



18TH ANNUAL

MENTORING CONFERENCE

Developmental Networks for Wellbeing

THE IMPACT OF MENTORING ON INDIVIDUAL
AND ORGANIZATIONAL PERFORMANCE AND GROWTH

October 20th - October 23th, 2025
THE UNIVERSITY OF NEW MEXICO
Albuquerque, NM

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

We proudly welcome you to the 18th Annual Mentoring Conference at the University of New Mexico. It is a privilege to convene with scholars, educators, practitioners, and students from across the country and around the world—each of whom is committed to advancing mentorship in its many dimensions.

Since its founding in 2007, the Mentoring Institute at UNM has been a recognized leader in mentoring research, education, and innovation. Through its conferences, training programs, publications, and partnerships, the Institute promotes a holistic, inclusive, and interdisciplinary approach to mentorship as a catalyst for empowerment, equity, and growth.

This year's theme, *"Developmental Networks for Wellbeing: The Impact of Mentoring on Individual and Organizational Performance and Growth,"* responds to the urgent call to elevate wellbeing across sectors. In higher education, industry, healthcare, and beyond, wellbeing is essential for individuals and institutions to thrive. Developmental networks offer a framework for cultivating resilience, equity, and leadership—qualities vital for navigating complexity and advancing progress. These networks support transitions, strengthen institutional culture, and open pathways for shared growth and development.

Conference participants will engage in thoughtful dialogue, exchange diverse perspectives, and forge connections that transcend disciplinary boundaries. Together, we will explore how mentoring networks can transform the way we support individuals and institutions in an increasingly interconnected world. By cultivating strong, diverse relationships among peers, mentors, sponsors, and allies, these networks enhance wellbeing, leadership capacity, and long-term resilience.

This year's program features keynote addresses, research presentations, panels, and workshops that reflect the conference theme. Sessions span fields such as education, healthcare, business, and STEM, demonstrating the broad impact of mentoring on wellbeing.

We are honored to host this conference, and we eagerly anticipate a week enriched by learning and meaningful collaboration. The University of New Mexico deeply appreciates your dedication to mentorship. Your presence affirms your commitment to the field, and we extend our sincere thanks for joining us.

Sincerely,

A handwritten signature in black ink, reading 'Garnett S. Stokes'.

Garnett S. Stokes

President

A handwritten signature in black ink, reading 'Barbara Rodríguez'.

Barbara Rodríguez

*Interim Provost & Executive
Vice President for Academic
Affairs*

A handwritten signature in black ink, reading 'Eric Scott'.

Eric Scott

Vice President for Student Affairs

A handwritten signature in black ink, reading 'Nora Domínguez'.

Nora Domínguez

*Conference Chair & Director,
The Mentoring Institute*



Garnett S. Stokes, Ph.D.

President, UNM

Garnett S. Stokes began serving as the 23rd president of The University of New Mexico on March 1, 2018. She is the first woman to hold the post in the university's history. A tireless advocate for a transformative student experience, an empowered faculty, and a campus culture of continuous improvement, Stokes brings to New Mexico's premiere R1 university more than four decades of experience and enthusiasm—as well as the unflagging energy needed to ensure The University of New Mexico thrives as a great place to work, live, and learn. Shortly after taking office in 2018, Stokes journeyed on an unprecedented statewide “listening tour,” covering 4,300 miles as she travelled through all 33 of New Mexico's diverse counties. Her meetings with thousands of New Mexicans—hearing their stories, and learning of their hopes and expectations—helped frame her immediate presidential priorities of promoting campus safety, supporting student veterans, and advancing the University's mission of world-class research. Stokes continues to hold regular office hours, routinely engaging with faculty, staff, and students for their input and commentary. Throughout her distinguished career as an educator and leader, Stokes has been praised for her commitment to building outstanding leadership teams dedicated to student success. At UNM, she continues in this tradition, hiring diverse and talented leaders from across the nation to fill key roles at the university, including the Executive Vice President for Health Sciences, Provost and Executive Vice President for Academic Affairs, Senior Vice President for Finance and Administration, Vice President for Enrollment and Management, and Vice President for Equity and Inclusion.



Barbara Rodríguez, Ph.D.

