaluating the program, this research question emerged: can a university foster access and identity to tech-related STEM fields and change the face of technology to better resemble those affected by technology?

Concurrent Sessions • 10:00 - 10:50 am

Reid, J., Sobczak, P.
Virginia Commonwealth University

Lobo A

Impacting Diversity, Equity and Inclusion Through Mentoring and Collaboration

Libraries are buzzing with energy devoted to creating a workplace that embraces diversity, equity and inclusion (DEI). To conduct these goals, libraries are requiring candidates for hire to give statements about their approach to DEI and requiring internal committees to continuously update policies and procedures regarding DEI. Libraries are also investing in internal and external training designed to help their institutions become more adept at creating environments with DEI in mind. Surprisingly, most organizations miss the opportunity that is most directly available to them--individual librarians, through mentorship and collaboration, coming together to foster DEI and support each other in success. This paper will show how two librarians, from diverse backgrounds and experiences came together to not only support each other through their regular workday but elevate their partnership toward professional success and retention. Conference attendees will take away several recommendations for creating a more inclusive workplace through mentoring and collaboration. We will also discuss some practical techniques we used to effect positive change in the areas of recruitment, onboarding, mentoring, and retention to remove barriers to inclusion and advancement. Using mentorship and collaboration to foster and support DEI goals in academic libraries enables positive outcomes, including retention of underrepresented groups of librarians, cultivating creative solutions through cross-pollination of skills and perspectives, and demystifying the promotion process leading to mutual success for individual librarians, teams of librarians and the entire organization.

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

Lobo B

Program Report for a Mentoring Academy Capstone Experience: Outcomes and Findings

This report reviews and describes Mentoring Academy capstone data collected at the completion of the program at a single research-intensive university. The capstone session is designed to elicit transformation in mentoring relationships and this program report offers early and important insight. Using qualitative and quantitative survey responses, participants recorded their experiences with the mentorship development program, and described intended action(s) within their mentoring relationships. Case study research at a single research-intensive university in the southwestern United States investigated a Mentoring Academy capstone: Articulating your mentorship plan and philosophy. A capstone survey was introduced and collected as part of the Spring 2022 Mentoring Academy, and included 92 participants representing faculty, staff, and graduate students. Each participant previously completed six evidence-based mentorship competency sessions. Quantitative data analysis included frequency and percentages, while the qualitative analysis coded for emergent themes. Over 90% of participants either agree or strongly agree that they enjoy their role as a mentor and that their role as a mentor is important to their career. Furthermore, 86.9% of participants believe that their role as a mentor is important in determining their mentee's future goals/careers/success. A small percentage of participants disagreed or strongly disagreed with all three statements. Participants provided program feedback and described mentorship strategies they expected to implement. This is the first review of capstone participant feedback and an early forecast of potential impact in mentoring relationships as a result of program participation. The report findings reveal important programmatic themes associated with Mentoring Academy participants, sessions, and competencies. Future analysis can further inform the institution's culture of mentoring initiative by connecting capstone responses to participant's level of confidence with six mentorship competencies and conducting qualitative inquiry to determine changes within mentorship practice.

Heistad, D., Peter, S., Ophus, J.
University of Northern Iowa

Acoma A

Benefits of Course-Embedded Peer Support: An Evidence Informed Model

This case study examines the effectiveness of course-embedded peer education at the University of Northern Iowa (UNI), a regional comprehensive 4-year institution with a total enrollment of about 9,000 students. A description of the program, UNI peer-led undergraduate support (UNI PLUS), is followed by an explanation of how the program is assessed using both direct and indirect assessment measures, including perception surveys from host faculty, peer educators (PLUS leaders), and students, participation data, and comparative grade analysis. The host faculty consistently report that the program positively impacts their course and would recommend it to their colleagues. The PLUS leaders report a positive leadership experience in which they were able to build meaningful relationships with their students and host faculty. Finally, when compared to similar students, those students who participate in the program receive higher grades in historically difficult courses. Clearly, course-embedded peer-led undergraduate support (PLUS) benefits host faculty, PLUS leaders, and students.

McCallum, C., Vasquez, E., Boesch, A., Webb, S., Boone Green, A.
Eastern Michigan University

Acoma B

A Structured Mentoring Program Addressing Graduate Student Challenges, Well-Being and Success

There is clearly a retention issue in science, technology, engineering, and math (STEM) for underrepresented groups (Estrada et al., 2016; Sithole et al., 2017). Although students leave STEM for many reasons (Bonous-Harmmath, 2000; Estrada et al., 2016; Gasiewski et al., 2012; Hurtado et al. 2011), one underlying and well documented cause is lack of attention to effective mentoring and student well-being, especially

in graduate school (Becker et al., 2002). The paper presents a National Science Foundation sponsored mentoring program that prepares graduate students to become effective mentors while simultaneous providing them the necessary tools to advocate for themselves as mentees. In addition to mentoring, the program emphasizes the importance of mental and physical well-being. Evaluation results conclude that the program has improved students sense of belonging on campus and provided them with support for navigating graduate school and socializing into careers. There is clearly a retention issue in science, technology, engineering, and math (STEM) for underrepresented groups (Estrada et al., 2016; Sithole et al., 2017). Although students leave STEM for many reasons (Bonous-Harmmath, 2000; Estrada et al., 2016; Gasiewski et al., 2012; Hurtado et al. 2011), one underlying and well documented cause is lack of attention to effective mentoring and student well-being, especially in graduate school (Becker et al., 2002). Students who do not feel as if they belong in graduate school are more likely to leave as are students who are unable to develop a trusting, supportive relationship with faculty (Estrada et al., 2016; Wilson et al., 2015). Mentoring For Life (M4L) is an NSF funded program that reimagines what it looks like to mentor STEM graduate students for success. Grounded in graduate student socialization (Weidman et al., 2001) and social cognitive career theories (Lent et al., 2002), M4L is designed to provide graduate students with the tools and resources needed to advocate for themselves as mentees, become effective mentors, and sustain good mental health and well-being. By equipping graduate students with the tools they need to maintain or improve their well-being, advocate for themselves as mentees, and develop into effective mentors, the program strives to change how future generations of STEM students will experience mentoring in STEM fields.

Vyas, K., Fabian, A., Kim, J., Zimmerman, J., Liboon, C.

University of California-Los Angeles

Spirit

Academic Trajectories and Success: a Collaborative Autoethnography of a Mentorship Program

Mentorship literature has steadily grown over the last two decades. Yet, it lags in program development and implementation efforts as well as adequate conceptual, methodological, and theoretical clarity (Jacobi, 1991). Literature on mentorship has evolved in the eight years between the two studies (approximately 100 studies since the first literature review in 2009), and in a more recent book chapter on mentorship programs by Crisp et al. (2017), it is unclear if or how the previously discussed limitations have been addressed by mentoring scholars or to what degree knowledge has developed in recent years. This includes the enduring conceptual, theoretical, and methodological limitations on the usefulness of research in guiding mentoring practice. In our student led collaborative autoethnography, we present the development of a mentoring program for undergraduate students specifically designed around social research methodology. We include findings regarding how we expressed and shared our experiences within the mentorship program as well as how they fit in our mentorship framework. We elaborate on both the intended and unintended consequences of our program and conclude by providing a set of guidelines that can help dictate best practices regarding the design and implementation of mentoring programs for undergraduate students.

Caudle, H., Dixon, A.

Sam Houston State University

Thunderbird

Championing the Power of Community: Strategies to Build Reciprocal Relationships

Access is important for underrepresented students in higher education. From lengthy program admission requirements to securing funding sources, the maze to enter graduate school discourages many from even starting the application process. As a result, underrepresented students who matriculate into graduate education may experience a knowledge gap from their peers. The purpose of this study is to understand the knowledge gaps in the undergraduate to graduate student transition, from the student experience. This qualitative inquiry utilizes Yosso's theory of Community Cultural Wealth and Burr's theory of Social Constructivism as guiding frameworks. We will employ a narrative analysis of participants within a graduate student success program. Barriers will be pinpointed in an evidence-based student focus group, to further explore knowledge gaps in student perspectives. Previous findings indicate academic success, mentoring, and retention programs helped in the acquisition of cultural and social capital that are likely to be relevant to disciplinary knowledge, skills, and competencies in graduate education Winkle-Wagner & McCoy (2016). High-quality connections like reciprocal relationships may aid in promoting points of access for these populations. Fostering effective mentoring depends on identifying individuals dedicated to student success in institutions. By building reciprocal relationships with campus partners, a community of support can be established. We aim to share best practices for collaboratively mentoring underrepresented students as they matriculate into graduate education.

Flores, B.

University Of Texas - El Paso

Luminaria

Mentoring for Diversity, Equity and Inclusion

In and outside of academic settings, mentoring is an approach that ideally pairs protégés with experienced individuals as a way to promote growth and support. Mentoring is viewed as learning experiences that focus on the development of a student's professional identity, skills, and expertise through academic interactions with a mentor. However, research shows that this homogenized experience that mutes student identity is not always best practice and requires rethinking. In this session, we will discuss a case study for mentors to operationalize their mentoring philosophies in the context of diversity, equity, and inclusion. This case study considers the fact that protégés are not blank slates devoid of personal and academic context, but rather recognizes the unique assets of individual experiences. The study also considers the aspiration of mentors in the development of an environment that privileges an asset-based approach in support of diversity, equity, and inclusion. The proposed example of a best practice is synthesized from current literature on inclusive mentoring and on the wisdom of award-winning mentors who have dedicated their careers to supporting students from underrepresented groups. Mentoring is a multifaceted relational experience in which the mentor provides advice, moral/emotional support, and professional identity role modeling as well as feedback on growth and performance, academic knowledge, and access to advancement opportunities for the protégé. In turn, the protégé provides an opportunity to the mentor to understand the assets that she brings to the table. STEM mentors are most effective

when they validate their protégés' identity and background, recognize their accomplishments, and advocate for them in academic and workforce settings.

Thompson, J.

Trinity University
Sandia

Piloting an Identity-based Student/Alumni Mentoring Program

Legacy of Excellence (LOE) remotely connects students and alumni who identify as members of Black, African, African American, African, Afro-Caribbean, and Afro-Latino communities. The program offers students the opportunity to engage in in-depth conversations with a mentor who has had similar personal and cultural experiences navigating college. Each student is matched with one dedicated mentor to form a pair. Each pair is grouped into a cluster that includes three mentoring pairs. Black Identity Development took the 1971 Nigrescence theory and through a 6-sector model, "repositioned within the larger discourse on human development to account for racialized experiences during childhood" (as cited in Patton et al., 2016, p. 96). Utilizing Baxter Magolda's (1992) theory of self-authorship, the program's structure helps participants define and understand their beliefs, identities, and social relations in college. According to Graham & McClain (2019), informal mentoring relationships tend to be more successful because mentors already exist within mentees' social networks. Evaluation includes both quantitative and qualitative elements in a convergent mixed methods strategy; qualitative and quantitative data are collected at the same time, reviewed and analyzed separately, and then combined in order to compare the findings (Creswell & Creswell, 2018). All participants received a Qualtrics survey with quantitative items and open-ended qualitative items. Students were invited to one of two focus group lunches in order to understand their experience and highlight their voices. Legacy of Excellence builds upon the institution's continued interest in supporting alumni and student engagement efforts, mentorship opportunities, and expanding our identity-based programs and support. LOE was launched as a result of an honest and critical introspective evaluation of the university's efforts with regard to inclusive excellence initiatives that intentionally support our various marginalized student populations on campus. As a Predominantly White Institution (PWI), LOE represents one of the University's first official identity-specific mentoring programs.

Gould, D.

University of New Mexico
Santa Ana A

The Impacts of a Virtual Mentoring Model for Elementary Preservice Teachers in Science

Preservice teachers need the guidance of a mentor in order to take on teaching roles (Darling-Hammond, 2014; Snyder, 2018). However, preservice teachers rarely receive high quality or sufficient mentoring (Zeichner, 2021). Mentoring for the teaching of elementary school science is particularly insufficient due to the low priority of science in most elementary schools. Hudson (2005) reported that 77% of preservice elementary school teachers did not have opportunities to discuss science teaching with their cooperating teachers in their school placements. We created a virtual mentoring program to provide preservice teachers supplemental mentoring in the teaching of science. Recently retired elementary school teachers provided virtual mentoring that supplemented the mentoring preservice teachers received from cooperating teachers in their field experiences. The virtual mentoring model used asynchronous video recordings and synchronous videoconferencing to engage mentors and mentees in (a) science lesson plan discussions, (b) teaching observations, (c) lesson reflection with feedback, and (d) discussions of science teaching pedagogy. Fifteen preservice teachers were paired with nine recently retired elementary school teachers for one semester of virtual mentoring. The volunteer mentors had experience and expertise in the teaching of elementary school science. We collected and analyzed 34 hours of video recordings of science teaching, mentoring sessions, and interviews with mentees. We also analyzed survey results about the preservice teachers' perceived impact of the virtual mentoring compared to the perceived impact of the mentoring they received from their field experiences. We report that preservice teachers gained skills and confidence for teaching elementary school science when they engaged in reflection about their teaching and "pedagogically productive talk" with their virtual mentors. We also describe specific aspects of the virtual mentoring that were perceived to be of value to preservice teachers in effecting change to their science teaching practices and confidence. We also report aspects of the virtual mentoring that need further development to better support mentees.

Soller, B., Dominguez, N., Tigges, B., Sood, A.

University of Maryland Baltimore County, University of New Mexico
Santa Ana B

Barriers and Challenges for Career Milestones Among Faculty Mentees

'Critical' career milestones for faculty (e.g., tenure, securing grant funding) relate to career advancement, job satisfaction, service/leadership, scholarship/research, clinical or teaching activities, professionalism, compensation, and work-life balance. However, barriers and challenges to these milestones encountered by junior faculty have been inadequately studied, particularly those affecting underrepresented minorities in science (URM-S). Additionally, little is known about how barriers and challenges to career milestones have changed during the COVID-19 pandemic for URM-S and non-URM faculty mentees in science. In this study, we conducted semi-structured interviews with 31 faculty mentees from four academic institutions (located in New Mexico, Arizona, Idaho, and Hawaii), including 22 URM-S (women or racial/ethnic). Respondents were given examples of 'critical' career milestones and were asked to identify and discuss barriers and challenges that they have encountered or expect to encounter while working toward achieving these milestones. We performed thematic descriptive analysis using NVivo software in an iterative, team-based process. Our preliminary analysis identified five key themes that illustrate barriers and challenges encountered: Job and career development, Discrimination and a lack of workplace diversity; Lack of interpersonal relationships and inadequate social support at the workplace; Personal and family matters; and Unique COVID-19-related issues. COVID-19 barriers and challenges were related to online curriculum creation and administration, interpersonal relationship development, inadequate training/service/conference opportunities, and disruptions in childcare and schooling. Although COVID-19 helped create new barriers and challenges for junior faculty mentees, traditional barriers and challenges for 'critical' career milestones continue to be reported among

our respondents. URM-S respondents also identified discrimination and diversity-related barriers and challenges. Subsequent interviews will focus on 12-month and 24-month follow-ups and provide additional insight into the unique challenges and barriers to 'critical' career milestones that URM and non-URM faculty in science have encountered during the unique historical context of the COVID-19 pandemic.

Sood, L., Myers, O., Tigges, B.

University of New Mexico
Fiesta A&B

Mentoring Award: Importance, Availability and Association with Mentoring Outcomes

Intrinsic and extrinsic awards may motivate mentors and thus strengthen the organizational mentoring climate (OMC). Several institutions offer extrinsic awards for mentoring to recognize exceptional mentorship by individuals who support junior faculty in their career development. Mentees, peers, or institutions may nominate mentors for these awards. However, the faculty's perception of the importance of these awards and the association between their availability and mentoring outcomes remain unclear. We conducted secondary data analysis of a cross-sectional survey of 298 individuals (5%) from a pool of 6,152 faculty from the University of New Mexico (Main Campus and Health Sciences Center) and Arizona State University. The mentoring award's importance to faculty subgroups and the relationship of its perceived availability with providing/receiving and confidence in mentoring was determined. Participants completed the online OMC importance and availability draft scales, containing one item each on the award. Of all participants, 60.4% rated an award as very or somewhat important. Only 7% reported award availability (reaching 19% for ASU faculty). Women and Hispanic faculty rated the award as more important than their respective counterparts. Although availability was not associated with providing mentorship, faculty reporting unavailability were less likely to be receiving mentorship than others. Mean self-reported confidence in mentoring was higher among those reporting availability than in other groups. University faculty, particularly women and Hispanic, rate a mentoring award as important, yet few report their availability. Although availability is not associated with providing mentorship, it is associated with receiving mentorship and confidence in mentoring. The study's cross-sectional nature, low participation rate, and inability to independently confirm award availability limit its findings. Organizations need to establish and raise awareness of a faculty mentorship award as part of efforts to strengthen the OMC.

Baciu, C.

Arizona State University
Isleta

The ACE Scholars Program: An Integrative Approach to Undergraduate Research Training

College students benefit from receiving mentoring while in college and from being engaged in professional development sessions, as both avenues help them make connections and advance their goals. Though previous research addressed the two topics separately, very little work has been done on assessing them simultaneously and much less so in an e-mentoring setting. To create community and training opportunities for a diverse body of undergraduate students, we developed an e-mentoring program that incorporates alternated sessions of scientific mentoring (e.g., design a study, create a poster) and career and professional development (e.g., graduate school strategy and applications, cultural intelligence). Our program is grounded in project and team-based learning. Our teams are led by senior undergraduate researchers, which enables students to gain both leadership and research experience before applying to graduate school. We designed and implemented the ACE Scholars program in a research center at a large southwestern public university, where 43 undergraduate research assistants were mentored via Zoom during Spring 2022. Program evaluation was conducted using the College Student Mentoring Scale, a comprehensive tool that measures students' perceived psychological and emotional support, degree and career support, academic knowledge support, and role modeling they received in the program. Students reported receiving: psychological and emotional support (82%), academic knowledge, degree and career support (96%), and role modeling (96%). Additionally, 85% of students agreed or strongly agreed that the ACE Scholars Program, with its research experience and career and professional development components, has helped prepare them for their future endeavors. Overall, 86% of students indicated that they were extremely satisfied with the ACE Scholars Program.

Ramos Salazar, L.

West Texas A&M University
Scholars

Latinx Faculty Mentoring Programs: Best Practices

Higher education institutions make efforts to achieve the 25% threshold of enrolled Latinx students to become a Hispanic Serving Institution (HSI). When the Latinx faculty-to-student ratio is low, it is challenging to retain Latinx students (Vargas et al., 2020). Historically, institutions have struggled to recruit and retain Latinx faculty (Delgado-Romero et al., 2007). Therefore, establishing a Latinx faculty mentorship program can assist in mentoring and retaining faculty to graduate Latinx students (Garcia & Dwyer, 2018). This paper reviews two Latinx faculty mentorship programs: Research for the Educational Advancement of Latinas (REAL) and the Texas Association of Chicanos in Higher Education (TACHE) mentorship programs. This paper will review the methods and practices of the REAL and TACHE mentorship programs. The theoretical frameworks of socio-cultural capital, community cultural wealth, and platicas, the intracultural interactions in Latinx relationships, are interwoven within these two mentorship programs to provide a sense of belonging to navigate and persist within the culture of higher education. The effectiveness of these two mentorship programs will be discussed, and best practices will be shared. Finally, practical implications will be provided to guide higher education stakeholders who wish to implement their own Latinx faculty mentorship program.

Concurrent Sessions • 2:00 - 2:50 pm

Law, D., Dominguez, N., Lunsford, L., Fain, L.

Utah State University, University of New Mexico, Center for Mentoring Excellence

Lobo A

Making Connections: A Handbook for Effective Formal Mentoring Programs in Academia

This paper introduces a new handbook to the field of mentoring. This book Making Connections: A Handbook for Effective Formal Mentoring Programs in Academia, makes a unique and needed contribution as it focuses solely on mentoring in academia. This handbook is a collaborative institutional effort between Utah State University's (USU) Empowering Teaching Open Access Book Series and the Mentoring Institute at the University of New Mexico (UNM). This book is written primarily for practitioners, though researchers will also find its content helpful. The anticipated publication date for this book is December 2022. This book will be available through 1) an e-book through Pressbooks, 2) a downloadable PDF version on USU's Open Book Series website, and 3) a print version available for purchase on USU's website and Amazon.com. This book has four parts, as shown in the Table of Contents. Part I contains four chapters and positions the reader to understand the origins and evolution of the mentoring arena in academia. Part II includes 11 chapters designed to help practitioners and researchers design, implement, and evaluate effective university mentoring programs. Part III provides four case studies on undergraduate students as mentees, two on graduate students as mentees, three for mentoring faculty, and two on mentoring university staff. Finally, part IV, which focuses on future directions of mentoring in academia, has a chapter and case study devoted to Networked Mentoring. Because this paper is a non-traditional contribution to this journal, it only includes the Abstract, Content, and Conclusion sections. The content section begins with a Table of Contents of this book's 28 chapters and case studies. After the Table of Contents, 13 of the 28 chapter/case study abstracts are included to give the reader insight into the purpose and focus of this book.

Cowin, K., Smith, M.

Washington State University, Washington State University - Tricities

Lobo B

"Who Knew?": The Power of Story in Creating a Co-mentoring Circle for Aspiring Leaders

This program report describes outcomes of an activity used in forming a co-mentoring circle for aspiring K-12 school leader interns. In the activity, co-mentoring circle members researched, wrote, and presented their auto-ethnography, drawing from a personal experience that highlighted an intersection of home, school, and community (Lawrence-Lightfoot, 2003). Then circle members reflected upon the activity and evaluated its effectiveness in creating community and allowing co-mentoring circle participants to reflect upon their own developing leadership stance. Nine co-mentoring circle members from diverse backgrounds were participants. Field notes were recorded during each presentation and as each presenter discussed their reflections. The program facilitator used an impressionist record (Lawrence-Lightfoot & Davis, 1997) to analyze observations of the presentations and reflective discussions, and as she read and reread each circle member's written auto-ethnography. The data was analyzed inductively for emergent themes, using open-coding and thematic delineation techniques (Merriam & Tisdell, 2016). Unanimously, the nine circle members affirmed that the auto-ethnography activity helped them reflect upon their own developing leadership stance and think more systematically about goal-setting based on what they learned about themselves from completing the activity. Another theme was insight into "the culture of power" (Delpit, 2006) and how sharing one's auto-ethnography could enhance the development of community among the circle members and with students, staff, and other stakeholders such as students' families and community members. Co-mentoring circle members indicated they held concerns before the activity started, but that upon completing the activity they felt the circle community was even closer. Participation in the activity had a connection to leadership development for each circle member. Each circle member described how working past their concern, and even being willing to show emotion during the activity, has become a new touchstone for how they see leading and following. Who knew? We do.

Sulentic Dowell, M., Henderson, L.

Louisiana State University

Acoma A

Mentoring Community Among Doctoral Candidates: Growing First-Generation Scholars of Color

Earning a doctorate is complicated, demanding, and often isolating work. Academia can be overwhelming. Being a successful doctoral candidate entails overcoming imposter syndrome, transcending potential knowledge deficits, acquiring the skills needed to become productive writers, navigating rigorous coursework, translating ideas into dissertation-worthy research, and addressing the costs of a terminal degree. Mentoring doctoral candidates is equally complicated, demanding work and equates to providing structure, helping to develop discipline, creating spaces that feel risk-free, demonstrating publishing productivity, and modeling what it means to be "in community." Drawing upon a specialized body of research to exemplify the specific needs of first-generation students of Color and utilizing their personal experiences mentoring over the last two decades, the authors refined personal approaches and evaluated successes in assisting first-generation scholars and scholars of Color with being "in community" with peers while mitigating stress, burn-out, and anxiety. Continuing to apply established and evolving practices to their own mentoring practice, the authors created a framework to adequately prepare novice scholars of Color as confident, competent, skilled, and thoughtful academics. The significance of this work lies in preparing the next generation of Black, Indigenous, People of Color (BIPOC) and first-generation scholars, fostering diverse academic communities within the academy.

Murch-Schafer, K., Kennedy, T.

University of Nebraska - Omaha

Acoma B

From "Undecided" To "Explorer": Mentoring Vulnerable Undergraduates to Increase Persistence

Graduation rates for students entering the University of Nebraska Omaha as "undecided" were alarming. The Exploratory Studies Program was created to support students who enter the university without a major (Explorers), many first-generation, who often equate their indecision with not belonging at the university. Explorers are mentored by a "web of support" of faculty, peer mentors, and advisors to normalize the process of finding a best-fit major and navigating the complexities of academia, well-being, and career. This paper demonstrates how mentoring offers educators a powerful tool to work collaboratively with "undecided" students to augment persistence toward graduation.

Vanderslice, G., Pearson, M., O'Rourke, M.