Interim Provost & Executive Vice President for Academic Affairs

Barbara Rodríguez, interim provost and executive vice president for academic affairs, is proud to be a native New Mexican, growing up in Española. She has been senior vice provost since 2018, and in her role, she oversees faculty personnel matters, including tenure and promotion; faculty labor relations; and academic policies and procedures. Rodríguez is a professor of speech and hearing sciences at UNM, joining the faculty in the department in 1999. Before joining the faculty, she worked as a bilingual clinician throughout New Mexico, including in K-12 public education settings, and directed the UNM Speech Language and Hearing Clinic from 1992-1994. She earned both her bachelor of arts and master of science degrees at UNM and her Ph.D. in speech-language pathology from the University of Washington. She considers UNM her academic home and feels fortunate to have been able to return to UNM as a tenure-track faculty member after earning her doctorate. Rodríguez said what she enjoys most about her administrative role is “working closely with academic leadership to foster a collaborative environment to support faculty.” She maintains a balance with long hours and stress by engaging in physical activity. “I love chasing a little white (sometimes pink) ball from one hole to another – otherwise known as playing golf. I also enjoy sweating out my stress on my Peloton.”



Eric Scott, Ph.D.

Vice-President for Student Affairs, UNM

Dr. Eric Scott serves as vice president for student affairs at the University of New Mexico. A proud first-generation college graduate and strong believer in the community mission of public postsecondary education, Dr. Scott works to enhance the educational experiences of UNM students through innovative and culturally responsive student success practices grounded in a sense of place and tradition. He has held leadership positions at Boise State University and the University of Alaska. At UNM, Dr. Scott stewards resources focused on academic achievement, health and wellbeing, social responsibility, meaningful engagement, and transformative leadership development. Dr. Scott holds a doctorate in education from Oregon State University, where his research explored intersections of rural student identity and postsecondary retention, with a focus on Alaskan Native students. He also holds a Bachelor of Arts and a Master of Education from the University of South Carolina.

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 Minority Serving Institution, the University represents a cross-section of cultures and backgrounds. In Spring of 2023, more than 24,000 students attended the main, branch and HSC campuses and education centers. UNM boasts an outstanding faculty that has included four National Academy of Sciences/Engineering Members, six National Academy of Inventors Fellows, 60+ Fulbright scholar program awardees, and several fellows of national and international associations and societies. Faculty publish in major refereed professional journals, including *The New England Journal of Medicine*, *American Historical Review*, and *Nature*, and with top-tier academic presses such as University of Chicago Press and Cambridge University Press. As publicly oriented scholars, UNM professors share their expertise in local and national media outlets from *The Albuquerque Journal* to *The New Yorker*. UNM is the largest academic employer in the state, including employees of University Hospitals. It has more than 200,000 alumni with Lobos in every state and more than 2,400 alumni outside the U.S.

The Programs

UNM is a place where cutting-edge research and creative endeavors flourish. As a very high research activity (R1) institution, UNM research injects millions of dollars into New Mexico's economy, funds new advancements in health care, and augments teaching—giving students valuable hands-on training in state-of-the-art laboratories. As an academic institution, UNM is ranked nationally as a “Top Public School”, “Best Global University”, and “Best National University” and the highest ranked for each within New Mexico. UNM Health Sciences Center is the state's largest integrated health care treatment, research and education organization. In 2022, *U.S. News* and *World Report* ranked the UNM School of Medicine 16th nationally in “2023 Best Medical Schools: Primary Care”, 5th in “Most Diverse Medical Schools” and 7th in “Best Family Medicine Programs”. UNM's nursing-midwifery program ranks 11th nationally for “Best Midwifery Program” and UNM's bachelor of science in nursing is also recognized as the 67th best in the nation, placing it in the top 10% of ranked BSN programs. UNM College of Pharmacy ranks 43rd nationally for “Best Pharmacy Schools”.



Conference Chair & Mentoring Institute Director



Nora Dominguez, Ph.D.

UNM Mentoring Institute

Nora Dominguez, PhD, is the director of the Mentoring Institute at the University of New Mexico (UNM), president emeritus of the International Mentoring Association, and a professional consultant. Dominguez earned her Ph.D. in Organizational Learning and Instructional Technologies from the University of New Mexico (UNM) and has over 30 years of experience holding academic and management positions in higher education institutions, developing learning strategies to improve organizational and individual performance. She is a member at large of the American Educational Research Association SIG Executive Committee, and chair of the SIG Mentorship and Mentoring Practices. Dominguez is a member of the editorial board of the *International Journal for Mentoring and Coaching in Education* (Emerald, UK) and managing editor of the UNM online journal *The Chronicle of Mentoring and Coaching*. She is co-editor and chapter contributor to the SAGE Handbook of Mentoring (2017), chapter contributor to the *Wiley International Handbook of Mentoring* (2020), co-editor of the books *Making Connections: A Handbook for Effective Formal Mentoring Programs in Academia* (2023) and *Reciprocal Mentoring* (2024), and author of several articles published in peer-reviewed journals.

About the Mentoring Institute

The Mentoring Institute at the University of New Mexico (UNM) advances evidence-based mentoring by integrating best practices into research, consulting, and training. Using principles of instructional design, the Institute provides high-quality training and certification opportunities for faculty, staff, and students across disciplines. Its mission is to strengthen existing mentoring programs while fostering a culture of mentoring throughout the University and across the state. By supporting student progression and graduation, as well as the retention and success of faculty and staff, the Mentoring Institute contributes not only to academic excellence but also to the social and economic vitality of New Mexico.

Mission

The Mentoring Institute facilitates the development of effective mentoring programs and relationships for organizational and individual performance improvement by:

- Establishing a network of mentoring partnerships
- Developing and disseminating evidence-based effective mentoring practices
- Applying instructional design standards to training and certification programs
- Providing consulting and evaluation services
- Creating a worldwide mentoring community of practice

Vision

"Creating a Mentoring Culture for Performance Improvement"

The Mentoring Institute seeks to cultivate a worldwide mentoring culture by promoting the widespread application of evidence-based mentoring practices for organizational and individual performance improvement.



2025 Pre-Conference Workshop Leaders



Maria LaMonaca Wisdom

Duke University

Maria LaMonaca Wisdom is assistant vice provost for faculty advancement at Duke University. Formerly a professor of literature and a graduate student adviser, she now holds a faculty appointment in the Program in Education at Duke. She is also a professional certified coach (PCC) through the International Coaching Federation.



David Law

Utah State University

David Law is an associate vice president at Utah State University (USU) and oversees the Uintah Basin campuses. He is a family studies professor. Law earned his bachelor's degree from USU, his master's degree in marriage and family therapy (MFT) from the University of Wisconsin-Stout, and his Ph.D. in MFT from Brigham Young University. He has published in marriage and family therapy, family life education, the scholarship of teaching and learning, and mentoring in academia. He has received several awards for mentoring undergraduate students. Law has overseen the design, implementation, and evaluation of the faculty-to-student mentoring programs for the Uintah Basin campus and the USU statewide campus system. Law is co-editor of the recently published book *Making Connections: A Handbook for Effective Formal Mentoring Programs in Academia*. Law consults with the Mentoring Institute at the University of New Mexico to develop mentoring micro-credentials.

2025 Plenary Speakers



Dionne Clabaugh

Angle 4 Solutions

Dionne Clabaugh EdD loves working with people wanting to become resilient thoughtful humans! She is a facilitator, mentor, author, partner, parent, peace educator, musician, quilter, and gardener. Dr. Dionne's work is grounded in self-determination theory and promotes human development through engagement. She designs and facilitates mentoring, education, communication, cultural competence, life-span development, and women's intergenerational and intercultural relationships. Her higher education consultations build and assess mentoring programs to develop faculty mentors and educators who are self-aware, kind, and supportive humans. Dionne's facilitation applies culture-centeredness, autonomy-supportiveness, reflective practice, appreciative inquiry, and collaboration to build self-directed learning environments. Currently her private practice and faculty work focuses on human development, mentoring, and sewing techniques so that one's life may be more sincere and productive. Above all, Dionne seeks to promote deep learning and far transfer in ways that are respectful and generative for all.



Bethany Cockburn

Northern Illinois University

Bethany Cockburn, PhD, is an Associate Professor of Management at Northern Illinois University. Her research focuses on the critical areas of life transitions, workplace stress, and the impact of relationships on work and non-work outcomes. A particular area of expertise is the transition to retirement, including its effects on identity, well-being, and social connections, especially for those leaving deeply meaningful careers. She also investigates how prior life transitions and relationship networks, including mentoring, influence the retirement process. Furthermore, her work examines the profound effects of stress on physical and mental health, as well as mortality. Her research has been published in leading academic journals.