California Baptist University

Spirit

Rethinking Strategies: Increase Leadership Capacity and Improve Communication

Research shows that thinking outside of the box about leadership theories and mentoring teams makes a difference. This paper provides a deep dive into the published, peer-reviewed literature on leadership, mentoring, and generational traits. and purports a new model for leading teams that is sticky and connective. The model includes shared leadership, transformational leadership, mentoring research, and generational research. The paper concludes with practical steps for building communication with all generations represented in collaborative environments such as the workplace. A research-based model is presented that juxtaposes entity and process-based concepts, multigenerational communications, and collective mentoring strategies to increase leadership capacity. The multidimensional model has been tested in the workplace. It offers a particular focus on emotional intelligence and awareness of the adversity quotient, along with a plan for teamwork that solves many post-pandemic communication issues. The model is called The Honeycomb Leadership Development Model (Vanderslice, et al., 2019). Throughout the covid pandemic, the model was tested on a university publication team. Naturalistic observation notes provide insight into the efficacy of the model. Prior to the pandemic, a shared leadership program in a workplace situation provided the inspiration for the model. The model leverages the symbiotic relationship between traditional and collaborative structures. An IRB-approved research project is underway to further test the model. The creation of this model is significant because it emphasizes inclusion, dialogue, shared leadership, collective mentorship, tacit knowledge sharing, along with self and relational leadership. Furthermore, The Honeycomb Leadership Development Model provides an and organizational learning space (ba). Defined by Nonaka and Konno (1998), "ba" is a learning space that is a shared space for emerging relationships and provides a forum for individual and collective knowledge sharing. The post-pandemic workplace has evolved. Considering diversity, equity, inclusion, and belonging is more important than ever. This model allows a mentoring culture to emerge and thrive.

Richardson, L., Hartley, B.

University of Alaska Southeast

Thunderbird

Building a Virtual Community of Coaches: Leveraging Video to Refine Coaching Conversations

This study analyzes the viability of an online community of inquiry (Garrison, 2009) to support mentors for K-12 teachers to develop their confidence and competence in work with mentees, both pre-service and in-service teachers. This study describes inquiry groups who are focused on planning, enacting, reflecting on, and revising approaches to the coaching conversations mentors and mentees engage in. These cases are focused on mentors' use of video data to collaboratively reflect on their coaching conversations and refine their approaches for the mentees.

MohdZain, Z., Hendricks, L.

Texas A&M University - Commerce

Luminaria

Mentoring for Retention, Completion, and Forming Long Term Relationship Using Civil Rights Field Trips

Department of Counseling at Texas A&M University – Commerce undertakes a project to engage underserved group of students from diverse backgrounds to complete their degree programs and to inculcate interests in advocacy efforts through co-curricular experience. The selected student participants travel to Mississippi, Alabama and Tennessee visiting various sites and former active (and living) participants in the Civil Rights movement. The knowledge and experiences about Civil Rights movement in 1960s were used as a means to train and prepare students to engage in advocacy efforts serving their communities and university. This ongoing project receives supports both administratively and financially from the University community and donors. Assessment data are being collected to determine the outcomes of this project.

McDonald, S.

Northern Arizona University

Sandia

From Ashé to Tiahui: Strategies for Implementing an Authentic Caring Coaching Approach

Drawing upon critical inquiry and observation, this paper will reveal key elements of the Authentic Caring Coaching Approach (ACCA); a conceptual framework currently being used in northern Arizona. Expanding upon the seminal Student Personnel Point of View (1937) tenets

and contemporary scholarship, ACCA acknowledges and responds to systemic barriers and offers a holistic, multidimensional approach to adaptive educational coaching individuals with intersecting identities. ACCA is intended to enhance adaptive educational coaching relationships in three ways by: (1) explaining the function of coaching as observed and explained through the perspectives of students and professionals with intersecting identities (2) demystifying the ways in which critical theory and inquiry validate diverse perspectives and seek to improve coaching outcomes and (3) offering pragmatic strategies for building authentic and meaningful interactions. Individuals with intersecting identities are more likely to feel empowered to self-advocate and self-determine their short- and long-term goals when exposed to a culturally-relevant coaching approach and strategies. When implementing the ACCA, coaches acknowledge and contextualize systemic barriers and are better equipped to negotiate complex individual and social responses to those barriers. The ACCA offers a relevant, contemporary approach to coaching diverse student groups.

Tayebi, K., Longino, A., Queen, L., Steps, R.

Sam Houston State University
Santa Ana A

Building a Diverse Pipeline: Collaboration Between Mentoring Programs

While the number of underrepresented students at universities has increased, these students continue to lag in graduation rates, graduate student enrollment, and graduate degree completion (Tinto, 1993; NSC Research Center, 2017). To address these disparities, universities have created mentoring programs, which often operate in isolation. Mentoring in these pipeline programs increases the academic success of participants and the likelihood of continuing their academic careers (Lunsford et al., 2017). Yet, the pipeline is still broken. Research has shown that the longer students are exposed to mentoring programs, the greater academic success for program participants (Byrd & Mason, 2021). Thus, it is important for mentoring programs to collaborate, giving students a continuous mentoring experience. Using the Strategic Alliance Formative Assessment Rubric (SAFAR) as a framework, this paper will offer suggestions on best practices for collaboration between mentoring programs, including avoiding turf conflicts, sharing leadership, decision-making, and resources, and building positive rapport. At Sam Houston State University, we have developed a pipeline for diverse students, moving them from undergraduate education to doctoral programs by building productive collaboration between several mentoring programs. These programs, originally created independently, work together to ensure students are provided support throughout their academic careers. Using the Strategic Alliance Formative Assessment Rubric, the programs evaluate ways to move from cooperation to a unified structure and culture (Gajda, 2004). Although mentoring programs often informally work together to identify students and find resources on campus, networking and cooperation is not enough to build a true pipeline. Programs must work towards collaboration, which includes a more unified approach. Collaborating with other mentoring programs can improve the efficiency and effectiveness of programs, ensure the continuity of services for students, and provide valuable feedback from students that encourages continuous improvement in the mentoring program.

Minerick, A.

Michigan Technological University
Santa Ana B

Cross-Institutional Mentoring Communities: A Virtual Mentoring Model During COVID-19

An increasing body of work explores mentoring within contexts beyond traditional one-on-one mentoring, including learning communities and mentoring circles. Research indicates that these alternative forms of mentoring better support all faculty, including those whose identities tend to lead to isolation in STEM: BIPOC faculty, women, and LGBTQ+. This paper evaluates one implementation of group mentoring that addresses institutional isolation by leveraging affinities from identity groups across 4 institutions. Group mentoring approaches can efficiently address multiple facets of the mentee(s) as a whole person. Cross-Institutional Mentoring Communities (CIMCs) were designed to create networks of mentoring as a support and feedback mechanism for faculty who may also face challenges related to their personal characteristics and/or specific identities, especially intersectional identities traditionally underrepresented in STEM, or simultaneous demands of an academic career and caregiving responsibilities. Communities were formed with two to three junior and/or mid-career faculty and one or two senior mentors from four midwestern institutions. With the goal of retention at the forefront, quantitative and qualitative assessments of the CIMCs were designed to enable formative feedback to guide improvements to the CIMC support network and further implementation phases. While it was not originally the intent, the CIMCs also provided an opportunity to more deeply examine how the pandemic impacted women faculty with identities that compound disadvantage. Virtual meetings were held at roughly bimonthly intervals. Mentors were regularly provided guidance on mentoring and topics to discuss with their mentoring groups. While the pandemic impacted the original timeline and topical foci of the CIMCs, the virtual format of the CIMCs provided an opportunity to offer resources to assist faculty in navigating these unprecedented challenges: CIMC mentors and groups followed a "just in time" format with topics introduced and addressed responsively.

Sood, A.

University of New Mexico
Fiesta A&B

The Pandemic Effect on Faculty Attrition at a School of Medicine

Mentors at Academic Health Centers (AHC) are challenged by mentee attrition, with one in five physicians reporting an intent to leave in 2020. AHCs struggle with physician replacement costs, which are exorbitant. Data-driven efforts to mitigate attrition during the pandemic require an understanding of reasons to leave. This study compares characteristics of exiting faculty at the University of New Mexico School of Medicine (UNM SOM) two years before to two years after April 1, 2020. Demographic and reason to leave variables from exit interviews of 168 faculty that left UNM SOM between April 2018-to-March 2020 and 154 faculty that left between April 2020-to-March 2022 were compared. Exiting faculty were stratified into those resigning vs. retiring. Distributions of each variable were analyzed for statistically significant differences using a chi-square or Fisher's 2-sided exact test. The pandemic was associated with an approximately three-fold higher proportion of retirement contributing to total attrition than before (25.8% vs. 8.9%; $p<0.001$). Among those who resigned, the

pandemic was associated with a higher proportion of physicians than before (84.3% vs. 72.8%; p=0.03). Hispanic faculty may be more likely to resign during the pandemic than before (p=0.06). Those who resigned during the pandemic may be significantly less likely to cite "inadequate adherence to FTE" or a "challenging work environment" (p= 0.048 and 0.053 respectively) but more likely to cite personal family matters (p=0.06) as reasons to leave than before the pandemic. The increased proportion of retirees during the pandemic presents challenges for AHCs by exacerbating the current shortage of mentors while providing leadership opportunities for those retained. Mentors need to be aware of the top reasons for faculty leaving (which have not materially changed during the pandemic): challenging work environment, personal/family matters, inadequate work-life balance, greater career opportunities, and inadequate salary.

Cameron, C.
The University of Texas MD Anderson Cancer Center
Isleta

How to Do Things With Words: Language Interventions to Improve Mentoring Effectiveness
The field of sociolinguistics studies how individuals and groups use language as a powerful tool for development of personal and group identity, inter-personal and inter-group relations, and bias and stereotypes about the way people speak. The contributions of this field are little-known and poorly understood, despite their acute relevance to diversity, equity, and inclusion efforts. This presentation describes two interventional research studies that leverage the ties between language and identity to improve mentor-mentee relations. Both NIH-funded studies test theory-based interventions for improved mentor-mentee communication in STEM. Study 1, "Scientific Communication Advances Research Excellence (SCOARE)," tests effects on mentors and PhD/postdoctoral mentees 6 months after a faculty-training workshop for mentoring scholarly scientific communication skills development. Study 2, "Building a Diverse Biomedical Workforce Through Communication Across Difference (CAD)," tests effects of a workshop for cross-cultural and cross-disciplinary communication on dyads of near-peer mentors and undergraduate mentees at 3 time points. SCOARE data show that the workshop successfully imparts skills to mentors that benefit their mentees across various social-psychological constructs six months after the workshop; that mentees in the workshop condition sustain science identity compared to mentees in the control condition; and that mentees who feel discomfort in the research environment due to their language background benefit differentially. Recent qualitative data from the CAD study reveal insights into the value of communication interventions. Linguistic interventions for mentor-mentee communication can have unique and positive DEI and career-related impacts. Both SCOARE and CAD are based on the complex relationship of language and identity, including science identity, and suggest that simple communication interventions can be learned and applied, to the benefit of both mentor and mentee.

Carlson, J.
Rocky Mountain College
Scholars

Mentoring and Feedback as Sources of Pre-service Teacher (PST) Self-efficacy in Fieldwork
Mentoring and feedback play important roles in teacher self-efficacy development, especially during fieldwork. This paper explores the influence of mentoring and feedback in pre-service teacher self-efficacy during fieldwork. The presentation will highlight the findings of a qualitative exploratory multiple case study that examined the narratives and self-report scales of pre-service teachers regarding their teacher self-efficacy development during pre-service teacher fieldwork. The study used Self-efficacy Theory (Bandura, 1997) as a lens to better understand how the four sources (mastery experiences, verbal persuasion as feedback or mentoring, vicarious learning in modeling, and emotional or physiological states) influence teacher self-efficacy development. Findings from the study will be explored to shed light on the importance of feedback and mentoring for pre-service teachers during this formidable time of their development. Implications of the findings and future directions for practice are considered.

Concurrent Sessions • 3:00 - 3:50 pm

Shields, R., Patterson, I.
California Baptist University, Montreat College
Lobo A

Peers as Mentors: Examining Virtual, Peer Mentorship in the Workplace
Can professionals benefit from virtual, peer mentorship relationships? This research study will compare the effectiveness of virtual, peer mentoring relationships with in-person, peer mentoring relationships. This research study will also examine a virtual, peer mentorship relationship between two course development professionals at two postsecondary, higher institutions. The individuals were introduced to each other virtually through a colleague during the Coronavirus pandemic of the early 2020s. One individual worked at a small institution in the southeastern United States; the second individual worked at a mid-sized institution in the western United States. Kram & Isabella's study (1985) on peer relationships in the workplace will be used as a conceptual framework. Through nearly two years of virtual meetings and email correspondence, the two course development professionals realized common connections that enhanced the professional relationship. Best practices were shared related to faculty training, technology use, and quality assurance for online courses. The relationship provided mutual benefits; both individuals experienced professional development and career enhancement. The peer mentorship relationship provided many of the same benefits that a traditional mentoring relationship would. According to Kram & Isabella (1985), the relationship emphasized information sharing, career strategizing, and job-related feedback. The current research study will suggest ways that a peer mentoring relationship can be mutually beneficial. The study will also explore the advantages of a virtual peer mentorship model as compared to an in-person model (Evans, 2018). The study will suggest ways that virtual relationships can build bridges between learners and instructors and provide benefits to students that come from underrepresented populations (Figueroa, 2017; Naidoo et al, 2022; Silverstein et al, 2022).

Rodrigues, C., Karge, B.

Concordia University Irvine

Lobo B

Onboarding Faculty: Knowledge of a University Mission and Vision

Increasingly universities and community colleges rely more and more on adjunct faculty. This study describes ideas for onboarding practices that enhance faculty quality and help retain adjuncts. The reason for this study was to identify how full and adjunct faculty perceive their role in connection to the university mission and values. Globally adjunct university faculty are not given the same professional learning and introduction to the classroom and larger university that is typically provided to full-time and/or tenure track faculty. When adjunct faculty are able to participate in the comparable orientations and onboarding as their full-time colleagues, their feelings of acceptance and satisfaction increase. Rodrigues (2019) surveyed full-time and adjunct faculty at a university to obtain their perceptions of the onboarding that they received and how this process connected to understanding and implementation of the university mission and vision. The statistical results did not verify any significant difference related to onboarding full and part time faculty, although they did show adjuncts had a positive experience. However, the qualitative data demonstrated that during the onboarding process, the adjunct faculty were not as likely to conceptualize how their teaching and employment at the university connected to the mission and vision. When a mentor was assigned, the level of understanding improved.

Robinson, D., Gut-Zippert, D.

Ohio University

Acoma A

Strengthening a Community and Mentoring Culture in a College of Education

This qualitative case study shares insights about mid/advanced career faculty in a college of education (COE) involved in leadership training experiences for mentors that evolved into a reciprocal, diverse community of practice. This case highlights a mentor leadership training program (MLP) where collaborative, interactive and supportive networks among participants and conveners were cultivated and advanced over time. Participants were surveyed following each MLP session to capture the reflections and perceptions of individuals in the learning community. Survey items addressed mentee characteristics/social identities organizational culture, creating goals/action plans, and cultural competencies. Participants also responded to overall impressions of the training and were asked to suggest additional topics of interest to ensure content was relevant and responsive to their needs. Mentoring experiences organically evolved into a diverse, authentic, and mutually enriching engagement among faculty in the MLP. Through learning activities about culture (organizational and social identity); appreciative mentoring; and mentor-mentee relationships; coupled with authentic, shared dialogue, participants gleaned new understandings and perspectives about themselves, others, and mentor-mentee roles and responsibilities. This community benefited from interactions, open discussions, and collaborative activities. Participants requested shortened sessions, information about virtual mentoring, and how to navigate specific mentoring challenges. This case highlights frameworks of "mentoring with," caring, partnerships, and multiple networks. This community of practice encouraged voice, mutual support, and diversity with a distinctive mix of participants and perspectives. The MLP supports collective and collaborative mentoring that is reciprocal, trusting, and mutually beneficial.

Brew, L., Jackson, M.

East Carolina University

Acoma B

Why African American Mentoring is Needed in PWIs: A Call for Advocacy

Major concerns are based on the transition and retention of African American students in predominately white institutions (PWIs) (Davenport, 2014). Minority students (e.g., African Americans) attending PWIs of higher education must endure numerous challenges that may lead to limited success and decreased retention. Many African American students entering PWIs are intellectually astute, however, may lack or have limited skills in the following three areas: 1) verbal communication, 2) written communication, and 3) social academic environmental skills. A deficiency in one or more of these areas may cause African American students to either drop out of the program, be reprimanded by staff, or terminated from the program. Many PWIs may be well intended with intense recruitment efforts but they limit the success of these students with either poor or no retention strategies. To retain these students and assist them with successful outcomes (e.g., graduation, employment upon graduation), it is necessary to provide venues that will realistically address their needs in the academic environment The purpose of this paper is to advocate for mentoring programs that comprehensively address these students' needs. Often PWIs create activities within the institution that are essential on paper to increase minority enrollment for purposes of obtaining federal funding, but they provide inadequate support for African American students. Effective mentoring strategies are delineated in this paper to demystify the need for mentoring programs, to advocate for continued intense recruitment efforts to enroll more African American students in PWIs, and to consider the need to rebuild mentoring for these students in light of the COVID-19 pandemic. Equally vital in this paper, is the need to strongly encourage advocacy to ensure that African Americans are not only recruited by PWIs, but also suggesting that retention strategies must be included as a major component of the recruitment process. Effective strategies, such as a mentoring model, are delineated in this paper that enables increased student empowerment and performance that in turn leads to graduation and continued strong leadership in black communities and society.

Carter, A., Hayden, S.

Nevada State College

Spirit

Making Connections: Teacher Mentorship, Retention, and Agency

Teacher retention is a national crisis and teacher mentorship is one potential solution. Before 2020, one out of six teachers in America was likely to leave and now that number is one of four. Strapp et al. (2019) found that when a mentor provides opportunities for a mentee to

strengthen their sense of identity, confidence, and motivation, the mentee's commitment increases, and the mentor contributes significantly to retaining the mentee as a teacher. The purpose of this study was twofold. First, to identify the reasons veteran teachers (four or more years in teaching) have remained in the teaching profession (retention). And second, to identify potential leaders of our New Educator Support and Training (NEST) Program (mentorship and agency). NEST has been part of our School of Education for almost ten years, and the mission is to provide a mentoring opportunity for pre-service, novice, and veteran teachers. The subject-centered sociocultural framework guides this case study inquiry and functions as the lens through which data were organized and grouped; thus, providing a natural coding schema. Data were analyzed in multiple phases to ensure reliability. Results feature the (non)effectiveness of NEST leading to the brainstorming of new methodologies for the existing program as well as potential evaluation models. Data were disaggregated to focus on the teacher retention, mentorship, and agency developed (or not) by teachers of color. All the findings presented in the final paper and conference presentation emphasize concepts and ideas to promote and develop high-quality connections.

McWilliams, A.

Wake Forest University
Thunderbird

Using Mentoring Strategies to Build Intercultural Competence and Cultural Humility Skills

In this position paper, the author explores mentoring as a set of intentional, strategic practices which are fundamental to preparing today's students for the diverse, globally connected world beyond graduation. The author examines the alignment of mentoring with Deardorff's Intercultural Competence Framework and with more recent moves towards developing cultural humility. While the goal of mentoring is not to develop intercultural competence or cultural humility per se, the strategies of mentoring are uniquely positioned to do this work. The mentoring conversation framework puts specific focus on learning, growth, and reflective conversations to gain greater understanding of one's self, one's strength and growth opportunities, and making forward progress towards defined goals. The future of work, and students and new graduates' abilities to become successful adults and professionals, will depend on a mastery of these relational skills and development of a growth mindset. COVID and the increased reliance on technology for connection has led to greater disconnection and an erosion of these critical skills, which intentional mentoring strategies can further support.

Thompson III, H.

University of Nebraska at Omaha
Luminaria

Finding Focus in Faculty Mentorship: Expectations and Aspirations on Diverse Campuses

When entering tenure track positions, new faculty members must quickly adjust to the demands of teaching, research, and service. Too often these new faculty members leave these promising positions due to a variety of internal and external factors (Zhou & Volkwein, 2004). Combining focus group and survey methods, this study reviewed a pilot mentorship program (MP) at a midwestern metropolitan campus. This study sought to review the strategy and outcomes of the MP for the public higher education campus. The strategic goals of this MP were designed to meet the needs of new faculty especially when factors of diversity are considered. The reviewed program solicited input from historically underrepresented minority educators (HUME) over three focus groups to determine the expectations of both mentees and mentors. The results and themes from these focus groups were utilized in the strategic planning and implementation of a first phase MP. Following the pilot phase of the mentorship program, a 15-item survey was administered to participants to determine current perception of job satisfaction, career success, and intention to stay at the organization. The results from the analysis of the focus groups and post assessment indicate positive outcomes for the mentorship program at this PHE.

Saturn, S., Cortes, C.

Oregon Health Authority and Multnomah County, University of Portland
Sandia

Cultural Humility in Reverse and Reciprocal Mentorship of People in Diverse Communities

Here we propose a model for community-centered mentorship that involves building trust and collaboration with Black, Indigenous, People of Color and Queer and Trans community members (BIPOC-QT) so that community health workers can better shape their mental and physical health offerings through compassionate listening and cultural humility. This involves both reverse and reciprocal mentorship due to the everchanging sociopolitical and public health landscape, building on lessons learned during COVID-19 pandemic. This model for reverse and reciprocal mentorship requires constant self-reflection and applying an antiracist, decolonized, intersectional, and equity lens. Institutionalized racism, combined with patriarchal, heteronormative, and ableist systems, have led to problematic approaches to helping populations experiencing health disparities. Efforts that replicate these further uphold oppressive, hierarchical structures. Therefore, we encourage constant disruption and critical examination of widespread practices to co-create new ways of caring for BIPOC-QT with the respect and care they deserve. The evaluation plan for this approach involves both quantitative and qualitative data collection and visualization. By using mixed methods, we can provide reports that contain both numbers and stories to display both the scope and impact of mental and physical health offerings. The quantitative portion will present the number and demographics of people who received the offerings provided and the qualitative data provides narratives to illustrate the emotional, social, cultural, and physical impact. The significance of this approach underscores the importance of novel mentorship models outside of academia, especially in community-engaged and public-facing research. In addition, it provides case studies for how reverse and reciprocal mentorship, applied in community-engaged settings, dismantles oppression by interrogating who and what forms expertise of research and knowledge production. In conclusion, this mentorship model provides a dynamic and responsive system so that social, emotional, and physical health provisions are timely and culturally sensitive.

Thomas Drew, M.

Fort Valley State University

Santa Ana A

How to Foster Diverse Communities of Mentorship Amongst HBCU Institutions

TThe purpose of the research examines how to foster diverse communities and programs of mentorship among African American students attending historically black colleges and universities (HBCU). Enrollment of African American students in educational institutions is steadily increasing. Receiving a bachelor's degree is the gateway to enhance occupational status in black communities. As a result, the number of African American students enrolled in institutions of higher education has nearly doubled. Yet, HBCU's need to foster and develop programs for experiential learning, mentorship, and networking. Advancing diversity in America and its workplaces is critical to an HBCU student's continued success. Advancing diversity will give HBCU students opportunities to gain experience and make key connections. Through such diverse communities and mentorship programs, HBCU's can create a pathway to foster and develop next-generation leadership roles. In a climate of change and unprecedented uncertainty, HBCU's bear a responsibility to produce successful students. One of the key elements to foster diverse communities and programs of mentorship is to collaborate with community leaders, faculty, and staff to become more involved in a student's academic and career success. Thus, creating a more engaging way for HBCU students in research collaboration, networking, job placement, professional socialization, and increased self-confidence as professionals (Chandler, 1996). This paper will explore the different uses and types of mentorships, yet, as in all mentoring, rapport, respect, learning, growth, and other factors are essential in how diverse mentorship can benefit HBCU institutions.

Rodriguez, S., Flores, B., Banerjee, A.

University of Texas - El Paso

Santa Ana B

Mentoring Graduate Students for Community College Careers: Faculty Perspectives

The West Texas Regional Collaborative, a National Science Foundation supported initiative, is dedicated to preparing science, technology, engineering, and mathematics graduate students at four-year institutions who are interested in pursuing faculty positions at community colleges. The semester-long program requires graduate students to complete a teaching portfolio that includes classroom observations and a teaching plan of various elements. Community college faculty work one-on-one with graduate students as their mentors and discuss the mission of their institutions, expose the graduate students to the diversity of the community college student populations, and provide guidance on teaching strategies that are both effective and inclusive. In previous work, we outlined a cohort-based mentoring program that includes real-time virtual professional development, mentoring activity descriptions, mentee and mentor demographics, and mentee perceptions related to teaching careers. In this paper, we will discuss faculty perspectives on the merits of this mentoring approach, the themes discussed with their mentees, and the challenges of mentoring in virtual settings. This work is based on direct faculty responses to participant surveys for program evaluation and qualitative feedback received through interviews since the start of the program in 2019. Faculty participants are from one of the largest Hispanic-serving community colleges in Texas and three smaller community colleges serving rural west Texas. In addition, we will briefly address the potential to integrate this program to faculty development centers at community colleges and the need for faculty-body diversification.

Josephsen, J.

Boise State University

Fiesta A&B

Carer (Faculty) & Cared-for (Students) Mentorship Model (CCFMM)

A theoretical framework for mentorship in nursing education is essential and promotes student success, program satisfaction, faculty satisfaction, and develops lasting mentoring relationships. The "Ethics of Care" theoretical construct frames the CCFMM mentorship model based in the Carer/Cared-For dyad. Valuing the caring relationship is central to the model. Faculty as Carer models caring through being attentive, listening, and focusing on understanding the Cared-For student experience and their expressed needs, not assumed needs. The CCFMM promotes well-being, connection, and community for faculty and students. The Carer/faculty utilizes the WATCH (Well-being, Academics, Transition to Practice, Career, and Healthcare Issues) framework for guidance and support. The Carer/faculty and Cared-For/student have roles in the mentoring relationship, requiring active participation and commitment. Shared values central to the model's success include trust, respect, continuity, supporting well-being, and embracing the "it's cool to care" philosophy. The conceptual mentorship model was developed based upon a faculty and student survey, assessing expressed needs related to mentoring. Both faculty and students ranked student well-being highly as a mentorship outcome. Lack of time was classified as a critical barrier to mentorship participation by both faculty and students. These key results focused a literature review and the development of this evidence-based faculty/student mentorship model, supporting diverse students and faculty groups. The CCFMM can positively advance nursing education mentoring practices. The new American Association of Colleges of Nursing (AACN, 2021) Essentials calls for graduating students to be dedicated to personal health and well-being. Additionally, there is a great need to promote workforce retention for graduate nurses. Solid mentoring relationships, prioritizing well-being, and instilling self-regulated and life-learning skills are essential to address these critical issues in the nursing discipline.

Stallsmith, V., Chavez, E.

Colorado State University

Isleta

Fostering a Sense of Belonging in STEM Mentoring of Underrepresented Minority (URM) Students Though Use of Common Factors

Over the last 30 years over 30,000 articles and chapters have been published related to mentoring, with over 40% focused on mentoring students in STEM disciplines. What have we learned from this voluminous literature and what concepts stand out as needing further

45

attention? A review of the literature indicates that mentoring of underrepresented minoritized (URM) students in particular involve attention to the professional development of these students, active engagement in research activities, and a willingness and ability to develop a strong relationship that supersedes the aspects of traditional mentoring activities. Psychology graduate programs have long been known to teach and develop the skills necessary to help students foster strong therapeutic relationships. The foundational interpersonal skills taught in domains of psychology (e.g., counseling psychology, social psychology) are directly relevant to other relationship-building scenarios, such as mentor/mentee dyads. Budding psychologists typically learn therapeutic techniques that help build trusting relationships with clients that hold different identities than their own. But these skills apply beyond client/therapist relations and could be used to inform intensive/inclusive mentoring approaches with URM students, especially when the mentor holds a different identity. The training techniques proposed can be adapted for both formal and informal forms of mentoring and may enhance a student's sense of belonging, which is the strongest predictor of science identity development and success in STEM. This paper will focus on elements necessary to develop a strong relationship between URM students and their mentors based on the development of a therapeutic relationship using concepts from theories related to the Common Factors (Rosenzweig, 1936). These theories posit that the development of a meaningful client/therapist relationship and behavior change requires attention to four common factors: therapist qualities or in this case mentor qualities, change processes or how students are trained, treatment structures which are specific techniques, and development of a strong relationship. These factors can easily be applied to create a truly inclusive mentoring model.

Kall, L., Hamilton-Bunch, J., Kritsch, J.
Point Loma Nazarene University
Scholars

Transformational Coaching: Toward Building Equitable Leader Efficacy
As a result of the many challenges related to the impact of the pandemic and the societal changes stirred up in its wake, schools need equitable leaders and teachers more than ever. How is an equitable leader developed? In relation to teacher coaches as leaders, researchers argue that equitable coaches can be developed as leaders to assist in the process of transforming our schools by experiencing transformational coaching (TC) and the implementation of the transformative learning theory (TLT). TC is focused on enabling self-actualization through partnerships between a coach and their coaches. According to Aguilar (2016), TC is a process that explores one's behaviors, beliefs, and being. The purpose of this study is to understand the impact and perceptions of transformational coaches on the development of their Equitable Leadership Efficacy (ELE) first introduced in this work. Mezirow's Theory of Transformative Learning and Bandura's theory of self-efficacy serves as the construct of our conceptual framework about TC and its impact on their ELE extended from Bandura's (1977) theory. The results of this study may provide insights into how Transformational Coaching can develop equity in schools to improve academic outcomes. The construct of ELE will be introduced in this study of 70 participants over two-day sets of transformative coaching summer professional development. Data collection will take place in three rounds including a pre and post Equitable Leader Survey and a 6-month post Equitable Leader Survey and interview. The survey is a new, multidimensional instrument developed from portions of the Self-Efficacy Survey (Paglis & Green, 2002), the Equitable Practice Statements (Ishimaru & Galloway, 2017), and the Transformational Coaching Rubric (Aguilar, 2021). Findings will highlight the importance of transformational coaching with implications for transformational changes toward eliminating barriers to equity in teaching, tools, systems, and policies.

Posters and Networking Session
Sheraton Hotel • 5:00-7:00 PM

Van Dam, D.
United States Military Academy

Enhancing Leadership through Mentorship in a Mandatory Physical Education Program at a Military Service Academy: An Overview of Current Practices in a Military Institution of Higher Learning
The United States Military Academy at West Point promotes itself as the "preeminent leadership institution" in the world. Graduates are expected to lead soldiers through a variety of military relevant tasks in dynamic environments. To do this, students are exposed to challenging experiences that simulate the complexity of leading soldiers in dynamic environments, such as combat. Cadets develop leadership attributes at West Point through a four-pillar model of learning: Character, Academic, Military, and Physical (Physical Education). The Physical Education program focuses on developing warrior leaders of character who are physically fit and mentally tough. While cadets are engaged in PE courses developing their psychomotor skills, they also develop by serving in various leader roles in the curriculum. Each semester cadets participate in formalized mentoring, called the Periodic Developmental Review, conduct After Action Reviews of in-class performance, and experience informal mentoring sessions vis-à-vis assigned leadership roles inside the classroom and the mandatory extracurricular physical activities. Based on their performance and interaction with subordinates, peers, and superiors, students engage in both formal and informal mentoring sessions throughout their tenure as a military student which helps in enhancing their leadership skills.

Pearson, M.
California Baptist University

Inspirational Mentoring with Leadership Education
Inspiring leadership in a mentoring relationship improves with wisdom gained by reading, engaging in deep reflection, and discussion. The practical, purposeful relationships of mentors and mentees created an excellent environment for conversations about leadership. Leading a university student media group through a pandemic and working with them to overcome the adverse journey while sharing wisdom and

knowledge about mentoring and leadership allowed for reciprocal growth. A changed university post-pandemic operational model included student publications. The student editors, designers, photographers, and reporters resided off-campus in various locations at the beginning of the pandemic. In 2021 and 2022, the team came back together on campus. We launched a recruiting campaign, and as new team members joined the ranks, mentoring and leadership training became crucial. We began including time for mini-lessons and mentoring. We used naturalistic observation for evaluation. Naturalistic observation involves studying behaviors that occur naturally in natural contexts. Observations of the students who participated in the training and experienced changing work patterns and interactions were noteworthy. A model for creating a mentoring culture by teaching leadership theory will be shared, along with stories from the trenches. More transparent conversations began after the team sought wisdom on leadership. The level of gossip subsided as mentoring increased. The brief lessons were incorporated into the weekly agendas to inspire the team and provide direction. We used quotes like the one included below. Shoup (2022) states that to have wisdom is to teach wisdom. The love and fruit of wisdom compel people to pass it on to others and future generations. They can structure wisdom learning opportunities for those under their tutelage and mentorship. Communication, empathy, problem-solving skills, and general work habits improved.

Moore, G.

Molloy University

Undergraduate Nursing Students' Perceptions of Peer-to-Peer Mentoring

The transition from high school to higher education can be overwhelming for students and even more so for nursing students who are expected to learn nursing knowledge, skills, and dynamics of care as they progress through the program. These concepts are difficult to comprehend, and students may feel intimidated asking for help from their professors because of lack of self-confidence or fear of repercussion. As students navigate nursing school they may benefit from learning in a non-threatening environment where they feel less anxious and more comfortable asking questions from a peer who has been on the same journey. Reduced anxiety can help to create a more positive learning experience. Peer mentorship provides a supportive environment where less experienced students may feel confident interacting with a student who is more experienced, and in a stress-free context with the added benefit of acquiring a sense of belonging. Peer-to peer mentorship can facilitate such an environment. The purpose of this study was to explore the experiences of undergraduate nursing students who participate in a peer-to-peer mentorship program. There is a paucity of studies that explore nursing students' experiences with peer-to peer mentoring.

Raschdorf, T.

Old Dominion University

Relational Junctures in Effective Mentoring Relationships: An Informal Mentoring Model

Mentorship is a support system incorporated into many novice teacher induction programs with the intent to support novice teachers on a more personal and relational level (Benson, 2008; Conway, 2001; Krueger, 1999; Ragins & Kram, 2007; Smith & Ingersoll, 2004). While researchers understand the formal structures of mentoring, they have yet to examine more informal sources of support. In this qualitative study, the experiences of three mentoring dyads were examined to find out why these particular pairings of novice and experienced music teachers were deemed successful and sustainable. The purpose of this report is to highlight the formation of a mentoring model generated from study findings and tenets found in Social Exchange Theory (SET). Using this model could encourage experienced and novice educators to explore informal mentoring as a form of in-depth professional development. This model could also be used as a template in establishing informal mentorships in the educational setting.

Vanderslice, G., Pearson, M., O'Rourke, M.

California Baptist University

Rethinking Strategies: Increase Leadership Capacity and Improve Communication

Research shows that thinking outside of the box about leadership theories and mentoring teams makes a difference. This paper provides a deep dive into the published, peer-reviewed literature on leadership, mentoring, and generational traits. and purports a new model for leading teams that is sticky and connective. The model includes shared leadership, transformational leadership, mentoring research, and generational research. The paper concludes with practical steps for building communication with all generations represented in collaborative environments such as the workplace. A research-based model is presented that juxtaposes entity and process-based concepts, multigenerational communications, and collective mentoring strategies to increase leadership capacity. The multidimensional model has been tested in the workplace. It offers a particular focus on emotional intelligence and awareness of the adversity quotient, along with a plan for teamwork that solves many post-pandemic communication issues. The model is called The Honeycomb Leadership Development Model (Vanderslice, et al., 2019). Throughout the covid pandemic, the model was tested on a university publication team. Naturalistic observation notes provide insight into the efficacy of the model. Prior to the pandemic, a shared leadership program in a workplace situation provided the inspiration for the model. The model leverages the symbiotic relationship between traditional and collaborative structures. An IRB-approved research project is underway to further test the model. The creation of this model is significant because it emphasizes inclusion, dialogue, shared leadership, collective mentorship, tacit knowledge sharing, along with self and relational leadership. Furthermore, The Honeycomb Leadership Development Model provides an and organizational learning space (ba). Defined by Nonaka and Konno (1998), "ba" is a learning space that is a shared space for emerging relationships and provides a forum for individual and collective knowledge sharing. The post-pandemic workplace has evolved. Considering diversity, equity, inclusion, and belonging is more important than ever. This model allows a mentoring culture to emerge and thrive.

Pavlovich, S.
Loma Linda University

Mentorship for Occupational Therapy Clinicians Transitioning Into Academia

The purpose of this study was to investigate mentorship opportunities for occupational therapy practitioners transitioning into academia. Mentorship is an important part of entering academia, yet it is questionable as to whether or not mentorship is provided to occupational therapy practitioners (OTPs) who are transitioning from a clinical setting into academia. This study builds upon Pavlovich's (2020) qualitative study by utilizing a quantitative survey approach. A 29-item survey design based upon Pavlovich's study and Clark and Estes' (2008) Gap Analysis Framework helped determine the knowledge and skills, motivational, and organizational (KMO) influences that impacted mentorship opportunities for OTPs transitioning into academia. The survey was designed using Qualtrics and piloted with 7 Allied Health faculty with various amounts of teaching experience. Purposive sampling and snowballing were utilized to recruit OTPs between the ages of 20-80 with teaching experience. The total number of respondents was 223. Of these, 25.6% reported participating in a mentorship program when transitioning into academia, of which 88% stated that it was beneficial. Results indicated that OTPs have knowledge and motivation but do not have adequate organizational support and resources to create a mentorship program. Results revealed that lack of organizational support was a potential barrier in having and sustaining a mentorship program despite respondents having the knowledge and motivation to participate in one. Mentorship programs for OTPs, whether full-time, part-time, or clinical faculty, are an important way to support the transition from clinician to educator. The development of mentorship programs with administrative support for OTPs transitioning to academia can help newly transitioning practitioners adjust to teaching culture.

Hutchins, M.
Indiana State University

The Faculty Role in Mentoring Students Through the Research Process

Mentoring is different than the short-term advising process. Successful mentoring involves development of close, individualized relationships. These relationships develop over time and often involve caring and guidance. It should be noted that research related mentoring is not simply guiding a student through the process. A good mentor assists and supports the student through their research and even their degree and beyond. Mentors may even help students cultivate relationships with others in the field who may be doing similar research. This poster study examines the mentoring process as it related to guiding undergraduate and graduate students through research experiences. It will focus on possible barriers, reflections on faculty experiences, and the benefits that arise when there is a proper mentoring experience. Suggestions for how to best navigate working with students during the research process will also be discussed. It is not uncommon for students to describe the research process as boring, difficult, confusing, and frustrating. Many are not aware of what research and data collection entail. Some are under the assumption that research only involves reporting what others have already done. In short, conducting original research is new and challenging. The role of the faculty is to build confidence in young researchers. This can involve teaching them about the process, including Institutional Review Board reviews, and helping them gain the skills necessary to be an effective researcher. One suggestion would be to involve students in faculty led collaborations. The research mentoring process should also include coursework and practical research related assignments that may even include research certification. Some universities even offer undergraduate research fellowships. When research mentoring is done well it yields numerous benefits. Many studies show both students and faculty report that these are overwhelmingly positive experiences, increased learning, and increased appreciation of the research process. An indirect benefit for the student and the faculty of institutions where undergraduates are included in research efforts is students are better prepared for a graduate program and are more capable of completing theses and dissertations. Some students who are well mentored even go on to become colleagues and part of extended professional networks.

Hessler, S., Reid, T.
Vanderbilt Divinity School

Building Interfaith Leadership Initiative (BILI): A Student Leadership Development Model

The Building Interfaith Leadership Initiative (BILI) is a multi-campus and multi-regional interreligious and intercultural undergraduate student leadership development programming model convened by Hebrew College's Betty Ann Greenbaum Miller Center for Interreligious Learning and Leadership. The program trains fellows in the theory and practice of interreligious leadership, using best practices from participating schools and leading intellectuals and practitioners. The program also develops greater collegiality among religious and spiritual life professionals across participating institutions. Fellows attend the Interfaith Leadership Summit hosted by Interfaith America (formerly Interfaith Youth Core). BILI subsequently assists fellows in planning programming for the wider undergraduate student communities of New England and greater-Charlotte, North Carolina. During the academic year fellowship, each participant writes two blog posts or produces one podcast on a topic relevant to the fellowship experience. Learning is measured through knowledge and skills inventories completed at the beginning and conclusion of the fellowship. BILI develops student skills and knowledge in the following content areas: interreligious literacy (with a focus on leadership models and challenges), intersectional identity formation, facilitation of courageous conversations, coalition building, program design and implementation, and public voice (speaking and writing on religion). Program learning modalities include: professional presentations, scenarios/case studies, peer presentations (texts, objects, memories), group discussion, reflective exercises, and committee work (related to student-led programming). Fellows also broaden networks of colleagues and mentors. BILI is developing resources for a replicable, scalable program. It is generously supported by the Arthur Vining Davis Foundations, the Gottesman Fund, and Daniel L. Miller. 2021-2022 institutional partners include: Babson University, Bentley University, Boston College, Boston University, Brown University, Central Piedmont Community College, Davidson College, Harvard University, Johnson C. Smith University, Massachusetts Institute of Technology, Northeastern University, Queens University of Charlotte, Suffolk University, Tufts University, and Wingate University.

Han, K., Scull, W., Carrier, J.
University of Wyoming

Allyship: Concept to the Concrete: Building Resources, Engaging Critical Friends/Allies

This conference session focuses on the development of an allyship program in a graduate department at a white rural higher education institution. We seek to produce a program template and resources that will help faculty, staff, and doctoral students to learn about critical allyship and mentoring. Our goal is to foster receptive mindsets of all (particularly white) professionals to understand Othered experiences so that we collaborate with and advocate for systemic injustices in higher education. We use a critical allyship (CA) framework based on four principles: awareness, knowledge/education, skills, and action. CA strives to achieve two goals to: a) dismantle injustices and oppression done to Others; and b) promote equity, liberation, and social justice. While all learn from allyship, we (three graduate diversity education course instructors) seek guidance and mentoring from diverse professionals to foster the understanding and support of white professionals to develop four principles through education and dialogue. We will assess our success based on four deliverables: One, a bibliography (to include designs of ongoing programs & scholarly literature); Two, a list of "critical friends/allies" (some of which will form the corps of ally mentors & mentees); Three, Selection of an in-service training program design template and a list of target funders or funding agencies; Four, Provide two revised doctoral course syllabi (i.e., doctoral student exposure to the allyship literature). The theme of this year's conference is "Fostering Diverse Communities of Mentorship: Evidence-Based Practices for Reciprocal Growth." We believe our proposed conference session and paper do exactly that. Critical allyships promote an environment and culture where individuals from white mainstream backgrounds can learn from oppressed group members' experiences. This benefits all allyship members and fosters collaborative relationships that focus on inclusion and social change in higher education. Our session and paper present an allyship model.

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

Providing Early Evidence for Evidence-based Mentoring Academy Sessions

Recent literature describes the transformative value that mentorship development programs can have on mentoring relationships. This case study investigates how a Mentoring Academy program is building mentorship capacity at a research-intensive university in the United States. The program, which operates on rolling attendance, is designed around six evidence-based mentorship competencies. Participants (N = 88), which comprise faculty (n = 15), staff (n = 20), and graduate and professional students (n = 53), complete an end-of-session feedback form after each competency they complete. Responses were quantitatively analyzed for statistical frequencies and the qualitative responses were coded for emergent themes. The end-of-session feedback response rate across the six competencies ranged in participation from 38 to 44 individuals. Data revealed that 100% of the participants believed that four of the competencies were valuable to their time and the remaining two competencies were valuable for 97.7% of participants. Moreover, between 74.4% and 85.7% of participants plan to make changes in their mentoring relationship(s) because of the competency session(s). Participants detailed their intentions to change their mentoring practices as well as their recommendations for the program in open-ended responses. This research presents early insight in how Mentoring Academy participants perceive, engage, and implement six evidence-based mentorship competencies. Additionally, this is the first opportunity to empirically study feedback of the facilitated sessions. Findings inform the Mentoring Academy program and contribute to the larger discussion of mentorship development initiatives.

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

Program Report for a Mentoring Academy Capstone Experience: Outcomes and Findings

This report reviews and describes Mentoring Academy capstone data collected at the completion of the program at a single research-intensive university. The capstone session is designed to elicit transformation in mentoring relationships and this program report offers early and important insight. Using qualitative and quantitative survey responses, participants recorded their experiences with the mentorship development program, and described intended action(s) within their mentoring relationships. Case study research at a single research-intensive university in the southwestern United States investigated a Mentoring Academy capstone: Articulating your mentorship plan and philosophy. A capstone survey was introduced and collected as part of the Spring 2022 Mentoring Academy, and included 92 participants representing faculty, staff, and graduate students. Each participant previously completed six evidence-based mentorship competency sessions. Quantitative data analysis included frequency and percentages, while the qualitative analysis coded for emergent themes. Over 90% of participants either agree or strongly agree that they enjoy their role as a mentor and that their role as a mentor is important to their career. Furthermore, 86.9% of participants believe that their role as a mentor is important in determining their mentee's future goals/careers/success. A small percentage of participants disagreed or strongly disagreed with all three statements. Participants provided program feedback and described mentorship strategies they expected to implement. This is the first review of capstone participant feedback and an early forecast of potential impact in mentoring relationships as a result of program participation. The report findings reveal important programmatic themes associated with Mentoring Academy participants, sessions, and competencies. Future analysis can further inform the institution's culture of mentoring initiative by connecting capstone responses to participant's level of confidence with six mentorship competencies and conducting qualitative inquiry to determine changes within mentorship practice.

Patterson, C.
Texas A&M University

Leading a Mentoring Culture at a Research-intensive University: The Pilot Program Report

Formal mentoring programs enhance faculty recruitment and retention, and strengthen a faculty member's relationship with the department and its missions. The Leading a Mentoring Culture program provides academic leaders with research-based skills and approaches to mentoring and retaining faculty. Faculty Affairs developed this learning community to support department leaders who wish to both cultivate faculty mentoring competencies and create or refine a departmental mentoring plan in collaboration with faculty. This report explores the first iteration.

A single research-intensive university in the United States designed the Leading a Mentoring Culture program to engage academic leaders in building a new or leveraging a current unit's mentoring initiative. From December 2021 to June 2022, program participants (n=10) committed to monthly two-hour sessions facilitated by academic leaders and trained mentorship development facilitators. Participants completed reflection posts, wrestled with mentorship scenarios relevant to department head leaders, and submitted a mentorship plan.

Program leaders described the evidence-based mentorship competencies that anchored the learning community. Participants articulated their mentorship plan at the end of the program. Mentorship scholars conducted an end-of-program feedback form and a review of mentoring plans for emergent themes, including similarities and differences across the represented academic units. Program report findings will inform future Leading a Mentoring Culture efforts by refining facilitated sessions, reflection worksheets, and community activities.

Academic leaders play a pivotal role in the direct and indirect mentorship of faculty. Establishing a formalized faculty mentoring approach is essential given the rapidly changing landscape of higher education and the ever-increasing pressures on faculty. Notably, the case study university is in the midst of significant institutional leadership transitions and strategic plan implementation. Mentorship development leaders aim to iteratively design the program and provide a path for other institutions interested in formalizing departmental mentorship.

Malloy, E., Foland, J.
University of North Carolina, University of North Carolina - Chapel Hill

TEAM ADVANCE: Facilitated Peer Mentoring Circles Supporting Early Career Faculty
Though mentoring is associated with faculty productivity, career success, and satisfaction, barriers to effective mentoring such as time and resources persist. At UNC-Chapel Hill, mentoring climate surveys revealed uneven access to mentoring, with majority of faculty securing mentors on their own. Targeting Equity in Access to Mentoring (TEAM) ADVANCE (NSF Award #1760187) launched a facilitated peer mentoring circles program in fall 2019 to provide support for early career faculty in its multilevel intervention. TEAM ADVANCE Peer Mentoring Circles provide a semi-structured, facilitated peer mentoring model. Open to all early career faculty, each circle supports up to 6 mentees, facilitated by 2 senior faculty. A goals/values survey enabled formation of groups that include tenure-track and fixed-term faculty from a variety of disciplines. Circles meet monthly. Facilitators debrief between circles meetings. A concurrent professional development workshop series provides resources and topics for circle discussions. Circles also address individual and shared goals. A total of 168 faculty participated in the program over 3 academic years. Qualitative analysis of focus group data and open-ended responses on mentoring climate surveys from program participants revealed themes of safe spaces for conversations, access to senior faculty, access to career development resources, and networking with peers/similar social identities. Mentoring Climate Survey data from all faculty respondents indicated an increase in satisfaction with peer mentoring from fall 2019 to spring 2020, statistically significant for women ($p < 0.05$). The TEAM ADVANCE Peer Mentoring Circles program shows promise and scalability in supporting early career faculty across a wide range of social identities. Senior mentor-facilitators were appreciated. The semi-structured approach with access to workshops/content on professional development topics (e.g., negotiation, promotion/tenure, annual reviews) provides a base for Circles conversations to unfold to directly support peer mentees. The program has been delivered in-person and virtually. Administrative support is the primary cost.