Nora Dominguez

University of New Mexico

Nora Dominguez, PhD, is the director of the Mentoring Institute at the University of New Mexico (UNM), president emeritus of the International Mentoring Association, and a professional consultant. Dominguez earned her Ph.D. in Organizational Learning and Instructional Technologies from the University of New Mexico (UNM) and has over 30 years of experience holding academic and management positions in higher education institutions, developing learning strategies to improve organizational and individual performance. She is a member at large of the American Educational Research Association SIG Executive Committee, and chair of the SIG Mentorship and Mentoring Practices. Dominguez is a member of the editorial board of the *International Journal for Mentoring and Coaching in Education* (Emerald, UK) and managing editor of the UNM online journal *The Chronicle of Mentoring and Coaching*. She is co-editor and chapter contributor to the SAGE Handbook of Mentoring (2017), chapter contributor to the *Wiley International Handbook of Mentoring* (2020), co-editor of the books *Making Connections: A Handbook for Effective Formal Mentoring Programs in Academia* (2023) and *Reciprocal Mentoring* (2024), and author of several articles published in peer-reviewed journals. (2024), and author of several articles published in peer-reviewed journals.

2025 Plenary Speakers



Levon T. Esters

Pennsylvania State University

Dr. Levon T. Esters is the vice provost for graduate education and dean of the J. Jeffrey and Ann Marie Fox Graduate School at Penn State. Dr. Esters is a nationally recognized scholar on mentoring, equity, and diversity in STEM-based agricultural and life sciences disciplines. His research focuses on the mentoring needs of Black graduate students, the STEM career development of students attending Historically Black Land Grant Universities, and graduate student development. In 2024, he and Dr. Mary Beth Gasman from Rutgers University co-authored a book, *HBCU: The Power of Historically Black Colleges and Universities*. Prior to joining Penn State, Dr. Esters served as associate dean for diversity, equity and inclusion and faculty affairs for Purdue University's Polytechnic Institute. Dr. Esters earned a B.S. in Agricultural Business from Florida A&M University, an M.S. in Agricultural Education from North Carolina A&T State University, and a Ph.D. in Agricultural and Extension Education from Penn State.



Greg Golden

University of New Mexico

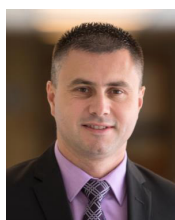
Greg has been part of the Dean of Students Office since June 2017. He has worked in student conduct, orientation, the National Student Exchange, and most recently, in supporting students through case management and well-being efforts within the Dean of Students Office. Greg enjoys spending time with his family and cooking outdoors when possible. He is a Lobo sports fan, especially basketball, and enjoys football in the fall.



Frances Kochan

Auburn University

Frances Kochan, PhD, is a Wayne T. Smith Distinguished Professor and Dean Emeritus, College of Education, Auburn University, Auburn Alabama, USA. Her research on mentoring focuses on establishing and assessing mentoring relationships and programs and on cultural aspects in the mentoring process. She was founder and past series editor for *Perspectives on Mentoring* published by Information Age Press. She has edited or co-edited numerous books on the topic and has published over 100 articles and book chapters. She has been keynote speaker for numerous associations including The Mentoring Institute, The International Mentoring Association, and The Association of Collegiate Schools of Planning. Dr. Kochan 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. She is a recipient of 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 2016 Outstanding Reviewer for *International Journal of Mentoring and Coaching in Education*. She received 2024 International Mentoring Association Lifetime Achievement Award. She is a founder of Kochan Consultants, LLC.



Benjamin Kutsyuruba

Queen's University

Benjamin Kutsyuruba, PhD, is a Professor in Educational Policy, Leadership, and School Law in the Faculty of Education at Queen's University. Throughout his career, Benjamin has worked as a teacher, researcher, manager, and professor in the field of education in the Ukraine and Canada. His research interests include educational policymaking; educational leadership; induction, mentorship and development of teachers; trust, moral agency, and ethical decision-making in education; international education; school climate, safety, wellbeing, and flourishing; and, educational change, reform, and restructuring. His current research projects focus on positive leadership, flourishing in schools, educator wellbeing, and teacher induction and mentoring in international settings. He is a founder of MentorLead, a mentorship and leadership consulting business. He is actively involved on the Board of Directors for the International Mentoring Association (IMA) and is currently a President-Elect of IMA (2024-2026). He is a series editor for the *Perspectives on Mentoring* book series with Emerald.



Carol A. Mullen

Virginia Tech

Carol A. Mullen, PhD, is Professor of Educational Leadership and Policy Studies at Virginia Tech and a Fulbright Senior Scholar alumnus. She is an internationally acclaimed, award-winning mentoring researcher who uses equity/justice and policy lenses. Her books include *Equity in School Mentoring and Induction* (2025), *Handbook of Social Justice Interventions in Education* (2021, edited), and *The SAGE Handbook of Mentoring and Coaching in Education* (2012, coedited). She is former editor of the *Mentoring & Tutoring* journal and past-president of the International Council of Professors of Educational Leadership (ICPEL), Society of Professors of Education, and University Council for Educational Administration (UCEA). Carol was honored with UCEA's Master Professor Award and Jay D. Scribner Mentoring Award, in addition to ICPEL's Living Legend Award and the University of Toronto's Leaders and Legends Excellence Award. She has published 29 books, over 250 journal articles and chapters in others' books, and 17 guest-edited special issues.