Shaughnessy, M.
Eastern New Mexico University

Monitoring of the Mentoring Process
There are some mentors, scholars and researchers who feel it imperative to keep meticulous records as to meetings with proteges and students. The type of records vary from journaling to goals and objectives to relevant data as per discussion. This paper will cursorily review the existing literature and reflect on an ongoing research project to be conducted worldwide in order to procure a cross cultural perspective on the issue of record keeping, and data and evaluation methods relative to the process and procedure of mentoring. The most recent relevant literature will be reviewed, and the project discussed.

Baciu, C.
Arizona State University

Understanding E-mentoring: A Quantitative Study of Online Undergraduate Students
As online education evolved over the recent decades, so did the practice of e-mentoring. Research suggests that the benefits of mentoring (in-person relationships) often apply to e-mentoring (online relationships), with e-mentoring having the potential to reach individuals from all around the world and provide increased access to mentoring opportunities for students from all backgrounds. This study examines individual characteristics that influence online undergraduate students' perceptions of e-mentoring, specifically the impact of gender, age, digital competence, social self-efficacy, and goal orientation on the four domains of mentoring (psychological support, degree and career support, academic subject knowledge support, and role modeling). Data were collected from a nationally representative sample of 414 online undergraduate students. We found that digital competence and goal orientation significantly influence students' perceptions of the four domains of mentoring. Social self-efficacy influenced students' perceived experiences of role modeling, and gender influenced students' perceptions of psychological support, with men reporting less psychological support from their mentors. Despite significant research on mentoring in general, with the dearth of scholarship on e-mentoring, mentors and administrators of e-mentoring programs (or mentoring programs still operating at least partially online due to the pandemic) need a better understanding and more practical application recommendations for supporting students across the transactional distance of remote engagement.

Baciu, C.
Arizona State University

The ACE Scholars Program: An Integrative Approach to Undergraduate Research Training
College students benefit from receiving mentoring while in college and from being engaged in professional development sessions, as both avenues help them make connections and advance their goals. Though previous research addressed the two topics separately, very little work has been done on assessing them simultaneously and much less so in an e-mentoring setting. To create community and training opportunities for a diverse body of undergraduate students, we developed an e-mentoring program that incorporates alternated sessions of scientific mentoring (e.g., design a study, create a poster) and career and professional development (e.g., graduate school strategy and applications, cultural intelligence). Our program is grounded in project and team-based learning. Our teams are led by senior undergraduate researchers, which enables students to gain both leadership and research experience before applying to graduate school. We designed and implemented the ACE Scholars program in a research center at a large southwestern public university, where 43 undergraduate research assistants were mentored via Zoom during Spring 2022. Program evaluation was conducted using the College Student Mentoring Scale, a comprehensive tool that measures students' perceived psychological and emotional support, degree and career support, academic knowledge support, and role modeling they received in the program. Students reported receiving: psychological and emotional support (82%), academic knowledge, degree and career support (96%), and role modeling (96%). Additionally, 85% of students agreed or strongly agreed that the ACE Scholars Program, with its research experience and career and professional development components, has helped prepare them for their future endeavors. Overall, 86% of students indicated that they were extremely satisfied with the ACE Scholars Program.

Chaback, B., Mack, R.
Embry-Riddle Aeronautical University

Strategic Organization Advising Researchers (SOAR)
Embry-Riddle Aeronautical University (ERAU), located in Daytona Beach, Florida, hosts a diverse student body comprised of students from 148 countries and different backgrounds. Each academic year the Office of Undergraduate Research (OUR) at ERAU challenges over 600 students from various backgrounds to collaborate strategically on multiple grants and research projects. In collaboration with the Center for Improved Mentoring Experiences in Research, OUR will begin to offer a series of opportunities for students, staff, and faculty to learn new skills and gain new experiences in research. Of particular interest for OUR is the ability to support the campus community on diversity and inclusion efforts, including teaching about the importance of diverse teams in STEM education and the industry post-graduation. The Strategic Organization Advising Researchers (SOAR) will focus on three areas to improve communities of mentoring and mentorship on campus. First, there will be drop-in mentoring consultations where trained staff can support colleagues through first-hand experience and case studies. Next, will be day-long workshops designed to expose attendees to high-level information. Finally, a semester-long program known as the ERAU Research Community will support collaboration between various research colleagues on the campus. This program, known as SOAR, will be rolled out in Fall 2022. The initial focus will be on internal grantees and their teams to establish a preliminary focus group. The program will then open to all students who engage with OUR in Spring 2023. The final phase of the program will occur over Summer 2023. The complete program rollout will happen in Fall 2023 and will be designed to support up to 1,000 campus members per academic year.

Maher, E., An, T., Chamblee, G.
Georgia Southern University

Small-Scale Mentoring Pilot Program for Future K-8 Teachers to Support Math Identities
The first three authors of this paper are mathematics content instructors of required courses for future teachers in a university with a high percentage of students of color (over 40%); the fourth author is a mathematics educator who teaches mathematics methods courses and supervises students in field experiences. The authors developed a pilot program to provide targeted mentoring to six future teachers of color to foster mathematical identities. While developing and implementing our program, authors found little extant research about mentoring future teachers of color, particularly Black future teachers, in mathematics during their program of study. Each content mentor met weekly with their 1-3 mentees to discuss professional goals, inclusive mathematics teaching strategies (and opportunities for presentations). The authors developed and refined resources to address this need including recruitment strategies, mentor/mentee agreement and handbook, and our semi-structured adaptive approach to discovering and developing mentees' interests and needs. The authors evaluated program effectiveness with quantitative and qualitative data from students and faculty. The authors gathered student data from semi-structured interviews and surveys, containing 27 Likert scale questions for measuring mathematical and professional identities. Faculty data came from a pre/post structured reflection, along with structured notes and reflections from each mentee/mentor meeting. Using thematic analysis, the authors identified emergent themes individually, refining them through group discussion. Both mentees and mentors grew personally and professionally as a result of this program. We share interview and survey findings, mentee accomplishments, developed resources, and challenges overcome, as well as tangible mentee accomplishments.

Pedersen, D., Alena, K., Rebecca, S.
University of North Dakota

Understanding Students' Views of Science Identity Development
Science identity is composed of three key components, including competence (possessing scientific knowledge), performance (the capacity to use scientific tools and language in appropriate settings), and recognition (earning validation from others in the field) (Carlone & Johnson, 2007). The significance of a strong science identity is in shaping a student's future behavior, such as intent to graduate and pursue a STEM career (Chang et al., 2011; Chemers et al., 2011), which is particularly important for those with notable retention challenges within STEM like women, underrepresented minorities, first generation, and rural students (President's Council of Advisors on Science and Technology, 2012). The work of building students' science identity and encouraging their development as emerging scholars and scientists

relies on both classroom experiences and the form and quality of mentoring relationships with faculty (Kendricks et al., 2013). This study considers how students see their own science identity development, and which supports they believe most central to science identity.

Brown, J.
Montana State University - Bozeman

Pilot of a Mindfulness Based Graduate Mentorship Program for STEM Graduate Students

Given the essential role of mentorship in graduate education, mentorship training for graduate students is an important aspect of professional development. The Mindfulness Based Graduate Mentorship Program (MBGMP) uses an innovative student-centered relational mindfulness approach to mentorship training for STEM graduate students. In the program, students use mindful awareness, listening, and inquiry within peer community to deeply explore and reflect upon mentorship and what support they need to thrive. The objective of this work was to implement and evaluate a pilot of the MBGMP with a diverse cohort of ten engineering graduate students over the 2021-2022 academic year. Preliminary quantitative assessment was completed through two surveys: one surveying the amount and quality of mentoring students are receiving in graduate school, and the second measured their levels of interpersonal mindfulness. Qualitative data was collected on the program during the intervention through student reflections to gauge the students' experience of the program. The pilot showed promise for the program to help empower graduate students in their graduate experience and we propose it as a powerful holistic approach to student development.

Komiskey, H.
Philadelphia College of Osteopathic Medicine

Guiding Graduate and Medical Students on Presentations of Research Data

Students usually find that collecting, analyzing, and organizing research data for an oral presentation is stressful and intimidating. The first step is to encourage the student to choose a research topic they are interested in exploring. After initial discussions about the likely audience, introduce ways to maintain attendee's interest during the oral presentation. Especially important is for the mentor to recognize an appropriate central theme or story structure for inspiring the audience. Students must understand parametric and nonparametric statistics in order to organize their research data into an inspiring reasonable explanation of a disease state, for example Alzheimer's and/or Parkinson's disease. The mentor must inform students that it's especially important to have a theme or story told throughout the seminar, and not to present a lecture. Slides should be used to lay out the research findings in an organized patterned to supplement or convey the theme of the seminar. Slides must be easily understood and not crowded. Visual information that is easily interpretable, like charts, figures, and especially animation will help individuals follow the development of the central inspiring theme. At least a month prior to the seminar have the student present their seminar orally in front of the mentor. The mentor must ensure that students do not to read text presented on slides. Many new students are shy and/or very uncomfortable in front of their peers. The mentor may advise students to look at foreheads of individuals, but they must learn how to present the seminar as a conversation with the audience. Encourage students to practice giving the seminar in front of a mirror while looking at their face. It may be helpful for students to attend other oral presentations. It is important that students present the seminar in the room assigned for the final presentation.

Taeb, M.
FAMU-FSU College of Engineering

Broadening Participation in URE Using PS-MMM-based Mentoring for URM Engineering Students

This work highlights the positive impacts of a Ph.D. Student-Mediated Mentoring Model (PS-MMM)-based program that targets underrepresented minority (URM) engineering students. In particular, a case study of one of the mentoring projects is described which shows how a research project in emerging disruptive technology, namely blockchain, can be used as a vehicle to build a sense of belonging and improved professional development skills in URM engineering students. After identifying effective Ph.D. mentors on high-quality research projects, a vetting process that seeks out undergraduate students who have expressed an interest in research and demonstrated an aptitude for supplemental learning is used to select undergraduate mentees. The research focus of the mentor is matched with undergraduate URM mentees' research interest to form a mentoring group. Throughout this experience, students were given weekly research plans to perform literature reviews on their research topic. There were pre- and post-surveys incorporated to measure participants' metacognition to simulate the highest possible learning quality. The results of this work show that 94% of participants gained a sense of belonging while participating in the program during the spring 2022 semester. Even though lack of interest and motivation to finish the research project is one of the main challenges in URE design, 100% of mentoring groups (10 out of 10) have successfully continued with their research project and submitted a technical poster describing their research results. Also, 80% of participants prerecorded their presentations and participated in the live research showcase. This work contributes to developing the best practice model for broadening participation in research using a PS-MMM for URM engineering students in emerging technologies. In some cases, highly qualified underrepresented high-school students are identified and added to the team as engineering apprentices allowing them to design procedures and disseminate findings under the direction of their Ph.D. mentor.

Bernacchi, L.
University of California - Merced

Valle: Access and Identity in Tech Careers

The technology sector has a diversity problem (Ellison, 2020; Williams, 2014). Minority-serving institutions of higher learning can support access to careers in technology through small-scale interventions focused on cohorts and identity in STEM (Rorrer et al., 2021; Rorrer et al., 2020; Spencer et al., 2021). At a large public university serving 9,000 students comprised of 66% first-generation students, 54% Latino students and 62% Pell recipients, graduates in engineering, for example, earn $10-20k less in salary than average California public school alumni with equivalent degrees and only 1.5% of all alumni continue to graduate school (Center of Institutional Effectiveness, 2022). To

improve access to and identity with high-quality technology and research careers, STEM researchers and educators led three years of programming called "¡Valle! Get Your Start in Tech." The program focused on and evaluated development in core areas that are typically not covered in a STEM education, such as intersectional capital, imposter syndrome and growth mindset, and applications to internships, graduate school, and tech careers to support students. In evaluating the program, this research question emerged: can a university foster access and identity to tech-related STEM fields and change the face of technology to better resemble those affected by technology?

Flores, B.

University Of Texas - El Paso

Mentoring for Diversity, Equity and Inclusion

In and outside of academic settings, mentoring is an approach that ideally pairs protégés with experienced individuals as a way to promote growth and support. Mentoring is viewed as learning experiences that focus on the development of a student's professional identity, skills, and expertise through academic interactions with a mentor. However, research shows that this homogenized experience that mutes student identity is not always best practice and requires rethinking. In this session, we will discuss a case study for mentors to operationalize their mentoring philosophies in the context of diversity, equity, and inclusion. This case study considers the fact that protégés are not blank slates devoid of personal and academic context, but rather recognizes the unique assets of individual experiences. The study also considers the aspiration of mentors in the development of an environment that privileges an asset-based approach in support of diversity, equity, and inclusion. The proposed example of a best practice is synthesized from current literature on inclusive mentoring and on the wisdom of award-winning mentors who have dedicated their careers to supporting students from underrepresented groups. Mentoring is a multifaceted relational experience in which the mentor provides advice, moral/emotional support, and professional identity role modeling as well as feedback on growth and performance, academic knowledge, and access to advancement opportunities for the protégé. In turn, the protégé provides an opportunity to the mentor to understand the assets that she brings to the table. STEM mentors are most effective when they validate their protégés' identity and background, recognize their accomplishments, and advocate for them in academic and workforce settings.

Lehr, J.

California Polytechnic University - San Luis Obispo

Strengths Based Mentoring: A Social Justice Perspective in Engineering/Computer Science

The purpose of the NSF-funded S-STEM ENGAGE Scholarship & Mentoring Program is to increase the number of low-income, academically talented students who begin their education at two Hispanic-Serving California Community Colleges; transfer to a highly selective, predominantly white institution; are retained in and graduate with a B.S. degree; and enter the STEM workforce or graduate program. This paper explores the factors impacting faculty utilization of the ENGAGE program approach to anti-assimilationist, assets-based mentoring: "Strengths Training from a Social Justice Perspective in Engineering and Computer Science." Many STEM mentoring models continue to ignore the specific historical/ institutional contexts of inequality that contribute to student non-retention. In ENGAGE, mentors and mentees participate in training designed to challenge how engineering/ computer science education cultures (e.g., deficit mindsets, rigor) contribute to student non-success via trainings focused on strengths, intersections with social/cultural/professional identities, and structural inequalities. Semi-structured interviews of mentors from the B.S.-granting institution suggest that mentor utilization of the ENGAGE model varies widely, shaped by factors including prior experience, mentoring/pedagogical philosophies, and institutional contexts, as well as mentor/mentee interests, identities, and explicit/implicit goals for mentoring relationships. In these initial findings, some mentors interviewed shared that the ENGAGE mentoring model is not relevant because of the social identities they hold and/or the identities that they perceive their mentee(s) to hold. Instead, ENGAGE mentors focus on connecting as "humans." While a focus on "human" connection can be understood as a step forward in engineering and computer science contexts, it also may contribute to the adoption of colorblindness as an assimilationist "equity" strategy. We share how we are utilizing findings to increase overall student support. More broadly, this research is designed to build capacity for individual and collective growth within STEM mentoring to create more diverse, inclusive, equitable and just engineering/computer science education cultures.

Urtel, M., Cecil, A., Angermeier, L.

Indiana University - Purdue University Indianapolis

Culture Eats Strategy: Case Affirming This is True for a School-Level Mentoring Program

It is well established that a culture for mentoring is paramount for faculty, department, and school success. This paper presents a 4-year update on a new mentoring model that materialized from the merging of two schools, and subsequent cultures. A faculty team utilized surveys, focus groups, and one-to-one conversations with faculty along with school leadership as the prime source of data. Program satisfaction, attendance at programs, sustained programming, and general faculty interest (from both mentees and mentors) directed to the mentoring program were used as both the forms of data collection and metrics. It was found that the school culture, fresh off a merge, was not robust enough to support a new mentoring model. We underestimated the readiness to accept change, and this contributed to our failure. While faculty actively seek opportunities to be mentored it appears they gravitate back to their prior experiences and cultural comfort, more so than a novel mentoring model.

Thompson, J.

Trinity University

Piloting an Identity-based Student/Alumni Mentoring Program

Legacy of Excellence (LOE) remotely connects students and alumni who identify as members of Black, African, African American, African, Afro-Caribbean, and Afro-Latino communities. The program offers students the opportunity to engage in in-depth conversations with a mentor who has had similar personal and cultural experiences navigating college. Each student is matched with one dedicated mentor to

form a pair. Each pair is grouped into a cluster that includes three mentoring pairs. Black Identity Development took the 1971 Nigrescence theory and through a 6-sector model, "repositioned within the larger discourse on human development to account for racialized experiences during childhood" (as cited in Patton et al., 2016, p. 96). Utilizing Baxter Magolda's (1992) theory of self-authorship, the program's structure helps participants define and understand their beliefs, identities, and social relations in college. According to Graham & McClain (2019), informal mentoring relationships tend to be more successful because mentors already exist within mentees' social networks. Evaluation includes both quantitative and qualitative elements in a convergent mixed methods strategy; qualitative and quantitative data are collected at the same time, reviewed and analyzed separately, and then combined in order to compare the findings (Creswell & Creswell, 2018). All participants received a Qualtrics survey with quantitative items and open-ended qualitative items. Students were invited to one of two focus group lunches in order to understand their experience and highlight their voices. Legacy of Excellence builds upon the institution's continued interest in supporting alumni and student engagement efforts, mentorship opportunities, and expanding our identity-based programs and support. LOE was launched as a result of an honest and critical introspective evaluation of the university's efforts with regard to inclusive excellence initiatives that intentionally support our various marginalized student populations on campus. As a Predominantly White Institution (PWI), LOE represents one of the University's first official identity-specific mentoring programs.

McDonald, S.

Northern Arizona University

From Ashé to Tiahui: Strategies for Implementing an Authentic Caring Coaching Approach

Drawing upon critical inquiry and observation, this paper will reveal key elements of the Authentic Caring Coaching Approach (ACCA); a conceptual framework currently being used in northern Arizona. Expanding upon the seminal Student Personnel Point of View (1937) tenets and contemporary scholarship, ACCA acknowledges and responds to systemic barriers and offers a holistic, multidimensional approach to adaptive educational coaching individuals with intersecting identities. ACCA is intended to enhance adaptive educational coaching relationships in three ways by: (1) explaining the function of coaching as observed and explained through the perspectives of students and professionals with intersecting identities (2) demystifying the ways in which critical theory and inquiry validate diverse perspectives and seek to improve coaching outcomes and (3) offering pragmatic strategies for building authentic and meaningful interactions. Individuals with intersecting identities are more likely to feel empowered to self-advocate and self-determine their short- and long-term goals when exposed to a culturally-relevant coaching approach and strategies. When implementing the ACCA, coaches acknowledge and contextualize systemic barriers and are better equipped to negotiate complex individual and social responses to those barriers. The ACCA offers a relevant, contemporary approach to coaching diverse student groups.

Da Costa, M.

Western Carolina University

Strategies to Address Microaggressions and Promote Inclusivity in Nursing Education

Nursing has faced longstanding challenges in advancing equity due to persistent oppression and racism in clinical settings and academia. In fostering diverse communities of mentorship, leaders, mentors, and educators must understand the impact of microaggression within nursing education and be equipped with evidence-based tools to assist in responding to and dismantling microaggressions. The purpose of this article is to introduce strategies to prevent microaggressions and build a learning environment of inclusive excellence. The strategies proposed are based on a literature review and identified best practices that can be incorporated within the course structure, class interactions, and classroom culture. Strategies provided aim towards cultivating cultural humility in academia and supporting underrepresented students in developing resistant capital. The Microaggression Triangle Model framework is presented as an approach to repairing relationships and restoring reputations damaged by microaggressions. The literature suggests that training and educating faculty on matters of microaggression positively impact their ability to respond to microaggression (Ackerman-Barger et al., 2021). Addressing matters of microaggression in the classroom and clinical setting promotes positive experiences of inclusivity, confidence building, and feelings of being supported among underrepresented nursing students (Ackerman-Barger et al., 2021). Consequently, a case can be made for a shift in academic leadership and mentoring that take into consideration the need to address issues of microaggression in nursing education. This is necessary to promote the well-being of underrepresented nursing students and improve their overall chances of academic success, and in supporting diversification of the nursing workforce.

Hays, G.

Indiana University

A Mentoring Program Focused on Developing LGBTQ+ Emergency Medicine Physicians

Mentoring is critical in the development of physicians during their training. Further, adequate preparation of a diverse array of physicians is vital to ensuring equitable healthcare is delivered to our communities. Approximately 6.9% of allopathic medical students identify as LGBTQ+. We developed a mentoring program to build community and inclusivity in the department, engage the larger LGBTQ+ community across Indianapolis, and function as a safe space for queer-identifying and gender diverse learners. This program was modeled after a Women in EM program already functioning well in the department. The Department of Emergency Medicine (DEM) at Indiana University supported the development of a structured mentoring program, led by the department's residency training program. A needs assessment of LGBTQ+ residents was undertaken. The program included peer and vertical mentoring, social gatherings, engagement in LGBTQ + charitable events, a book club focused on LGBTQ+ issues in medicine, and the development of a medical student outreach program. An evaluation of the mentoring program was obtained using multiple cross-sectional surveys. Forty residents, faculty, and students participated in the mentoring program. LGBTQ+ residents identified with the group and expressed a desire to continue outreach to the larger department and school of medicine. Medical students who participated in the program expressed increased comfort with the inclusive climate of the department and larger medical school, a key factor when considering where to pursue post graduate training. LGBTQ+ residents have expressed satisfaction with the group's activities and engaged with the program, success that has inspired expansion of its efforts. As organizations across the country attempt to expand the diversity of the workforce, and increase representation of marginalized groups among their members, identity-focused mentoring should be considered as a tool to improve overall inclusive climate.

Farley, A.
Arapahoe Community College

Peer Advising Impact on Student Learning Outcomes at Arapahoe Community College
This paper aims to show Arapahoe Community College's (ACC) Peer Advisors Program's impact on the institution's Student Learning Outcomes for the individual Peer Advisors. Additionally, this paper illustrates how a Peer Advisor Model is a best practice for community colleges and provides a framework for program development and implementation. Peer Advisors received training and development, including the Mental Health First Aid certification, which was even more important with the impact of the COVID-19 Pandemic. Due to the pandemic, professional Academic Advising staff and Peer Advisors worked as a remote team and then as a hybrid model with the transition back to campus. Both qualitative and quantitative data were used to measure the outcome of student success from direct outreach by Peer Advisors in the following areas: • New Student Orientation • Students Dropped for Non-Attendance • Virtual Drop-in Advising Sessions • Mentored Connect Scholars Recipients Intentional outreach and peer-to-peer support resulted in increased rates of students continuing their academic journey and retention. The effects on the learning outcomes of the peer advisors were evaluated. Additionally, Peer Advisors showed high achievement rates in the institution's student learning outcomes: Communication, Information Management, Personal Development, Responsibility and Accountability, Quantitative Reasoning, and Cultural Awareness (Arapahoe Community College, n.d.). Community Colleges often struggle with the capacity to serve a large number of students and generally serve a diverse group of students. Therefore, a Peer Advisor Program can support the institution's commitment to equity, diversity, and inclusion and help foster academic success. A Peer Advisor Model can be a best practice for community colleges.

Quadara, R.
University of Southern Mississippi

Multi-level Mentoring and Collaboration Supports Interns From HBCUs in Ocean Exploration
The University of Southern Mississippi's (USM) Marine Education Center (MEC) coordinates the NOAA Ocean Exploration Cooperative Institute (OECI) Ocean Explorers internship that engages undergraduate students from Tuskegee University (TU). The Ocean Exploration Club (OE Club) cultivates a relationship between the MEC, the TU student body, and TU faculty and enables recruitment of the internship. Interns contribute to research and data collection efforts across OECI partners and chart pathways for an inclusive ocean exploration workforce. The collaboration both across institutions and within the host research laboratories provides interns with multi-level mentoring by individuals at various career stages and from various disciplines. Interns also receive continuous support from the internship program managers at USM and TU prior to, during, and after the internship program concludes. The frameworks utilized in this program are a Nested/Hybrid Multi-Mentoring Model and an adaptation of the Input-Environment-Output Framework and Social Cognitive Career Theory. The intended outputs of the Ocean Explorers internship program are for participants to leave with a scientific identity, sense of belonging, self-efficacy, and clarity on their next career stage with a network of support. Evaluation will be in the form of pre- and post-program surveys, weekly reflections, exit interview discussions, and longitudinal tracking of program alumni. This framework requires ongoing evaluation to integrate intentionality and inclusive efforts into the nurturing intern environments. Collaboration is key to developing this sustainable support system. The MEC collaborates with NOAA Ocean Exploration to align with existing NOAA internship programming and improve upon mentorship experiences. USM and TU continue to build their relationship in the long-term success of the internship program through frequent collaboration and OE Club programming. In addition to facilitating the intern research experience, this collaboration advances science in the recruitment and retention of diverse students in ocean exploration.

Sayers, A., Hunter, J.
University of North Carolina - Wilmington

Towards Dynamically Inclusive Mentorship: The Development of the CAIT Model
This project outlines a new higher education research mentorship model for minoritized students, the Critical, Adaptive, Interdisciplinary, and Trauma-Informed (CAIT) model. In an intentional effort to centralize research of, for, and by historically-excluded minoritized (HEM) students at our Predominately White Institution (PWI), the authors found that unitary mentorship models focused on either students' disciplines or identities or types of relationships and were insufficient to address the needs of their student mentees. The authors created the Interdisciplinary Minority Student Research Group (IMSRG) to intentionally centralize research with the following HEMs: racial/ethnic minorities, LGBTQIA+, disabled students, military veterans, and/or first-generation students. CAIT stems from three years of IMSRG practice and provides an interdisciplinary, collaborative, and intersectional mentorship model grounded in critical theories, trauma-informed approaches (SAMHSA, 2014), and adaptive mentorship models (Ralph & Walker, 2013), that incorporates various aspects of formal and informal mentorship (Jacobi, 1991) for minoritized tertiary students. They created IMSRG and developed the CAIT model through IMSRG mentoring practices at a PWI in the Southeastern United States. They present their pilot data here on student evaluation of the CAIT model, including pre-post test qualitative survey responses and student testimonials. They triangulate this data with other qualitative data, including graduate school acceptances/commitments, research publications, research presentations, grant/award receipts, and/or workforce preparedness. The authors argue that traditional singular approaches to mentorship do not address the intersectional, fluid, and dynamic nature of minoritized students' identities, particularly at PWIs. The CAIT model advances mentorship practices by underscoring collectivity, vulnerability, adaptability, and reciprocal relationships across peers, faculty, and alumni. CAIT challenges the traditional Western scientific epistemological models that privilege hierarchal relationships, objectivity, and siloed disciplinarity, as well as false binary divisions related to disciplines, ways of being, and ways of knowing (Chilisa, 2012; Wilson, 2008).

Connolly, D.
Drake University

Turning a Mentoring Assignment Into a Lifelong Friendship and Cultural Exchange Experience
This paper shares how a mentoring assignment resulted in numerous successes and subsequently grew into a lifelong relationship between the faculty mentor and faculty mentee. A loosely structured mentoring program was turned into a mutually beneficial relationship based on spontaneity, trust, and learning that has resulted in numerous collaborations, cross-cultural and cross-disciplinary research, and a deep and lasting friendship. This is a qualitative case study of a one-on-one cross-race faculty mentoring relationship at Drake University, a small-to-medium-sized Midwestern liberal arts university located in Des Moines, Iowa. Using interviews, self-reflection, and a chronicling of events, this case study tells a story of how to create a successful and productive mentoring relationship. The findings suggest that successful mentoring is built on mutual respect, intentionality, and an established set of goals between the two parties. It requires both parties to be open and transparent, share what they hope to gain, and make a serious commitment to achieve the desired results. It also requires a mix of structure, informality, and a willingness to share one's vulnerabilities, hopes, and fears. When both parties are benefitting through reciprocal learning and professional gains, the relationship becomes stronger and more gratifying. Also discussed are the value of context and some best practices for establishing a successful mentee-mentor relationship that will result in a win-win partnership.

Brown, D., Abbey, D.
University of Wyoming, Network of the National Library of Medicine

Mentoring Health Science Library Students: Practices and Perceptions from the NNLM Region 4
This paper showcases the approach the Network of the National Library of Medicine (NNLM) Region 4 used to mentor future health science librarians. The NNLM Region 4 used a combination of formal and informal methods to mentor protégées on projects related to health science librarianship. Some of these projects included proximity mapping and enhancing diversity equity and inclusion in the health science librarian fields. The NNLM is an organization concerned about access to health information for all populations in the United States. The Network is a subsidiary of the National Library of Medicine (NLM) one of the 27 institutes of the National Institutes of Health (NIH). Region 4 of the NNLM is comprised of 9 states (Arizona, Colorado, Idaho, Montana, New Mexico, North Dakota, South Dakota, Utah and Wyoming). All protégées were expected to engage with their mentors and work on creating a scholarly work product that could either be published in a professional journal or presented at a professional conference. As an organization, the NNLM has been successful in completing these goals while the protégées were actively enrolled in their graduate library science programs. We further describe the processes we use and demonstrate some of the mentorship practices we undertake to make the program rewarding both to the mentors and protégées. Formal evaluation is accomplished through channels both at the students' universities and the NNLM.

Josephsen, J.
Boise State University

Carer (Faculty) & Cared-for (Students) Mentorship Model (CCFMM)
A theoretical framework for mentorship in nursing education is essential and promotes student success, program satisfaction, faculty satisfaction, and develops lasting mentoring relationships. The "Ethics of Care" theoretical construct frames the CCFMM mentorship model based in the Carer/Cared-For dyad. Valuing the caring relationship is central to the model. Faculty as Carer models caring through being attentive, listening, and focusing on understanding the Cared-For student experience and their expressed needs, not assumed needs. The CCFMM promotes well-being, connection, and community for faculty and students. The Carer/faculty utilizes the WATCH (Well-being, Academics, Transition to Practice, Career, and Healthcare Issues) framework for guidance and support. The Carer/faculty and Cared-For/student have roles in the mentoring relationship, requiring active participation and commitment. Shared values central to the model's success include trust, respect, continuity, supporting well-being, and embracing the "it's cool to care" philosophy. The conceptual mentorship model was developed based upon a faculty and student survey, assessing expressed needs related to mentoring. Both faculty and students ranked student well-being highly as a mentorship outcome. Lack of time was classified as a critical barrier to mentorship participation by both faculty and students. These key results focused a literature review and the development of this evidence-based faculty/student mentorship model, supporting diverse students and faculty groups. The CCFMM can positively advance nursing education mentoring practices. The new American Association of Colleges of Nursing (AACN, 2021) Essentials calls for graduating students to be dedicated to personal health and well-being. Additionally, there is a great need to promote workforce retention for graduate nurses. Solid mentoring relationships, prioritizing well-being, and instilling self-regulated and life-learning skills are essential to address these critical issues in the nursing discipline.

Wiggins, W.
University of New Mexico

Attitudes of Newly Hired Medicine Faculty Regarding Mentorship and Developmental Networks
Prior research shows that most Schools of Medicine faculty consider mentorship the most crucial factor in faculty development and retention. Many faculty are establishing developmental networks in lieu of hierarchical dyadic mentoring relationships. Clinicians are less likely than other newly hired faculty groups to seek mentorship despite having assigned mentors. The study's purpose was to determine the attitudes of newly hired faculty at the University of New Mexico School of Medicine (UNM SOM) regarding mentorship and developmental networks. Within their first year of hire, all newly hired faculty at UNM SOM are required to participate in a two-day orientation to the institution event called 'Quikstart.' During seven such events, new faculty [N=131] were surveyed anonymously on six single-response questions about their attitudes regarding mentorship and developmental networks, administered via online polls between September 2018 and July 2022. In this descriptive study, summary characteristics were analyzed. Newly hired faculty mentees reported that creating a developmental network was hampered by difficulties finding multiple mentors (55.3%), receiving conflicting advice from multiple mentors (22.4%), and gathering many mentors at the same location at the same time (11.8%). Lack of clarity regarding faculty mentee needs (55.5%), mentors' unavailability (17.6%), and failure to find mentors (14.3%) were the most often mentioned difficulties during the initiation stage of mentorship (Hitchcock et al., 1995). Although the literature advocates moving from hierarchical dyadic mentoring relationships to developmental networks, this

transition for Medicine faculty mentees will likely be hindered by a shortage of adequately trained mentors. Institutions need to identify and train mentors, incentivize and support mentorship, and encourage the creation and maintenance of self-selected development networks, possibly under the leadership of a transitional mentor.

Lambert, M.
Coalition of Occupational Therapy Advocates for Diversity

The COTAD Mentorship Program: Nurturing Diversity and Leadership in Occupational Therapy
The Coalition of Occupational Therapy Advocates for Diversity (COTAD) Mentorship Program serves the underrepresented occupational therapy applicant, student, and new graduate population. The program began in 2015 and has served hundreds of occupational therapy (OT) practitioners through mentor development and goal-directed relationship building. The program is unique in its ability to attract a diverse mentor pool of experienced clinicians belonging to racial and ethnic minority groups, those who identify as lesbian, gay, bisexual, transgender, queer, intersex, or asexual (LGBTQIA) and/or who have a physical or cognitive disability. A focus on equity, inclusion, and diversity in the occupational therapy profession is a key pillar of the American Occupational Therapy Association's Vision 2025 (American Occupational Therapy Association [AOTA], 2018). Identifying best practices in recruiting, retaining, and supporting a diverse student and practitioner population is a current research priority of the profession. The existence of prior research at the intersection of mentorship and diversity is minimal due to the scarcity of sustained initiatives in this area within the profession.

Yri, G.
Texas Tech University Health Science Center - El Paso

Mentoring, Coaching, Advising, and Tutoring for Pre-clerkship Medical Students
At the Paul L. Foster School of Medicine in El Paso an overlapping array of support elements are available to assist students in navigating the curriculum and advance personal wellness, professional development, and academic success. This support includes faculty mentoring within established Learning Community Colleges along with peer-peer mentoring through pairings of second- and first-year students. Additional faculty mentoring helps students complete a required project in a Scholarly Activity and Research Program (SARP). Coaching and advising are available through an Office of Student Affairs that supports a peer-tutoring and Teaching Assistant program. In addition, a Faculty-Assisted Small Tutorial (FAST) program helps struggling students in weekly small (2-3 students) tutorial sessions where content experts provide focused academic strengthening. We are piloting a 5-week mindfulness-based intervention for first-year students that will introduce stress-relieving and resilience-building skills. This course will be followed by a unique peer-coaching strategy that will encourage students to follow through with continued mindfulness practice. These varied activities, along with coaching in a required Medical Skills course, and less structured involvement of clinical and basic science faculty, provide students with a robust supporting network. We will discuss the challenges faced in evolving this network, aiming at more integration, improved communication, and identification of unaddressed weaknesses. Overall, the goal is to create opportunities and efficiencies for our students that will promote an atmosphere of personal wellness and flourishing.

Thursday, October 27, 2022

Plenary Sessions

11:00-11:50 am	Lunch Break • 12:00-12:50 pm	1:00-1:50 pm	2:00-2:50 pm

Ballroom A&B • 11:00 am - 11:50 am

Riza Kadilar
EMCC Global

Developing a Leadership Pipeline with Mentoring
Business landscape is rapidly growing and transforming, especially by the penetration of technology in every aspect of our daily lives. More and more professionals and organisations are trying to navigate in this landscape. Leadership in that respect has to overcome various paradoxes to contribute to the creation of an inclusive society fit for digital transformation. Therefore how can we ensure the best ways to empower professionals for their learning and growth by adhering to the best practice standards in mentoring?

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

Ballroom A&B • 1:00 pm - 1:50 pm

Sweeney Windchief
Montana State University

An Indigenous Mentoring Program: Development, Implementation, and Lessons Learned

In 2014, an Alliance of eight institutions was supported by an award from the National Science Foundation named Pacific Northwest Circle of Success: Mentoring Opportunities in STEM (PNW-COSMOS). The eight participating institutions are committed to supporting American Indian and Alaska Native (AI/AN) graduate students in STEM through culturally appropriate interventions. One of the key products of the grant was the development of an Indigenous Mentoring Program (IMP) to provide faculty, staff, and administrators, who work with or are interested in working with AI/AN students in graduate degree programs, with professional knowledge, skills, and dispositions, that lead to student success.

PNW-COSMOS exists to transform higher education by ensuring that our students are supported by mentors in ways that help them maintain cultural integrity while successfully navigating graduate education. This is accomplished through a series of nine, research-based, learning modules designed to engage faculty mentors through professional development workshops at each individual institution. Since the development and subsequent implementation of the IMP we have learned lessons, grown, and changed the program toward a sustained effort on multiple campuses. The collective has developed to consider place-based knowledge, community variability and the contemporary academic paradigm as crucial considerations. We recognize that many of our students are nourished by both STEM and Indigenous knowledge to achieve their own definitions of success leading to bicultural accountability. Many of the students that benefitted because of their mentor's participation are charged to give back to their Indigenous and academic communities throughout their careers.

Ballroom A&B • 2:00 pm - 2:50 pm

Audrey Murrell
University of Pittsburgh

Mentoring and the Importance of Identity Work

Mentoring is a widely accepted practice for effective personal, professional and leadership development. Mentoring offers both psychosocial and career benefits within developmental networks for both mentors and mentees. Mentoring also equips people to lead more effectively within organizations, helping them learn how to activate the power and access resources that can promote systemic change. Yet, despite these demonstrated benefits, developing diverse mentoring relationships continues to be a challenge for all different types of organizations. This talk explores the notion that mentoring is most effective in the context of diversity and inclusion when we understand the importance of "identity work" for developing effective, high-quality mentoring relationships.

Thursday, October 27, 2022

Roundtable Sessions	Ballroom A&B	9:00-9:50 am

Round Table Moderator: Dionne Clabaugh

Morgan, R., Balaraman, A.
Washington University-St. Louis, University of California-Berkeley
Ballroom A&B

Making Hope Visible by Getting Students to Say 'Yes' to Social Capital via Near-peers

The focus of the Beyond Boundaries Program (BB) at Washington University in St. Louis is "Don't ask students what they want to BE… Ask them what problems they want to solve." During the pandemic, the program initiated a scalable, interdisciplinary mentoring program for its students mentored by alumni. The purpose was to offer a different formula for persistence in the age of inequality: a tight-knit, reliable community and a sense of hope via near-peer mentoring. Using Epixego Inc.'s mentoring platform, the BB program implemented a competency-based mentoring program for students to co-design their mentoring experience. The effectiveness of the mentoring was evaluated using pre-and post-surveys of an introductory 10-week near-peer mentoring program, informal focus groups, mentoring groups, and bi-annual meetups. Mentoring measures in the survey were partly adapted from social cognitive career theory (Bandura, 1997) and social network theory (Thompson, 2016). In this program, (a) No mentor was "assigned" to a mentee, or vice-versa. The role models that surfaced were based on the similarity in the 'competency fingerprint' of a near-peer. (b) Students and alumni discover peers and near-peer role models before forming mentoring expectations. 55% of the students reported feeling 'prepared' to successfully craft their education-career path, up from 20% at the onset, and 90% of the participants accessed near-peers to personalize career needs and motivation.

Jafari, N., Geula, K.
California State University - Long Beach, Center for Global Integrated Education, Inc.
Ballroom A&B

Spiritual Mentoring & Association With Elevation of Lower Self in Adolescents
Today's adolescents are facing novel challenges such as identity crisis, social media pressure, unattainable expectation, and unique social dilemmas. The purpose of this conceptual model is to create a comprehensive map teaching adolescents how to develop a healthy relationship between the lower self (materialism), and the higher self (spirituality). Transitioning from middle school to high school encompasses a great deal of change, which may lead freshmen students to experience stress and negative pressures from external factors (D'Zurilla & Sheedy, 1991). The study has shown (Rawlinson,1990; as cited by Jack & Miller, 2008) that self-awareness is a conscious process of self-understanding and knowing one's level of strengths and limitations and severity of emotions that could ultimately impact an individual's behavior in various situations. Navigating through these high waters requires certain social and emotional skills in addition to higher levels of spiritual intelligence and aptitude. Using spiritual mentoring training and clinical observation assessment, the mentees will participate in a modular training structured on elevating self-awareness and the appreciation of their less recognized higher self. The 50-minute sessions will be done bi-weekly for 10 weeks and will end with a final clinical observation to assess the training's efficacy and effectiveness.

Corlew, K.
University of Maine-Augusta
Ballroom A&B

Cultivating Community in the PiC Lab During COVID-19
Mentoring research assistants (RAs) in a university with a dispersed, rural, and non-traditional student population has challenges, as the students have jobs, families, and robust community responsibilities. Practices effective prior to the pandemic were disrupted as the RAs experienced social trauma, financial crises, food insecurity, and mental fatigue while community-based research activities were halted. This case study used principles of empowerment evaluation to identify shifting mentoring (and human) needs of the RAs, as well as responses to the changing research and academic landscape during a time of extended crisis. Using theoretical principles from Community Psychology, namely Psychological Sense of Community (PSOC) and Activity Settings Theory (AST), this paper discusses a mentoring model that cultivates community amongst spatially and temporally distanced students, the faltering of that model in the wake of COVID-19, and recommendations for building a strong mentored community in a pandemic.

Kopera-Frye, K.
New Mexico State University
Ballroom A&B

Mentoring Physical Therapy Students to be Reciprocal Mentors With Diverse Older Adults
The purpose of this paper is to explore best practices and models to develop Physical Therapy PT student health promotion skills The guiding model was the Teacher Guidance Continuum TGCM White which moves students from guided to unguided practice Since health education is complex health literacy HL tools with experiential learning can guide student mentoring older adults We examine student reflections and interviews regarding the coaching experience on health promotion with predominately African American older adults Students received classroom instruction about HL and mentor demonstration of health education Students practiced skills and competency was assessed by peers and faculty Students completed three different health promotion sessions over three consecutive semesters with reflections The different clinics included Plan to stay safe mobile and independent Walking for Wellness and fall prevention and Osteoporosis prevention At the end twelve students participated in peer lead focus groups Thematic analysis of reflective interviews guided questions and reflections indicated students learned valuable skills beyond the classroom Thematic analysis of student reflections included Clarification Therapeutic Relationship Self-Efficacy and Closure HL tools clarified aspects of older adults' exercise programs and health behaviors Reciprocal benefits of intergenerational mentoring suggested enhanced therapeutic relationships between the students and older adults Students reflected that older adults enhanced self-efficacy by using HL tools because they were able to take charge The students stated they had greater closure of the session with the use of HL tools The elders benefitted from learning new strategies to improve their health Teaching students reciprocal mentoring may improve therapeutic relationships self-efficacy and safe activities for health in both students and older adults Students need multiple ways to adapt and connect with diverse older adults about health The TGCM as well as reflective and HL models may improve the outcomes of health encounters Use of HL tools by students may improve health for diverse older adults.

Wojton, J., McKee, J., Cornejo-Happel, C.
Embry-Riddle Aeronautical University
Ballroom A&B

A Mentee-driven Approach to Creating a Culture of Faculty-to-faculty Network Mentoring
The purpose of this paper is to discuss insights from facilitating a Faculty Mentoring Initiative (FMI) at Embry-Riddle Aeronautical University, Daytona Beach Campus and analyze its impact on campus. The FMI strives to support junior and under-represented faculty at our university through a mentee-driven, network mentoring approach. This project investigates the extent to which attending an inaugural, in-house conference on mentoring influenced faculty commitment to mentoring as well as their level of confidence in their ability to engage in effective mentor/mentee behaviors. These findings are used to determine the most impactful next steps for the initiative in building a culture of mentoring at our STEM university that is mentee-driven and professional. Participation in the conference resulted in significant attitude shifts. Mentees' level of confidence in their ability to develop and maintain a network of mentors increased, while the confidence level of mentors to meet the needs of mentees in certain areas decreased. Pairing the survey data with the reflective essays revealed that participation in the conference helped mentors realize that they had a lot to learn about creating and maintaining productive mentoring relationships while mentees reported an increased sense of agency and confidence in developing a mentoring network and creating

structures for productive mentoring relationships. This discussion of insights gleaned from facilitating an in-house mentoring conference will be of use to universities with a similar demographic and similar goals regarding the retention of diverse faculty.

Brown, D., Abbey, D.

University of Wyoming, Network of the National Library of Medicine
Ballroom A&B

Mentoring Health Science Library Students: Practices and Perceptions from the NNLM Region 4

This paper showcases the approach the Network of the National Library of Medicine (NNLM) Region 4 used to mentor future health science librarians. The NNLM Region 4 used a combination of formal and informal methods to mentor protégées on projects related to health science librarianship. Some of these projects included proximity mapping and enhancing diversity equity and inclusion in the health science librarian fields. The NNLM is an organization concerned about access to health information for all populations in the United States. The Network is a subsidiary of the National Library of Medicine (NLM) one of the 27 institutes of the National Institutes of Health (NIH). Region 4 of the NNLM is comprised of 9 states (Arizona, Colorado, Idaho, Montana, New Mexico, North Dakota, South Dakota, Utah and Wyoming). All protégées were expected to engage with their mentors and work on creating a scholarly work product that could either be published in a professional journal or presented at a professional conference. As an organization, the NNLM has been successful in completing these goals while the protégées were actively enrolled in their graduate library science programs. We further describe the processes we use and demonstrate some of the mentorship practices we undertake to make the program rewarding both to the mentors and protégées. Formal evaluation is accomplished through channels both at the students' universities and the NNLM.

Lehr, J.

California Polytechnic State University - San Luis Obispo
Ballroom A&B

Strengths Based Mentoring: A Social Justice Perspective in Engineering/Computer Science

The purpose of the NSF-funded S-STEM ENGAGE Scholarship & Mentoring Program is to increase the number of low-income, academically talented students who begin their education at two Hispanic-Serving California Community Colleges; transfer to a highly selective, predominantly white institution; are retained in and graduate with a B.S. degree; and enter the STEM workforce or graduate program. This paper explores the factors impacting faculty utilization of the ENGAGE program approach to anti-assimilationist, assets-based mentoring: "Strengths Training from a Social Justice Perspective in Engineering and Computer Science." Many STEM mentoring models continue to ignore the specific historical/ institutional contexts of inequality that contribute to student non-retention. In ENGAGE, mentors and mentees participate in training designed to challenge how engineering/ computer science education cultures (e.g., deficit mindsets, rigor) contribute to student non-success via trainings focused on strengths, intersections with social/cultural/professional identities, and structural inequalities. Semi-structured interviews of mentors from the B.S.-granting institution suggest that mentor utilization of the ENGAGE model varies widely, shaped by factors including prior experience, mentoring/pedagogical philosophies, and institutional contexts, as well as mentor/mentee interests, identities, and explicit/implicit goals for mentoring relationships. In these initial findings, some mentors interviewed shared that the ENGAGE mentoring model is not relevant because of the social identities they hold and/or the identities that they perceive their mentee(s) to hold. Instead, ENGAGE mentors focus on connecting as "humans." While a focus on "human" connection can be understood as a step forward in engineering and computer science contexts, it also may contribute to the adoption of colorblindness as an assimilationist "equity" strategy. We share how we are utilizing findings to increase overall student support. More broadly, this research is designed to build capacity for individual and collective growth within STEM mentoring to create more diverse, inclusive, equitable and just engineering/computer science education cultures.

Maher, E., An, T., Chamblee, G.

Georgia Southern University
Ballroom A&B

Small-Scale Mentoring Pilot Program for Future K-8 Teachers to Support Math Identities

The first three authors of this paper are mathematics content instructors of required courses for future teachers in a university with a high percentage of students of color (over 40%); the fourth author is a mathematics educator who teaches mathematics methods courses and supervises students in field experiences. The authors developed a pilot program to provide targeted mentoring to six future teachers of color to foster mathematical identities. While developing and implementing our program, authors found little extant research about mentoring future teachers of color, particularly Black future teachers, in mathematics during their program of study. Each content mentor met weekly with their 1-3 mentees to discuss professional goals, inclusive mathematics teaching strategies (and opportunities for presentations). The authors developed and refined resources to address this need including recruitment strategies, mentor/mentee agreement and handbook, and our semi-structured adaptive approach to discovering and developing mentees' interests and needs. The authors evaluated program effectiveness with quantitative and qualitative data from students and faculty. The authors gathered student data from semi-structured interviews and surveys, containing 27 Likert scale questions for measuring mathematical and professional identities. Faculty data came from a pre/post structured reflection, along with structured notes and reflections from each mentee/mentor meeting. Using thematic analysis, the authors identified emergent themes individually, refining them through group discussion. Both mentees and mentors grew personally and professionally as a result of this program. We share interview and survey findings, mentee accomplishments, developed resources, and challenges overcome, as well as tangible mentee accomplishments.

Trube, M. B.
Walden University
Ballroom A&B

20-Years of Reciprocal Mentorship in the CCUEI Research Collaborative
This paper presents an intrinsic case study that highlights a model of reciprocal mentorship among members of the China, Canada, United States English immersion (CCUEI) research collaborative from 2001 until now. Acting on the need to prepare students for globalization in the 21st Century, the CCUEI research collaborative took its immersion model from the Canadian French-English model. It adapted to the Chinese context in 1997. In 2000, American scholars were invited to join the CCUEI research collaborative project, which had been initiated in Chinese kindergartens in Xi'an in 1997. This paper elaborates on the work of CCUEI contributing members on their combined efforts resulting in the EI curriculum and pedagogy; the creation of EI instructional materials written in Mandarin Chinese and English for teachers and in English for students; design, validation, and piloting of an EI evaluation tool for over eight years; and creation of professional development and learning opportunities for educators in Chinese primary schools in face-to-face and virtual learning formats. For 20-plus years, the CCUEI research collaborative has been supported and engaged in a continuous improvement cycle driven by reciprocal mentorships. As evaluations were completed, revisions took place, and project goals were aligned. Examples of reciprocal mentorships that have been sustained for 20-plus years due to the commitment of contributing members are presented.

Concurrent Sessions • 10:00 - 10:50 am

Schumacher, H., Galván, M., Mortimer, K.
California State University-Northridge
Lobo A

Mentoring Pipelines: Faculty Workload & Grad School Prep at a Minority Serving Institution
Multiple interconnected mentoring programs were developed to support California State University, Northridge (CSUN) students interested in pursuing graduate school. At this Minority Serving Institution with over 40,000 students, we developed a peer mentoring program to provide role models and challenge imposter syndrome, a faculty mentoring program to guide students in developing research agendas and composing applications, and programming for alumni currently in doctoral programs aimed at building the final step in a pipeline that could return alumni as faculty. We administered surveys to mentors and mentees in all programs and tracked student persistence and success in applying to graduate programs. We also closely assessed the training of our peer mentors using knowledge surveys, content quizzes, and practice sessions to determine whether we could develop training that would adequately prepare seniors and master's students who are not experts on graduate school preparation to responsibly guide students prior to them being matched with a faculty mentor. The interconnected programs allow us to serve a large population with reduced impact on faculty workload. By moving some exploration and preparation content to peers, we minimized cultural taxation on faculty mentors of color while still providing our largely first-generation student of color participants with culturally relevant, evidence-based mentoring as they prepared for graduate school. The programs provide support along the student lifecycle and aim to contribute to building a faculty that better reflects our students. Finding close mentorship on a large campus with overtaxed faculty is daunting for students, especially first-generation students of color. Our interconnected programs present one possible way forward—limiting the role of the faculty mentor and creating other mentoring relationships and spaces where information can be conveyed to students, while reserving one-on-one faculty mentoring for key individual support. Connecting multiple programs allows us to support the entire student lifecycle as programs target different and sequential needs.

Karge, B.
Concordia University Irvine
Lobo B

Coaching K-12 Leader's in Supporting Burned Out/Pandemic Tired Teachers
A simple procedure for coaching k-12 leaders to administratively support burned-out/pandemic tired teachers will be shared. The Build rapport, Inspire feedback, Celebrate success, Exceed results: BICEstrategy has been researched at various schools. The strategy will be explained and the research behind the technique (used with both new and veteran teachers) will be provided. Beginning teachers typically bring a high level of energy, excitement, and personal goals to their school site, but they may lack the aptitude or competence that comes with time and pedagogical experience. What seemed systematic was thrown off when veteran teachers were required to go online during the pandemic and teach from home offices, losing their face-to-face connection to the teaching team. Administrators have a responsibility as a school leader to provide adequate support for all teachers. This study shares how administrators were able to provide exemplary non-threatening support to both beginners and veteran teachers. This study utilized BICE to evaluate the effects of a leadership system assessing rapport, feedback, success, exceed results to help teachers diminish frustration and increase job satisfaction and retention. The application of the four-level leadership program, BICE, on K-12 school campuses provided beginning and veteran teachers support and confidence in their roles as effective educators. The BICE leadership program incorporated a four-level sequential cycle to build rapport, increase feedback, celebrate success, and exceed results for teachers. Administrators used the four levels to reframe their role as leaders at their school site. Teachers shared they were less stressed and able to focus on student achievement.

Malloy, E., Foland, J.

University of North Carolina, University of North Carolina-Chapel Hill
Acoma A

TEAM ADVANCE: Facilitated Peer Mentoring Circles Supporting Early Career Faculty

Though mentoring is associated with faculty productivity, career success, and satisfaction, barriers to effective mentoring such as time and resources persist. At UNC-Chapel Hill, mentoring climate surveys revealed uneven access to mentoring, with majority of faculty securing mentors on their own. Targeting Equity in Access to Mentoring (TEAM) ADVANCE (NSF Award #1760187) launched a facilitated peer mentoring circles program in fall 2019 to provide support for early career faculty in its multilevel intervention. TEAM ADVANCE Peer Mentoring Circles provide a semi-structured, facilitated peer mentoring model. Open to all early career faculty, each circle supports up to 6 mentees, facilitated by 2 senior faculty. A goals/values survey enabled formation of groups that include tenure-track and fixed-term faculty from a variety of disciplines. Circles meet monthly. Facilitators debrief between circles meetings. A concurrent professional development workshop series provides resources and topics for circle discussions. Circles also address individual and shared goals. A total of 168 faculty participated in the program over 3 academic years. Qualitative analysis of focus group data and open-ended responses on mentoring climate surveys from program participants revealed themes of safe spaces for conversations, access to senior faculty, access to career development resources, and networking with peers/similar social identities. Mentoring Climate Survey data from all faculty respondents indicated an increase in satisfaction with peer mentoring from fall 2019 to spring 2020, statistically significant for women ($p < 0.05$). The TEAM ADVANCE Peer Mentoring Circles program shows promise and scalability in supporting early career faculty across a wide range of social identities. Senior mentor-facilitators were appreciated. The semi-structured approach with access to workshops/content on professional development topics (e.g., negotiation, promotion/tenure, annual reviews) provides a base for Circles conversations to unfold to directly support peer mentees. The program has been delivered in-person and virtually. Administrative support is the primary cost.

Jean-Francois, E., Nikoi, C.

Ohio University
Acoma B

Influence of Mentoring on the Intercultural Competence of US Faculty Mentors

Most of the studies on mentoring have focused on the influence of the process on the mentee. However, this study aimed to explore the influence of mentoring on the intercultural competence of the mentors, which were U.S. faculty advisors of international graduate students. Reverse mentoring and intercultural competence were combined to serve as the conceptual framework for this inquiry. The study found that U.S. faculty who participated in the study have experienced reverse mentoring that contributes to the development or enhancement of their intercultural competence. This study is a contribution to the literature on mentoring, reverse mentoring, and intercultural competence in higher education. Additionally, findings from this study may be used to help in the successful mentoring of international graduate students in the US, as well as the professional development of new graduate faculty.

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

His Heart Foundation, The Live Your Dream Foundation
Spirit

Preventive Mentoring: Connecting the Disconnected Dots

Theoretical framework: The theoretical framework for this paper is to explore how mentoring at an early age can help children restore their relationship building skills and mental health, connecting the dots that have been disconnected due to the pandemic. As we have lived through a worldwide pandemic, extensive quarantine, and over two years of learning loss and isolation, our children have suffered unprecedented loss of early childhood development and missed out on social emotional learning. This is in addition to disruptions in the creation and maintenance of friendships. We believe based on research, and our practice, that mentoring children on "protective shield skills" in grades K-5 can alleviate much of this damage. We can reconnect the disconnected dots. Effectiveness of the preventive mentoring model: We will share strategies that help educators and students not only reconnect, but build enduring relationships and overcome the challenges that COVID has created. We will emphasize research-based skills we call leadership success skills, as well as classroom skills that can help the child thrive. We will also share the protective shield skills so essential to building resilient learners. All this is made possible by our Learning Pathway Generator (LPG) and our mentoring toolkits that enable a structured, customized, and focused approach to mentoring. Evaluation: We will share results from surveys we use, as well as results on state mandated measures. We also share a behavioral observation evaluation tool we use. Diversity/cross cultural relationships. We will stress that this type of mentoring can benefit children from all social economic status and ethnic backgrounds. The approach works with talented and gifted (TAG) students, struggling students, English language learners, etc. No matter where their learning or social emotional challenge comes from, structured and customized mentoring can help them focus and move forward. The audience should leave this presentation with ideas and action steps for creating their own strategy to connect the disconnected dots.

Hey, M.

Virginia Tech
Thunderbird

Mentoring Through Land-centered Learning: Letting Land Lead us in Re-connection

Colonization is an enterprise that exists for the sole purpose of exploitation—both of Nature and of people (McCoy, Tuck, & McKenzie, 2016). This exploitation brings about trauma (Lee, 2014) to everything it touches. Decolonization is the realization that this trauma has occurred and an important step in making the manifestations and effects visible. However, acknowledging a wound is not healing it. Recovery from exploitive trauma involves work as a community focused on progressive and transformative action (Tuhiwai-Smith, 2012). Trauma is a natural part of life; however, a recovery from trauma that results in our adaptive evolution, both personal and as a species, can only occur when the

injured components are supported by the entire eco-system (Velasquez Runk, 2009; Cajete, 2016). However, trauma due to colonization dissociates relationality until everything, even human spirits, are non-renewable. The results are devastating to sustainability; our people and our planet are poisoned in the process, with human and ecological niches destroyed (Cajete, 2016). However, this was initiated by humans and can also be undone by us through a conscientizing approach, an approach in which we re-frame exploitive colonial trauma as a community for progressive and transformative action (Tuhiwai-Smith, 2012). Globally, we are reconciling our educational systems to support the next generation for greater sustainability. Through acknowledging uniqueness, supporting its growth and development, and offering opportunity for use in concurrent community-oriented service, we orchestrate mentoring environments that foster a diverse pool of skills and insights (Lee, 2009). In turn, the realization of our individualized human niches within a global context (Cajete, 2016) makes things like environmental degradation and suicide antiquated concepts. Only when people value themselves as the uniquely endowed quilt piece that they are, understand how they irreplaceably fit into the social and environmental fabric, and become active agents will we maximize our capacity for critical and progressive change. With a conscientized effort, we can focus on empowering ourselves to build our unique capacities and weave them into our communities; in this way, we mobilize ourselves as change agents from within (Smith, Tiwari, & Lommerse, 2014; Friere, 1970). This paper will introduce key components of this process and assist in the strategizing of how to orchestrate this transformation for the people we mentor and the honoring of consensual reciprocity in our approach.

Connolly, D.
Drake University
Luminaria

Turning a Mentoring Assignment Into a Lifelong Friendship and Cultural Exchange Experience
This paper shares how a mentoring assignment resulted in numerous successes and subsequently grew into a lifelong relationship between the faculty mentor and faculty mentee. A loosely structured mentoring program was turned into a mutually beneficial relationship based on spontaneity, trust, and learning that has resulted in numerous collaborations, cross-cultural and cross-disciplinary research, and a deep and lasting friendship. This is a qualitative case study of a one-on-one cross-race faculty mentoring relationship at Drake University, a small-to-medium-sized Midwestern liberal arts university located in Des Moines, Iowa. Using interviews, self-reflection, and a chronicling of events, this case study tells a story of how to create a successful and productive mentoring relationship. The findings suggest that successful mentoring is built on mutual respect, intentionality, and an established set of goals between the two parties. It requires both parties to be open and transparent, share what they hope to gain, and make a serious commitment to achieve the desired results. It also requires a mix of structure, informality, and a willingness to share one's vulnerabilities, hopes, and fears. When both parties are benefitting through reciprocal learning and professional gains, the relationship becomes stronger and more gratifying. Also discussed are the value of context and some best practices for establishing a successful mentee-mentor relationship that will result in a win-win partnership.

Quadara, R.
University of Southern Mississippi
Sandia

Multi-level Mentoring and Collaboration Supports Interns From HBCUs in Ocean Exploration
The University of Southern Mississippi's (USM) Marine Education Center (MEC) coordinates the NOAA Ocean Exploration Cooperative Institute (OECI) Ocean Explorers internship that engages undergraduate students from Tuskegee University (TU). The Ocean Exploration Club (OE Club) cultivates a relationship between the MEC, the TU student body, and TU faculty and enables recruitment of the internship. Interns contribute to research and data collection efforts across OECI partners and chart pathways for an inclusive ocean exploration workforce. The collaboration both across institutions and within the host research laboratories provides interns with multi-level mentoring by individuals at various career stages and from various disciplines. Interns also receive continuous support from the internship program managers at USM and TU prior to, during, and after the internship program concludes. The frameworks utilized in this program are a Nested/Hybrid Multi-Mentoring Model and an adaptation of the Input-Environment-Output Framework and Social Cognitive Career Theory. The intended outputs of the Ocean Explorers internship program are for participants to leave with a scientific identity, sense of belonging, self-efficacy, and clarity on their next career stage with a network of support. Evaluation will be in the form of pre- and post-program surveys, weekly reflections, exit interview discussions, and longitudinal tracking of program alumni. This framework requires ongoing evaluation to integrate intentionality and inclusive efforts into the nurturing intern environments. Collaboration is key to developing this sustainable support system. The MEC collaborates with NOAA Ocean Exploration to align with existing NOAA internship programming and improve upon mentorship experiences. USM and TU continue to build their relationship in the long-term success of the internship program through frequent collaboration and OE Club programming. In addition to facilitating the intern research experience, this collaboration advances science in the recruitment and retention of diverse students in ocean exploration.

DeWeerdt, D.
Marquette University
Santa Ana A

Win-Win-Win. A High-Touch Mentor Program to Benefit Mentees, Mentors and the University
Since 2013, Marquette Mentors, the mentor initiative of the Marquette University Alumni Association, has served approximately 850 student mentees and 225 mentors in 25 states through a metrics-based, high-touch program. In its 2013 pilot, the program worked with six campus partners. In 2021-22, there were approximately 30 campus partners, including all undergraduate colleges, graduate school, programs supporting underrepresented students, the Kohler Center for Entrepreneurship, and Center for Institutional Diversity and Inclusion. Annually, since 2013: Program staff provides high-level support, including one-on-one interviews for mentee selection, year-long individual and broad-based communication with approximately 300 student mentees and alumni mentors to help ensure the individual program goals are achieved Program support includes mentor and mentee training and ongoing workshops and year-round in-person and virtual networking events Surveys sent to all participants to determine goal and overall program outcomes and future program enhancements

Program outcomes: o 100 percent of participants would recommend the program to fellow students and alumni o 99 percent indicated the program exceeded or met expectations o 93 percent mentor retention rate o 92 percent of mentors and mentees annually complete their established goals Other positive outcomes include first-hand participant accounts, inquiries by more than 50 universities for individual overviews, and as featured presentations as higher education conferences. Recognized in 2019 by CASE as "the gold standard for mentoring initiatives" and the Circle of Excellence silver award recipient: Student-Alumni Initiatives, program participants have shared: "It's been one of my most impactful on-campus program- and more than many of my classes." "Marquette Mentors is the best of all mentoring programs that I've been a part of my entire career."

Keast, D.
University of Texas - Permian Basin
Santa Ana B

Simultaneous Investment in Two Generations: Valuing Senior Faculty and Connecting New
The great resignation has impacted the field of education: K-12 schools are in the most dire straits for educators while higher education is steadily losing senior faculty and leadership. As a method to welcome new faculty into academia, institutions of higher education offer orientations filled with a variety of information for new faculty such as student and academic services, course load expectations, classroom tours, syllabus requirements, and scholarly and service expectations. Adding a mentoring relationship with a senior (discipline) faculty member, as well as one outside the discipline, to aid in the coaching of the newest faculty member will have a positive reciprocal effect (Tran, 2022). Senior faculty feel valuable and new faculty are more connected to the institution. A series of mentee-driven programmed Lunch-and-Learn seminars in the Engaged Learning Center provided a community of practice around topics for individual discussion with mentors later. Popular seminars were grant writing, collaborating with students, writing for publication, time management, and a qualitative/quantitative methodology refresher (Linderholm et al., 2022). The cohort built social and institutional networks during the seminars, and gained access to services and assistance to enhance teaching, research, and their career (Carpenter et al., 2022). Newly hired faculty were surveyed for topics of Lunch and Learn Seminars during the new faculty orientation in August. A list from previous research was provided, as well as lines for new ideas. New and second year faculty were paired with a discipline-based senior faculty member, and another non-discipline senior faculty member. An annual evaluation will be completed by both mentors and the mentee of what has been learned, what could be improved, and goals for the upcoming year. The mentor-mentee relationship is an evolution of failures and successes gained from experience and research. The new faculty orientation model is not sufficient to convey enough critical information for newly hired faculty. A structured, evidence-based mentoring program must exist to guide junior faculty through their probationary years. Crafting the orientation, Lunch and Learn Seminars, and mentor-pairing in discipline/out of discipline with meetings is crucial to success at the institution and a longer, happier, and more productive career.

Magdaleno, Y.
University of New Mexico
Fiesta A&B

A Qualitative Review of Comments by Faculty who Cite Work-life Balance as a Reason to Leave
Despite growing evidence for the need of work-life balance (WLB) for faculty at academic health centers, mentors frequently do not know how to advise their mentees on this topic. WLB impacts job satisfaction and intent to stay, and physicians are particularly at risk. In this study, we explored exit survey comments of faculty of the University of New Mexico School of Medicine citing work-life balance as a reason to leave (WLB-ARTL). Between July 2017 and December 2020, 59 faculty provided open-ended survey responses related to reasons for leaving, what they liked and disliked about being faculty, mentorship, and more. Using a qualitative descriptive design, we analyzed open-ended responses using a systematic, iterative, thematic approach via NVIVO software. We classified themes using Shanafelt's drivers of engagement and burnout: workload/job demands; efficiency/ resources; meaning in work; culture/values; control/flexibility; social support/community at work; and work-life integration. While there were numerous quotes across all themes, we chose to summarize emergent codes with the most faculty representation and those that can most easily be addressed through mentorship: career development, culture and people, and hours and schedule (related to themes of meaning in work, culture and values, community at work, work-life integration, and control and flexibility). To improve faculty retention, institutional leaders should focus on developing mentors' career coaching and mentoring skills. Additional focus should be placed on training mentors to discuss and address WLB among their faculty mentees.

Asthana, C., Eslami, A.
Elizabeth City State University
Isleta

An Engineering Approach to Pedagogical Techniques for STEM Education
This study aims at developing new quantitative pedagogical strategy to make STEM education more effective. The research question that the study addresses is to explore if there is a possibility of looking at teaching STEM courses in a different way and come up with a better and more accurate assessment-based pedagogical method. To do this, it is suggested that STEM education can be viewed as distinct from other disciplines of education primarily due to the nature of its constituent areas that are science, technology, engineering, and mathematics. It can best be taught by looking at the entire process of teaching and learning objectively. Since the process of teaching and learning is a dynamic system, one way would be to look at the instructor-student-interaction as a physical system. In the world of automation, a controller is designed to change the behavior of a physical dynamic system. In this paper, such an engineering approach is applied to STEM education. A control system approach is used in determining adaptive pedagogical strategies. The best results can be obtained when the controller is adaptive in nature. In this paper, the strategies adopted to overcome the challenges are discussed and the results of their implementation in one course are presented. It is shown that the new adaptive strategy increased the class average score by six percent in the final examination compared to the score in the midterm examination.

Parfait, C., Sulentic Dowell, M.
Nicholls State University, Louisiana State University
Scholars

Exploring Co-Planning Conversation During Teacher Residency: Creating Mentorship Community
Mentoring during the capstone student teaching experience is a traditional element of teacher preparation programs. Despite of this tradition, the consistency, rigor, and purpose of this experience varies based on the explanation of mentorship by the school site mentor. The present study investigated the aspects of co-planning conversations that assisted both experienced and novice teachers to grow their expertise and develop a mutually beneficial mentoring relationship at the beginning of a yearlong teacher residency. While research on co-planning during the student teaching residency experience exists, this study illuminated the importance of mentoring conversations at the onset of the teacher residency experience. Utilizing a single case study design, data were gathered from observations, one-on-one interviews, and artifacts from four mentor-mentee dyads. Results from this study indicated that co-planning conversations yielded professional development opportunities for both mentors and mentees. Three major themes emerged from data analysis: candid collaboration, dispositional capacities, and ongoing work. Implications from this study can inform teacher preparation programs and school districts about what supports are necessary for novice and experienced teachers participating in yearlong teacher residency programs.

Concurrent Sessions • 3:00 - 3:50 pm

Johnson, T.
Sam Houston State University
Lobo A

Laying the Groundwork: Training Peer Mentors for the Invisible Labor Inherent in Their Role
When considering assessment, evaluation, and development of peer mentoring programs for high achieving students, there are more outcomes to consider than whether participants meet academic standards. Common assessment factors such as dropout rates, grades, grade point averages, or even practicum-based test scores only address one side of the peer mentoring relationship. A limitation faced in the creation of programming remains the varied operational definitions of mentoring and the dearth of theoretical frameworks concerning the measurement of the effects of mentoring on both mentees and mentors. The tool proposed here is a peer mentor training defining emotional labor, laying the groundwork for managing emotional labor, and increasing peer mentors' satisfaction, commitment, and self-awareness. When investigating outcomes that are subjective in nature, such as satisfaction, commitment, and self-awareness, the roles that high achieving students play in each other's development must also be considered. In addition, the role played by mentors' performance of emotional labor is noteworthy. The tool provided to peer mentors will measure satisfaction, commitment, and self-awareness both pre- and post-training. Concerning higher education, researchers propose the development of mentoring programs based on Tinto's (1975) model of student attrition—relating to the constructs of social and academic integration—but this work misses the mark regarding diversity, equity, inclusion, and belonging. This presentation will provide research-based recommendations for training of peer mentors with a focus on the reciprocal relationship between the peer mentors and mentees and a view of the invisible labor in the peer mentoring role.

Martin, H.
University of Denver
Lobo B

Mentoring Across Difference: Fostering Inclusion, Wellness, and Empathy
As colleges and universities cultivate more diverse faculty bodies, cross-identity mentoring becomes a required skill. Yet, few mentors receive training in mentoring across difference, often mentoring "in their own image," thereby ignoring glaring differences in lived experiences between mentor and mentee. Poorly implemented and inadequate mentoring contributes to faculty attrition and negatively impacts job satisfaction. In response to institutional data collected through Harvard's Collaborative on Academic Careers in Higher Education (COACHE) survey and building on ideas initiated through the Faculty Affairs office, the University of Denver launched Mentoring Across Difference—a

community of practice to support high-quality, horizontal mentoring across ranks, series, disciplines, and identities. The community of practice engaged 15 faculty members from across disciplines and series, using a train-the-trainer approach and an intentional wellness lens to build cross-identity mentoring capacity and support faculty wellbeing and retention.

Bowman, I., Westmacott, B.

University of California-Santa Barbara

Acoma A

Empowering Teachers to Write: An Innovative Online Framework for a Community of Practice

A veteran and a novice editor teamed up to empower instructors from different institutions to compose chapters through an iterative, inquiry-driven process as an online learning community. Using a scaffolded framework, each mentoring pair co-authored one chapter of a digital collection. The common thread of this voluntary nationwide project, entitled Better Practices (BP), was online writing instruction. It received no institutional support. This professional learning community was organized into three levels of mentorship to address isolation among instructors. Each level, characterized by equity, diversity of experience, transparency and peer review, was designed around protocols for responding to work in progress, such as the charrette protocol which creates a low-stakes environment in which the participants have much to gain from the process, with virtually nothing to lose (McDonald et al., 2013). This reciprocal mentoring report contradicts some conventional methods for communities of practice since a prescribed editorial framework was utilized instead of self-directed professional growth. On the other hand, the author pairings and unstructured mentoring relationships were characterized by unique differences, thus confirming the research which emphasizes self-regulating systems of checks and balances. The overall mentoring process proceeded on a clear timeline, so a final collaborative manuscript was successfully completed. It is recommended that other diverse communities of practice employ this three-leveled framework of mentoring to collaboratively write or publish. Empowering both editors and instructors to write and mentor one another with a framework that prioritizes equity, inclusion, transparency, and editorial collaboration results in a recalibration of the nature of social learning for a community of practice with a common goal.

Griggs, D.

Columbus State University

Acoma B

New Faculty Perceptions of their Organizational Socialization and Tenure Preparation

New faculty are expected to excel at teaching, be productive scholars, and provide distinguished service in order to earn tenure. Few have experience with such expectations prior to their first faculty position. Research evidences that mentoring should be provided to new faculty in addition to orientation and onboarding. The purpose of this study is to examine the perspectives of junior faculty members' yearlong organizational socialization known as the New Faculty Seminar Series (NFSS) in a regional teaching university in a southern state in America. An electronic survey was administered to five cohorts after they completed the NFSS. The survey contained yes/no, multiple-choice, and short-answer questions. The survey measured faculty satisfaction and perceptions of the NFSS in which they participated their first year at the university. The same questions were asked in the same order within the survey for each of the five cohorts, enhancing the data's reliability from 32 respondents. Descriptive statistical analyses were calculated for the quantitative data. Content analysis was applied to the qualitative data. New faculty perceive that orientation and onboarding over a longer period of time allow for improved transition and understanding of institutional expectations. Professional development and the support network provided were perceived as valuable. The NFSS program was perceived as a means to improve teaching in the university. It was also seen by some of the participants as stressful and time-consuming. Participants from all five cohorts suggested the addition of mentoring. Programs could focus on interpersonal relationships first then skill-building. Our results confirm the importance of orientation, onboarding, and mentoring for new faculty. Our findings expand the current literature by suggesting that the best-laid plans for orientation and onboarding are not enough without the addition of mentoring. Strategic new faculty programs should be a process that serves as the beginning of acculturation that lasts through tenure.

Coughlin, C., Hackett, C.

DuBois-Hamer Institute for Academic Achievement, California State University-Northridge

Spirit

Building a Sense of Belonging Through Mentorship in African American Communities

Providing a space specifically tailored towards building what Dr. Maulana Karenga calls Kujichagulia, which means self-determination and promotes a sense of belonging for young students of color. Previous research has indicated that creating a sense of belonging amongst students while encouraging positive intrapersonal and peer relations through engagements increases student success (Brooms, 2018; Brooms, 2019; Caldwell-Gunes & Parham, 2020; Challenger et al., 2020; Dotterer et al., 2009; Gray, 2012; Grey, 2015; Grey 2019; Hixon, 2016: Jagers et al., 2017; Ray, 2020; Strayhorn, 2018; Strayhorn 2020; Voisin et al., 2018). Throughout this manuscript, the authors will demonstrate how having different resources and providing mentorship specifically for African American students that utilize African American socio-cultural values promote racial pride, college going culture, and a sense of community. Brooms (2019, 2018) and Strayhorn (2020, 2018) both emphasized the impact of having programs explicitly for African American students in their research. They stated these services assisted in enhancing the students' sense of belonging. The presenters of this work accomplished this by hosting enrichment workshops specifically aimed at African American students at Alfred B. Nobel Middle School, which is part of the Los Angeles Unified School district. The students produced videos at the end of these enrichment workshops stating what they learned from the program. The videos were used to collect data and provide indicators for measuring the programs' learning outcomes. By integrating mentorship with engagement activities, students have been able to develop a sense of belonging not only within their community, but within their culture as well. By feeling connected to their roots, students have felt more empowered and supported. Paired with CSUN students, their motivation for attending college has also increased. Studies show that when students are supported within their cultural community, they feel valued and motivated to pursue college (Strayhorn, 2020, 2018). Our assessments confirm this phenomenon. It has been reported that African American students have a tough time

transitioning to college and may not feel as connected to their new environment (Brooms, 2019). By providing services specifically tailored to them, it allows the students to know that they are supported, it promotes racial pride, and it serves as a source of motivation. These resources aim to uplift African American students amongst all the racial disparities they face.

Krebs, M.

University of New Mexico
Thunderbird

Mentoring Teacher Residents: External Evaluation Data & Analysis of the Albuquerque Teacher Residency Partnership (ATRP)

The purpose of this manuscript is to share the results of an external evaluation conducted by the National Center of Teacher Residencies (NCTR) on the effectiveness of mentoring and preparing teacher residents to be K-12 teachers of record. The research questions for this study are as follows: a) To what extent are Albuquerque Teacher Residency Partnership (ATRP) graduates effectively prepared to teach, particularly compared to other novice teachers? b) What is the impact of the residency on the school culture and student learning? c) What elements of the residency model support residents and graduates to be effective teachers? The participants in this study are current ATRP Teacher Residents, ATRP Co-Teachers, ATRP School Site Principals, K-12 teachers who have completed ATRP, and the principals who hired these ATRP graduates to teach in their schools. NCTR conducted qualitative study to determine the effectiveness of the Albuquerque Teacher Residency Partnership. Each focus group included six to eight participants and lasted 60 minutes. The interviews were semi-structured, allowing the moderators to ask follow-up or probing questions based on participants' responses, and allow for flexibility when the questions in this protocol may be asked or discussed. Teachers from kindergarten to twelfth grade saw tremendous benefits to their teaching in a variety of ways. For example, one elementary teacher implemented a culturally relevant math curriculum rather than the school's more scripted curriculum, resulting in tremendous increases in student engagement. A middle school teacher focused on her own positive attitude, relationships with students as individuals, and purposeful positive notes home to families, finding increased student attendance and engagement in their science learning.

Cowin, K.

Washington State University
Luminaria

"How Do We Raise All Voices, Not Just Talk About It?" Collaborative Conversations & Co-mentoring Networks

Our research brings together Teacher Candidates (TCs) and aspiring school Leader Candidates (LCs), who are completing K-12 certification programs, to discuss culturally sustaining, socially just pedagogy (CSSJP) (Khalifa et al., 2016; Ladson-Billings, 1995) in what we term "Collaborative Conversations" (CCs) (Cowin & Newcomer, 2021; Newcomer & Cowin, 2022). Our research question was: In what ways, if any, do the Collaborative Conversations support the development of co-mentoring networks among Teacher Candidates and Leader Candidates in learning about culturally sustaining, socially just pedagogy? Participants were 81 students enrolled in respective courses taught in their teacher or principal/program administrator certification programs. There were 25 LCs and 56 TCs, who participated over three academic years. Data included video-recordings of each of the twelve, 100-minute CCs, instructor field notes, and class assignments. Researchers met to plan and debrief before and after each CC. Data was analyzed inductively for emergent themes, using open-coding and thematic delineation techniques (Merriam & Tisdell, 2016). Findings suggest the following themes as the co-mentoring networks began to develop: Candidates gained a deeper understanding of how to enact CSSJP in practical ways by engaging in courageous conversations about the risks and scope of the work; Candidates need to be flexible, courageous, and genuine as they approach and conduct the work; and we must give ourselves grace, and support each other, in implementing CSSJP, so we do not burn out or give up hope. We believe our processes in establishing the CCs allowed for Candidates to remain respectful and still stretch one another's thinking. Through use of these processes, co-mentoring networks began to develop between the Candidates, demonstrated in Candidates' supportive feedback, shared resources, and invitations to visit each other's schools. The processes used to establish the CCs can open a safe and supportive space for co-mentoring networks to develop and potentially flourish, where all voices can be heard.

Vasquez, D.

Texas A&M International University
Sandia

Brief Research Report: Masculine Gender Role Conflict in Men's Career Mentoring Relationships

In this study, participants identifying as straight, bisexual and gay men were asked to report the importance that they placed on their interpersonal relationships in defining their own (self-) identities and to rate the relational health of their relationships with their male senior career mentors. Hypothetically, men who placed more importance on their interpersonal relationships in defining themselves would have better relationships with their mentors. For bisexual and straight men this was so. For them, scores on a measure of gender role discomfort (i.e., masculine gender role conflict) did not significantly explain additional variance in the relational health of men's mentoring relationships. For gay men, feelings of masculine gender role conflict, alone, predicted poorer relational health in their career mentoring relationships, regardless of how important these relationships were to them. Considering these results and related literature, we discuss study limitations, implications related to the performance of masculinity within the social structure of career mentoring relationships for sexually diverse men, and future research directions.

Myers, O., Tigges, B.

University of New Mexico
Santa Ana A

Organizations' Mentoring Culture is Associated with Mentoring Climate and Involvement

Organizational culture is the shared, often unspoken, basic values, beliefs, and assumptions. Underlying culture influences organizational climate, the observable policies, practices, and procedures that faculty experience. Yet little is known about mentoring culture and climate in higher education. The purpose of this study was to a) conduct a psychometric evaluation of the 4-item Organizational Culture Mentoring Values (OCuM-V) scale and b) determine if organizational culture, operationalized as values related to mentoring, is associated with organizational mentoring climate (OMC) and involvement with mentoring. 298 [55 under-represented minority (URM)] faculty from University of New Mexico and Arizona State University completed a cross-sectional survey, including the OCuM-V scale and the 15-item OMC Availability (OMCA) scale. Items for both scales were rated No (1), Don't know (0), or Yes (1). Faculty reported if they were being mentored or providing mentoring. Exploratory factor analysis (EFA) and Cronbach's alpha were used for scale evaluation. Spearman correlation and logistic regression were used to assess OCuM-V association with climate and mentoring involvement, respectively. Overall, 24% of faculty were being mentored (27% for URM), and 43% were mentoring (38% for URM). OCuM-V items loaded on a single factor in EFA (Cronbach's alpha=0.84 for all; 0.88 for URM). OCuM-V was positively correlated with OMCA (including institutional expectations, mentor-mentee relationships, and resources subscales) for both all and URM faculty (r>0.4 p<.001 for all). Greater OCuM-V was associated with an increased odds of being mentored (OR=1.75±1.19-2.61) and providing mentoring (OR=1.83±1.30-2.58). Mentoring culture is associated with mentoring climate. Faculty who perceive stronger OCuM-V report a stronger OMC (available structure, programs/activities, policies/guidelines) and are being mentored or providing mentoring more often. Limitations include a small sample size for the URM group and cross-sectional data collection. Organizational leaders should explicitly promote values related to mentoring to strengthen both mentoring culture and climate at their institutions.

Blake, M.

West Chester University
Santa Ana B

The Effects of a Writing Peer Mentor Program on Developmental English Students

In Fall 2019, this public university launched a developmental writing course that supplements the standard 3-credit first-year writing course with a 1-credit writing workshop and a weekly peer mentor meeting. This course structure is based on a model used successfully at another state university, with one key difference: instead of graduate-level tutors, this course uses paid embedded peer mentors. This study aims to evaluate the effectiveness of the peer mentoring component of the course. Using IRB-approved entrance and exit surveys given to course instructors, students, and mentors, the researchers sought to determine the effectiveness of the peer mentoring component of the program. Course grades for both the supplemented and traditional first-year writing courses were also examined, as well as attendance records from mentoring sessions as supplied by the peer mentors. Though challenged by the pandemic and two semesters online, the researchers were able to gather data that reveals that when students went to mentoring "regularly" (that is, 75% of the mentoring sessions or more), they experienced increased confidence, a higher rate of course completion, and higher grades than the students who did not regularly attend mentoring. Analysis also suggests that the mentors' status as near-peers was a key factor in the program's effectiveness. These findings support research that shows that peer mentors can be effective in supporting first-year students' sense of belongingness on campus and academic success. However, this study also suggests that even though the mentors were not trained writing tutors, and even though (or because) mentoring session conversations often included topics not related to writing, the mentors were able to better gain the trust of their mentees and better support their growth as college writers.

Evans-Grayson, G., Liggan, L.

Western University of Health Sciences
Fiesta A&B

H.E.A.R.T Mentorship Model: Fostering Diversity, Equity, and Inclusion in Health Sciences

Student mentorship is an essential educational component for first-generation students of color in achieving positive student outcomes. This project sought to develop influential mentors for a cohort of 32 students of color from underrepresented communities using the HEART mentorship model—a mosaic type of mentoring encompassing diverse mentors applying five domains. Engagement activities were developed and delivered to 20 academically and ethnoracially diverse faculty from both clinical and non-clinical areas. Activities were developed to increase faculty mentors' self-awareness in each of the domains: Honesty, Equality, Advisor, Respect, and Trust. Learning activities were delivered and included workshops, lectures, and 10 associated with increasing awareness and courageous conversations around issues surrounding diversity, equity, and inclusion. Faculty mentors demonstrated shared experiences, increased awareness, increased vulnerability, and openness of implicit biases— highlighting the importance of working with underrepresented and minority groups. Faculty voluntary return rate was 100% compared to the previous years. In addition, student return rate to partake as mentors also increased. Mentors inspired students to work with rural and urban communities in the advancement of health promotion and wellness. We encourage faculty mentors seeking to increase their humility and sensitivity to issues surrounding diversity, equity, and inclusion to apply the HEART mentorship model as a starting tool to increase self-awareness, emotional intelligence, and genuine interactions with students. The HEART model increased faculty's self-awareness and helped faculty create a safe and inclusive learning environment where underrepresented and minority students could strive for excellence in their education and acceptance to programs within the medical professions.

McCauliff, K.

Ball State University
Isleta

Using a FLC to Design a Cross-Campus Mentoring Program for Under-Represented STEM Faculty

In 2022, Ball State University finished up our NSF IChange Cohort obligation. The final step of our campus action plan was to design a campus-wide mentoring program for our under-represented STEM faculty. The purpose of this presentation is to detail those efforts, which will provide an opportunity for attendees to also discuss the power of a Faculty Learning Community (FLC) to design a mentoring program and updates to the FLC model based on lessons learned. Ball State University often uses a blend of a Faculty Learning Community and Community of Practice model to guide their professional development programming for faculty and staff. I will highlight one example--a Faculty Learning Community initiated to design a campus-wide mentoring program for under-represented STEM faculty. This program brought our faculty together structurally (on Zoom!), intellectually, and emotionally. Further, it created opportunities for conversation and connection, which, ultimately, led to an incredible final product. This presentation will present several metrics from our internal assessment of the FLC including pre/post test data as well as quantitative comments from participants. Further, we completed a mid-semester evaluation with the participants and I will discuss the different ways we incorporated their feedback. The presentation will discuss the importance of assessing your Faculty Learning Communities to ensure the value for participants. The panel itself will be assessed using similar methods discussed in the presentation. Not only did this program assist our university in designing a robust mentoring program for our under-represented STEM faculty, but the FLC itself provided valuable support for the participants in the FLC. In particular, the program was significant as it was one of our first post-Covid faculty communities. As a result, we learned a lot about needed updates to the FLC model moving forward. This presentation will provide an opportunity to discuss these important lessons.

Garner Santa, L., Ziegner, M.

Texas Tech University
Scholars

TeMPO Rubato: A Contextual Approach to Teaching Mentoring Through Peer Observation

This paper describes Texas Tech's Teaching Mentoring through Peer Observation (TeMPO) Program and examines the role of contextual pedagogy. Using scholarship in support of peer observation for teaching improvement, the authors consider the context of identity (race/gender/etc.) in support of more inclusive and flexible (thus borrowing music's term, rubato) mentoring. In other words, how does the role of individual context influence a participant's ability to receive and contribute feedback? How might contextual pedagogy be essential in building inclusive mentor/mentee relationships? Since 2013, the Texas Tech Teaching Academy and the Teaching, Learning, and Professional Development Center have collaborated to facilitate the Teaching Mentoring through Peer Observation (TeMPO) Program. The program encourages interdisciplinary relationships among faculty to discuss teaching and create a culture that fosters engagement in more consistent, inclusive, and high-quality peer observation and review. Participants are paired with other faculty across disciplines in reciprocal observations of teaching during a semester. Participants can exchange ideas with colleagues who share a passion for good teaching, build interdisciplinary relationships, and receive feedback on teaching effectiveness in a non-threatening way. The evaluations are not connected to the tenure process and therefore offer participants the chance to experiment with teaching and reflect on activities without judgment. The TeMPO program strives to foster and continually enhance inclusive teaching practices. The evaluation of effectiveness is assessed through qualitative surveys. Many institutions employ teaching observations in the tenure review process to inform teaching development. Findings on reflection suggest that instructors who actively reflect on teaching and engage with colleagues, administrators, and faculty developers show continued or increased teaching effectiveness (Cosh, 1999; Loughran, 2002). Inclusive teaching is summarized as pedagogies that meet students' diverse needs, are accessible, are multimodal and flexible, and are holistic and comprehensive (Carter, 2022; Lawri et al., 2017).

Concurrent Sessions • 4:00 - 4:50 pm

Owens-King, A., Venable, V.

Salisbury University
Lobo A

NIA & CUSP: Mentoring Initiatives to Support Social Work Students

Students of color in predominantly white institutions encounter a wide range of challenging experiences that range from microaggressions to overt racism in the classroom. Given the high likelihood of negative classroom experiences and the current U.S. socio-political climate with marked resistance to diversity and inclusion, our School of Social Work developed two programs that utilize mentoring to support students of color. The programs are the "NIA Mentoring Initiative" (NIA) & Comunidad and Umoja Scholars (CUSP). NIA and CUSP students were asked to complete an online questionnaire regarding their experiences as participants in the initiatives. An examination of feedback uncovered that 83.3 % of CUSP participants believed that the mentoring and meetings met their professional needs (e.g., self-care and stress management skills, responding to racial injustice, and job search and interviewing preparation). Also, participants overall sense of belonging increased after participating in either NIA or CUSP initiatives. Career planning behaviors were unaffected by the mentoring programs. Uniquely, NIA had benefits not only for mentees but the mentors. Several mentors collaborated to create the Cultural Coalition of Mental Health Practitioners on the Eastern Shore (COPES). The mutual gains possible from these initiatives are discussed.

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

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

Acoma A

Join Us in Raising More Voices: Creating Powerful Mentoring Constellations

Our research focuses on assessing the effectiveness of individual mentoring programs (Irby et al., 2020) from across the United States to learn more about assessment techniques and assessment outcomes to enhance mentoring programs. We present our group's process to build and sustain effective research partnerships focused on: How do we define effective assessment techniques for mentoring programs? What effective mentoring practices were found in common across our contexts when analyzing our mentoring program assessment data? The Dynamic Model of Collaborative Mentorship (DMCM) by Gut et al. (2020) provides the framework for the research partnership among the four researchers. Our mentoring programs span the contexts of K-12 first- and second-year teachers, K-12 principal and superintendent certification, and mentoring of junior university faculty. Our group's processes and our mentoring program assessment data were analyzed inductively for emerging themes, using open-coding and thematic delineation techniques (Merriam & Tisdell, 2016). We have found our group's processes have been strengthened by utilizing the five components of the DMCM (agencies, values, engagements, patterns, and roles) (Gut et al., 2020). We will highlight examples from each component. Our individual mentoring program assessment data falls into three main areas for consideration in planning and leading mentoring programs (Cowin et al., 2021): creating intentional mentoring relationships; building and maintaining trust in the mentoring relationship; and skill assessment, development, and feedback. Working together as a research constellation, utilizing the five components of the DMCM (Gut et al., 2020) enhanced our individual mentoring research and programs by providing an infusion of new ideas. Other mentoring researchers might consider the collaboration that comes from the Dynamic Model of Collaborative Mentoring. We believe coming together to share assessment ideas can improve each mentoring program and provide a source of accountability in our programs and in our mentoring research.

Patterson, C., Harlin, J.

Texas A&M University

Acoma

Providing Early Evidence for Evidence-based Mentoring Academy Sessions

Recent literature describes the transformative value that mentorship development programs can have on mentoring relationships. This case study investigates how a Mentoring Academy program is building mentorship capacity at a research-intensive university in the United States. The program, which operates on rolling attendance, is designed around six evidence-based mentorship competencies. Participants (N = 88), which comprise faculty (n = 15), staff (n = 20), and graduate and professional students (n = 53), complete an end-of-session feedback form after each competency they complete. Responses were quantitatively analyzed for statistical frequencies and the qualitative responses were coded for emergent themes. The end-of-session feedback response rate across the six competencies ranged in participation from 38 to 44 individuals. Data revealed that 100% of the participants believed that four of the competencies were valuable to their time and the remaining two competencies were valuable for 97.7% of participants. Moreover, between 74.4% and 85.7% of participants plan to make changes in their mentoring relationship(s) because of the competency session(s). Participants detailed their intentions to change their mentoring practices as well as their recommendations for the program in open-ended responses. This research presents early insight in how Mentoring Academy participants perceive, engage, and implement six evidence-based mentorship competencies. Additionally, this is the first opportunity to empirically study feedback of the facilitated sessions. Findings inform the Mentoring Academy program and contribute to the larger discussion of mentorship development initiatives.

Croasdell, D.

University of Nevada-Reno

Spirit

A Mentoring Continuum for Business Startups

Entrepreneurship incorporates broad and practical application of business principles. Entrepreneurship is a discipline that works best when rigorous academic theories are balanced with practical application. This research project examines the role that mentoring models have on entrepreneurs in developing successful business ventures. The work examines the efficacy of mentorship models across the mentoring continuum for entrepreneurial ventures and business startups. Specifically, the manuscript presents a retrospective of a mentorship continuum as developed in the entrepreneurial ecosystem in Reno, Nevada. The ideas shared are generalizable to other entrepreneurial ecosystems and are meant to inform like-minded communities in support of startups and entrepreneurial ventures, no matter where they are in their entrepreneurial journey.

Vanderlip Taylor, K., Gatlin, L., Trimble, B.

California State University-Northridge, California State University-Long Beach

Thunderbird

Mentoring Beginning Art Teachers: Examining Impacts of the CSUN/CSULB Art Education ColLab

The purpose of this study is to understand what impact, if any, a year-long pilot mentoring community of practice (CoP) inclusive of diverse, newly-credentialed beginning visual art teachers (BVATs) from two California State Universities has had on participants' first years teaching art in PK-12 public schools in: alleviating feelings of professional isolation, learning to navigate school cultures, becoming advocates for their students and art programs, and building community with art teachers beyond individual school sites. This project is rooted in situated learning and the framework of communities of practice (CoP) (Lave & Wenger, 1991), and it utilizes qualitative approaches with methods of data collection including: Photovoice, Visual Journaling, and an open-ended questionnaire. Participants responded to prompts using art-based methods in their Visual Journals and through the Photovoice project, while the questionnaire elicited feedback based on BVATs lived experiences as participants in the CoP. Findings indicate that this CoP served as a: supportive and reflective space for visual art-specific

professional learning, helped the BVAT participants build confidence as new art teachers, and provided a sense of community and resources for navigating the profession. On a local level, this pilot study may help bridge the gap between theory and practice while addressing other professional concerns for BVATs as they enter the professional field. The larger goal is to expand this mentoring CoP for newly credentialed visual art educators to other CSUs in the 23-campus system. The researchers sought to provide a model for more universities to develop and implement mentoring CoP in other content-specific fields.

Sayers, A., Hunter, J.
University of North Carolina-Wilmington
Luminaria

Towards Dynamically Inclusive Mentorship: The Development of the CAIT Model

This project outlines a new higher education research mentorship model for minoritized students, the Critical, Adaptive, Interdisciplinary, and Trauma-Informed (CAIT) model. In an intentional effort to centralize research of, for, and by historically-excluded minoritized (HEM) students at our Predominately White Institution (PWI), the authors found that unitary mentorship models focused on either students' disciplines or identities or types of relationships and were insufficient to address the needs of their student mentees. The authors created the Interdisciplinary Minority Student Research Group (IMSRG) to intentionally centralize research with the following HEMs: racial/ethnic minorities, LGBTQIA+, disabled students, military veterans, and/or first-generation students. CAIT stems from three years of IMSRG practice and provides an interdisciplinary, collaborative, and intersectional mentorship model grounded in critical theories, trauma-informed approaches (SAMHSA, 2014), and adaptive mentorship models (Ralph & Walker, 2013), that incorporates various aspects of formal and informal mentorship (Jacobi, 1991) for minoritized tertiary students. They created IMSRG and developed the CAIT model through IMSRG mentoring practices at a PWI in the Southeastern United States. They present their pilot data here on student evaluation of the CAIT model, including pre-post test qualitative survey responses and student testimonials. They triangulate this data with other qualitative data, including graduate school acceptances/commitments, research publications, research presentations, grant/award receipts, and/or workforce preparedness. The authors argue that traditional singular approaches to mentorship do not address the intersectional, fluid, and dynamic nature of minoritized students' identities, particularly at PWIs. The CAIT model advances mentorship practices by underscoring collectivity, vulnerability, adaptability, and reciprocal relationships across peers, faculty, and alumni. CAIT challenges the traditional Western scientific epistemological models that privilege hierarchal relationships, objectivity, and siloed disciplinarity, as well as false binary divisions related to disciplines, ways of being, and ways of knowing (Chilisa, 2012; Wilson, 2008).

Salazar-Montoya, L.
University of Nevada-Las Vegas
Santa Ana A

Reimagining the Leadership Blueprint-Bridging University Studies and School District Needs

This paper will present how we can identify and prepare statistical outliers who aspire the superintendency for ascension through the existing leadership pipelines. We will provide a brief overview of critical strategies for supporting and building a more diverse leadership pipeline including systems and practices for holding top leadership accountable, as well as strategies for changing organizational cultures. The authors discuss how UNLV and the Leadership Institute of Nevada are working together to enhance the experience. The purpose of this project has been to learn more about the lived experience for a qualitative study aimed at reporting experiences in the form of testimonios. Testimonio has been "inscribed and sanctioned as a literary mode since the 1970s" (Reyes & Rodriguez, 2012, p. 526). Testimonio aims to identify oppression, seize institutionalized marginalization, and speak for justice. This study is mid study at this time but should have conclusive findings by the conference presentation. The preliminarily results indicate that a stronger support system is needed to provide the necessary resources, mentorship, and guidance for Latinx leaders to ascend successfully through the leadership pipeline. Clark County is the 5th largest school district in the county and effective mentorship and pipeline projects which have been successfully utilized can be replicated in other systems and the firsthand narratives of those in Clark County can be shared to positively influence and impact other system across the nation.

Rudder, D.
Springfield College
Santa Ana B

The Need for a Human Services Perspective in Addressing Student Success of African American Males

The aim of this paper is to improve the persistence, retention, and fullness of student engagement of African Americans on predominantly white campuses. These areas, if not addressed, will continue to erode academic achievement and stall professional career opportunities for African American students. It is a social imperative and moral responsibility for colleges and universities to adopt the perspective of a wrap-around human service approach for African American students. A mixed methodology approach of qualitative and quantitively analysis. Historically, most initiatives in institutions of higher education are focused on how African American students need to adapt to their new surroundings and getting students access to academic support systems on campus. We offered a more holistic approach through our emphasis on the social and mental well-being of African American males, in addition to focusing on their academic success. The racial achievement gap in education is one of the most complex issues confronting African American males. Regardless of socio-economic status, African American males are besieged with social and mental obstacles and continue to be subjected to harsh disciplinary practices due to systemic racism and institutional oppression in predominately white institutions of learning. Educators and administrators need to understand their lived experiences, fatigue and the unspoken trauma of many African American males.

Wiggins, W.

University of New Mexico

Fiesta A&B

Attitudes of Newly Hired Medicine Faculty Regarding Mentorship and Developmental Networks

Prior research shows that most Schools of Medicine faculty consider mentorship the most crucial factor in faculty development and retention. Many faculty are establishing developmental networks in lieu of hierarchical dyadic mentoring relationships. Clinicians are less likely than other newly hired faculty groups to seek mentorship despite having assigned mentors. The study's purpose was to determine the attitudes of newly hired faculty at the University of New Mexico School of Medicine (UNM SOM) regarding mentorship and developmental networks. Within their first year of hire, all newly hired faculty at UNM SOM are required to participate in a two-day orientation to the institution event called 'Quikstart.' During seven such events, new faculty [N=131] were surveyed anonymously on six single-response questions about their attitudes regarding mentorship and developmental networks, administered via online polls between September 2018 and July 2022. In this descriptive study, summary characteristics were analyzed. Newly hired faculty mentees reported that creating a developmental network was hampered by difficulties finding multiple mentors (55.3%), receiving conflicting advice from multiple mentors (22.4%), and gathering many mentors at the same location at the same time (11.8%). Lack of clarity regarding faculty mentee needs (55.5%), mentors' unavailability (17.6%), and failure to find mentors (14.3%) were the most often mentioned difficulties during the initiation stage of mentorship (Hitchcock et al., 1995). Although the literature advocates moving from hierarchical dyadic mentoring relationships to developmental networks, this transition for Medicine faculty mentees will likely be hindered by a shortage of adequately trained mentors. Institutions need to identify and train mentors, incentivize and support mentorship, and encourage the creation and maintenance of self-selected development networks, possibly under the leadership of a transitional mentor.

Norton, L., Washington, L., Camargo, A.

Touro University California

Isleta

PATHS (Pathways to Achievement of Total Health in Students) Mentoring Program

This paper is an overview of the plan to expand the PATHS (Pathways for Achievement of Total Health in Students) pilot mentoring program at our local Vallejo High School (in Vallejo, CA in Bay Area) and in academic year 2022-2023 will be offered to ten 7th and 8th graders combined at the feeder school Mare Island Health and Fitness Academy. We have received a $614,000 Sierra Health Foundation Elevate Youth grant to expand our pilot of sixteen 9th through 11th graders last year to up to 30 high school students and ten 7th and 8th graders this year. This program is unique as it is a partnership between two anchor institutions in Vallejo, Touro University California, a private Non-Profit, Jewish Sponsored, regionally accredited university, offering health sciences and education graduate and professional programs (including a medical school) and Kaiser Permanente, the largest health care provider in the city. A particular focus is on substance abuse prevention and education in the expanded model.

Brooks, T., St. John, J., Guindon, J.

Texas Tech University

Scholars

Establishing a Faculty Development Academy at a Health Sciences Center: A Needs Assessment

Faculty development centers have been a relatively common part of the academic landscape at a majority of general academic institutions for decades. However, the presence of comparable resources on health professions education (HPE)-related campuses—such as health sciences centers (HSC)—is much less common and/or a newer phenomenon. The purpose of this investigation remained to identify the perceived needs of faculty working in a multi-center, interdisciplinary HSC to create a faculty development center. The interdisciplinary team representing the five schools of an HSC conducted a two-part needs analysis that included an initial qualitative needs assessment with a diverse sampling of 50 instructional staff/faculty of all levels, schools, and campuses. Trained evaluators coded the interview notes and transcriptions using grounded theory/thematic analysis. Next, the research team deployed a quantitative survey to all HSC faculty and ran descriptive statistics. Qualitative analysis revealed that faculty identified a number of perceived needs related to resources, gaps/problems, best practices, and specific recommendations or ideas. Likewise, quantitative data (n=310) revealed that 90% of respondents indicated a willingness to improve teaching, with nearly 60% reporting dissatisfaction with development funding, development, and support, including the lack of an institution-wide mentoring programming. This mixed-method design indicated both depth and breadth of the perceived need for programming to help health professions educators improve educational instruction and outcomes in the classroom. Qualitative findings consistently pointed to a perceived need for formal mentoring programs, while a quantitative survey pointed to the widespread perceived need for development opportunities of any type at the HSC. Findings suggest faculty and instructional staff would receive and utilize such resources.

Friday, October 28, 2022

Post-Conference Workshops

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

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

Developing Critical Thinking Skills in Mentees

Brian Barnes

The Foundation for Critical Thinking

Lobo A

There is no more important goal in education than cultivating the intellect, but we cannot achieve this goal unless we place intellectual development at the heart of instruction. To do this, we must approach our mentees at all levels as thinkers, as persons capable of figuring things out for themselves, as persons with their own thoughts, emotions, and desires, as persons with minds of their own.

At present, thinking is often ignored in schooling (and indeed in society). Critical thinking has historically been treated in education as another add-on, as something interesting we combine with other things we do. But when we understand what it takes to cultivate the intellect, we bring the concepts and principles of critical thinking into everything we do in the mentoring process, so that it becomes the centerpiece of our work with students and colleagues. This is true because it is through critical thinking that we make explicit the intellectual tools that people need to live successfully and reasonably, to grapple with the complex problems they inevitably face, to think their way through content of any kind. In this session, Dr. Brian Barnes will introduce the foundations of critical thinking essential to mentoring at all levels, coupled with application to classroom structures and strategies.

Mentoring Across Differences: Transforming Individuals, Relationships, Institutions, and Professions

Mirna Ramos-Diaz & Fran Kochan

Pacific Northwest University of Health Sciences & Auburn University

Lobo B

Cultural differences between individuals, organizations, and societies often create challenges in constructing safe, effective, creative, and flourishing environments in which all individuals and the organizations and institutions in which they function can thrive and succeed. This session presents an avenue for fostering dialogue and enhancing communication between and among individuals and groups with the goals of fostering positive change in them and their professions through the implementation of Transformative Co-Mentoring (TCM). TCM is a proven strategy for enhancing understanding and communication across cultural differences to assure that all individuals and cultures are valued, respected, and heard.

Primary Content
• Foundational principles and processes of TCM
• Understanding and practicing Conscious Inclusion
• Strategies to build cultures in which people listen to understand rather than to respond
• Creating safe environments
• Maximizing individual and institutional capacity to value and leverage differences

The Workshop should be of interest to professionals in a wide variety of settings who are interested in: (1) fostering understanding across individual and or institutional environments and/or professions (2) enhancing and expanding the population and involvement of ethnic, gender, and other minorities in an institution and/or profession, (3) expanding understanding and the capacities of individuals and groups within an institution or profession to embrace differences and foster inclusive environments.

Activities: The session will include multiple opportunities for interaction through activities such as Community Circles; World Caffe; Wordle. Participants will also engage in developing plans of action to implement in their own environments.

Assessment of Mentoring Programs and Relationships

Laura Lunsford
Campbell University

Santa Ana A

This workshop will present frameworks for making decisions on how to improve mentoring experiences through assessment activities. Assessment activities solicit feedback from or about the participants and focus on participant learning and in situ improvement opportunities. Evaluation efforts determine if the program achieved organizational goals. This workshop presents frameworks to guide assessment of relationships. The second half of the workshop will focus on evaluation tools and techniques of mentoring programs. In this interactive session we will discuss how to collect the right information at the right time and from the right people to improve your program. Effective evaluation is key to success and you will learn tips to share your outcomes with your stakeholders effectively and well. Bring your program materials if you have them developed.

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

At the end of the workshop you will be able to:

- Identify two assessment tools to improve relationships;
- Monitor activities and relationships for early interventions;
- Collect evidence to improve the program and to prepare compelling reports.

Plenary Sessions

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

Ballroom A • 11:00 am - 11:50 am

Kathleen Cowin, Dana Griggs, Donna Augustine-Shaw, & Patty Horn
Washington State University, Columbus State University, Kansas State University, & Northern Arizona University

Creating Powerful Mentoring Constellations

This session will present evidence about one group's process to build and sustain effective research partnerships. The Dynamic Model of Collaborative Mentorship (DMCM) by Gut et al. (2020) provides the framework that describes a unique research interest partnership among four researchers that span the United States. This interactive "how-to" plenary will describe our model and provide practical examples of how it looks in practice. Audience members will have the opportunity to exchange mentoring interests with other audience members to create their own mentoring constellation!

What do we know about stars and constellations? The metaphor of a constellation will serve as a visualization and metaphor for creating meaningful mentoring connections. The five components of our constellation include: 1) Stars in the sky are fixed in relation to each other within the constellation, 2) Constellations move across the night sky depending on the season and time, 3) Each star is unique, 4) Each star contributes in different ways to the constellation, and 5) Networking lines connect the stars to form the constellation.

The facilitators will provide insight into what makes an effective research constellation. They will describe the educational context in which the mentoring relationships began, the uniqueness and contributions of each researcher to the ongoing research, and make connections with new, future research participants. Join us to learn how this group's mentoring constellation aligns with the stars!

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

Ballroom A • 1:00 pm - 1:50 pm

Erin Dolan
University of Georgia

The Dark Side of Development: When Mentoring Is Problematic and What To Do About It

Research training is an integral element of undergraduate and graduate education in many fields. Effective mentorship in research promotes the development and success of both undergraduate and graduate mentees. Yet, mentoring relationships, like any prolonged relationship, can have negative elements. Little research has examined the problematic elements of academic research mentoring, even though prior research on mentoring in workplace settings suggests that negative mentoring experiences are common. This session will present findings from research on the negative mentoring that undergraduate and graduate science researchers experience, including similarities and distinctions. Mentees perceive some negative mentoring as an absence of positive mentoring behavior and others as actively harmful behavior, both of which they perceive as detrimental to their psychosocial and career development. These results can be useful to mentors for reflecting on ways their behaviors may be experienced as harmful or unhelpful, and to mentees in reflecting on how to identify, avoid, and mitigate the impacts of negative mentoring. The findings can also serve as a foundation for future research aimed at examining the prevalence and impact of negative mentoring in academic research training.
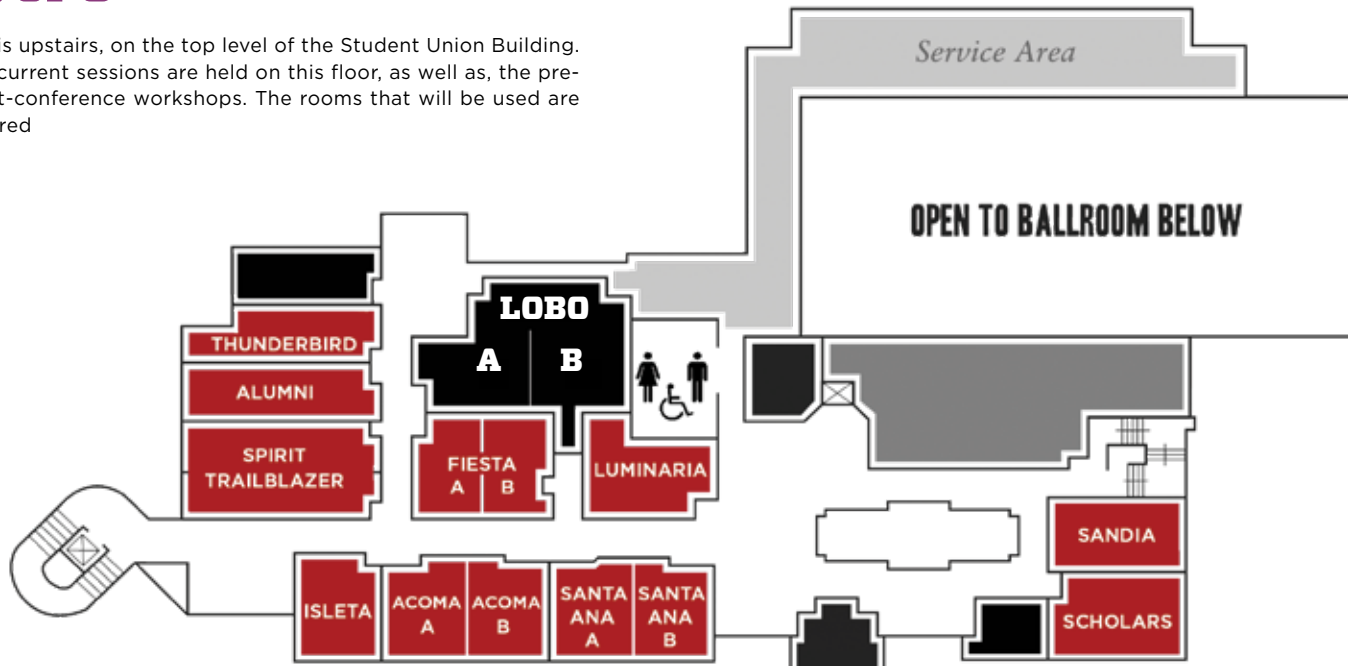
Conference Venue Maps • Student Union Building (SUB)
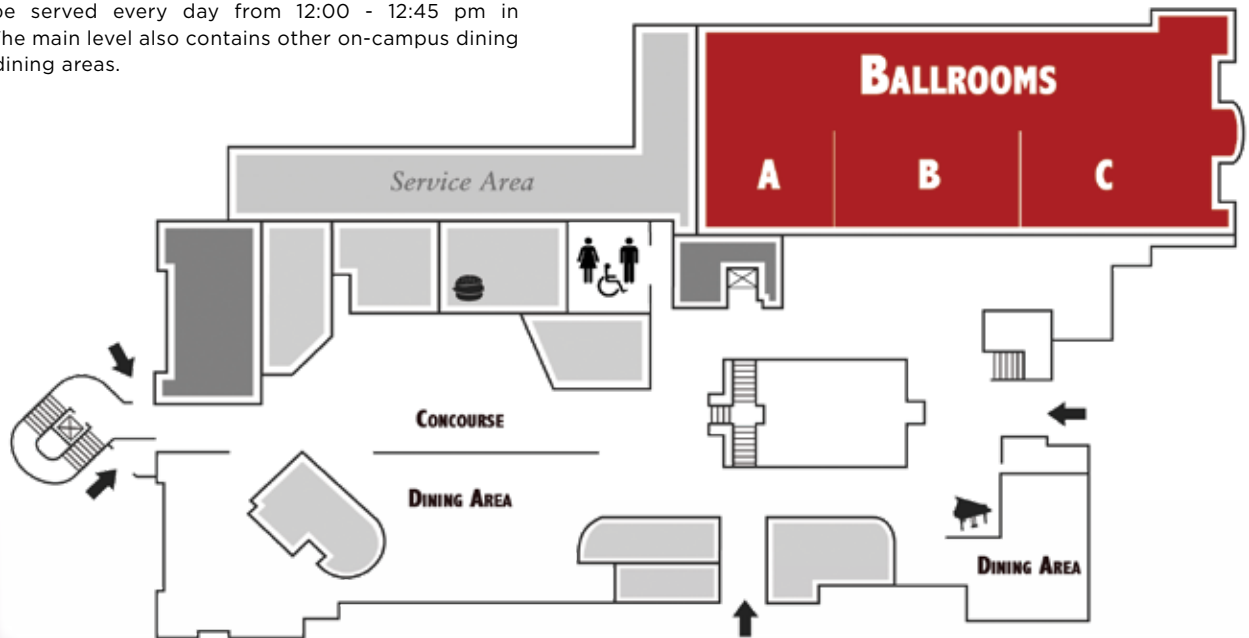
Level 3

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


Level 2

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

Level 1

Level 1 is downstairs, on the lower level of the Student Union Building. You can find additional on-campus food services and seating accommodations to use during downtime at the conference on Level 1.
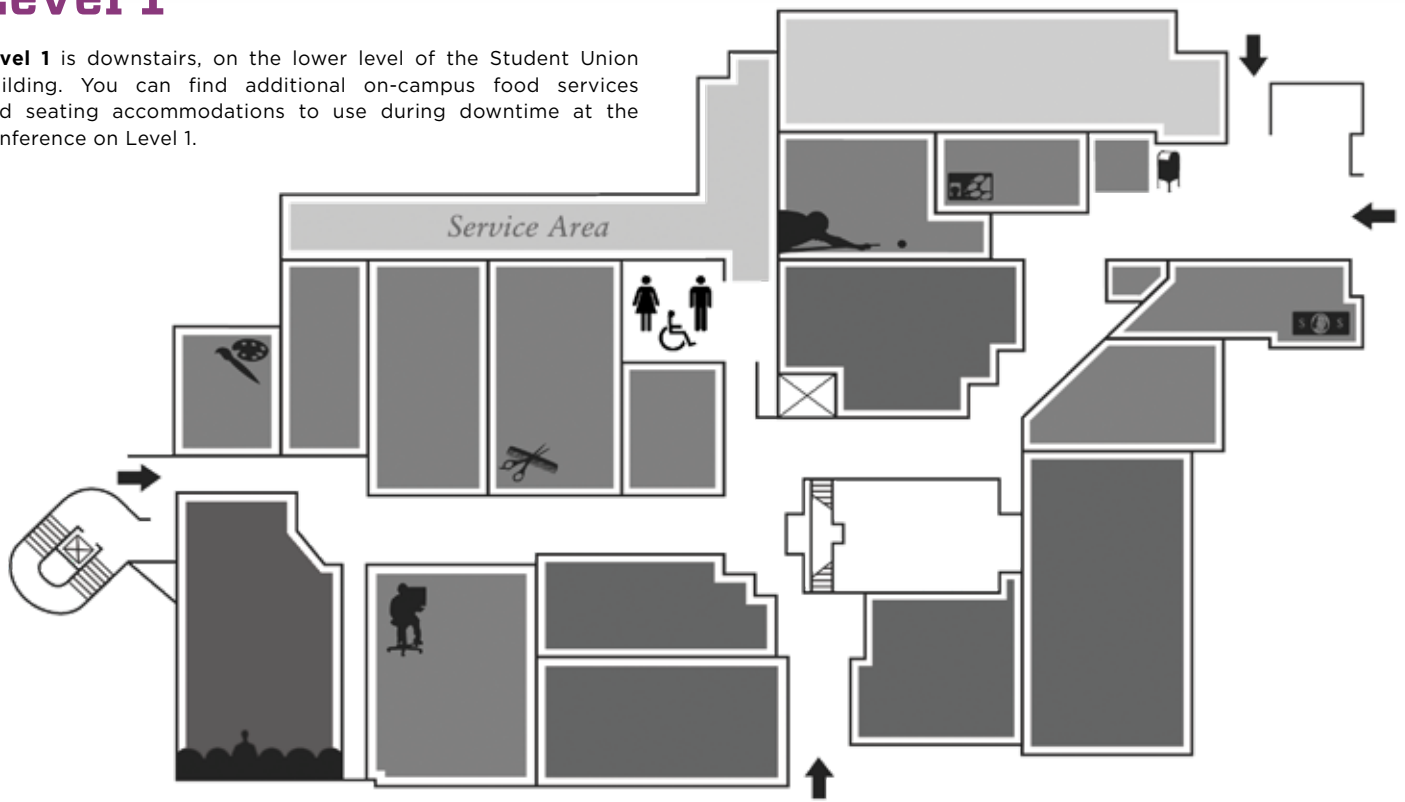
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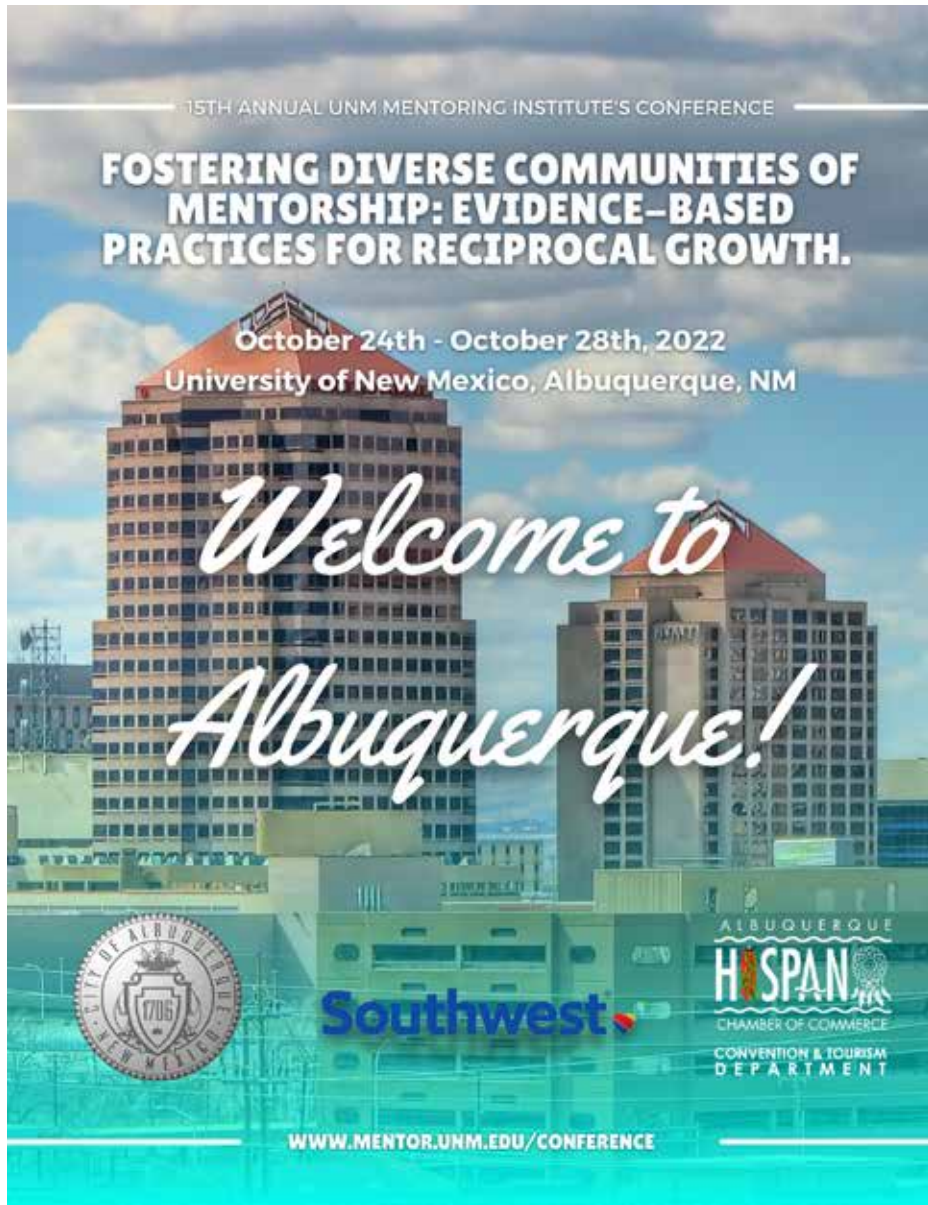
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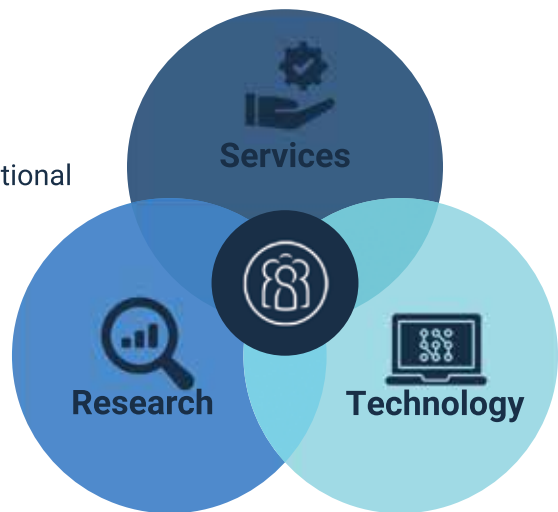
Ready to start building your culture of mentorship? Get in touch.

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...

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

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Georgia	9
Maryland	3
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Virginia	4

Division VII:
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Louisiana	2
Oklahoma	2
Texas	30

SAVE THE DATE!
2023 Mentoring Conference
Monday, October 23rd – Friday, October 27th

Call for Proposals Release:
March 15, 2023

Submission Deadline:
May 15, 2023

Accepted Proposal Notification:
May 30, 2023

Paper Submission Due:
June 30, 2023

Peer Reviewed Paper Submission Returned:
July 30, 2023

Final Paper Submission Due:
August 30, 2023

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