2025 Plenary Speakers

**Ellen H. Reames***Auburn University*

Ellen H. Reames, EdD, is Professor of Educational Leadership at Auburn University. Her current research focuses on mentoring for wellbeing through a positive psychology lens and the development of educational leadership preparation program partnerships. Dr. Reames has authored five books, including *The Art and Science of Mentoring* (2021) and *Educational Leadership Program Coordinators: Partnership Creators through Social Connectedness* (2025). She is the author of fifty-three articles and book chapters. Ellen is a member of the Alabama New Principals Mentoring Program Design Team and is responsible for designing and implementing the two-year program supporting new Alabama principals. Her team focuses on training highly qualified principal mentors by blending the use of two positive psychology tools: mentoring and wellbeing. The framework created by Ellen's team supports Kram's concepts of personal and professional development and Seligman's PERMA Model. At the heart of the model is understanding self and others, and reflective practice.

**Beth Tigges***University of New Mexico*

Dr. Beth Tigges is a program director in the Division of Nursing at the National Institute of Nursing Research (NINR). She leads efforts to advance scientific programs focused on symptom science and self-management in underserved populations. Prior to joining NINR, Dr. Tigges was a professor at the University of New Mexico College of Nursing and has extensive experience in community-based participatory research and adolescent health.

**Keith Walker***University of Saskatchewan*

Keith is husband to Viv, father to eight adult children (half by law J) and grandfather to seven. He is determined to be a diligent learner-leader, to live in loving relationships, aligned with truth, energized by grace, and attuned to wisdom from above. Imperfectly, he strives to be a person who humbly seizes opportunities to foster wellbeing, trust, and hope through relationships. Keith's past and present roles have included: manager, international coach (Paralympics), high school teacher-leader and coach, educational administrator and director, cleric, organization and governance consultant, mentee/mentor, and professor of educational leadership and followership. Keith's teaching, research and writing passions have focused on leadership integrity, leader and organizational development, as well as noticing, nurturing and sustaining wellbeing in communities of practice.

Conference Facilitator

**Dionne Clabaugh***Angle 4 Solutions*

Dionne Clabaugh, EdD, loves working with people wanting to become resilient thoughtful humans! She is a facilitator, mentor, author, partner, parent, peace educator, musician, quilter, and gardener. Dr. Dionne's work is grounded in self-determination theory and promotes human development through engagement. She designs and facilitates mentoring, education, communication, cultural competence, life-span development, and women's intergenerational and intercultural relationships. Her higher education consultations build and assess mentoring programs to develop faculty mentors and educators who are self-aware, kind, and supportive humans. Dionne's facilitation applies culture-centeredness, autonomy-supportiveness, reflective practice, appreciative inquiry, and collaboration to build self-directed learning environments. Currently her private practice and faculty work focuses on human development, mentoring, and sewing techniques so that one's life may be more sincere and productive. Above all, Dionne seeks to promote deep learning and far transfer in ways that are respectful and generative for all.

Monday, October 20, 2025

Pre-Conference Workshops

Part 1 • 8:00-10:50 am
Lunch Break • 12:00-12:50 pm
Part 2 • 2:00-4:50 pm
8:00 am - 10:50 am • 2:00 pm - 4:50 pm

Maria LaMonaca Wisdom

Duke University
Acuma A & B

How to Mentor Anyone in Academia

Across higher education, we can no longer assume that our mentees—whether graduate students, postdoctoral researchers or junior faculty, will follow closely in our footsteps. Today's academic mentees come from a wider range of backgrounds, value different things, and are less likely to pursue careers in academia. They may also hold mentors to a higher set of expectations, including more intensive forms of psychological and emotional support. Unfortunately, many academic mentors rely on traditional, increasingly ineffective modes of mentoring that foreground subject matter expertise (advice) and personal example (role-modeling). How do you mentor someone who won't become you?

In this highly interactive workshop for faculty and higher-ed leaders, we'll explore practices outlined in *How To Mentor Anyone in Academia* (Princeton UP, 2025) that can empower academic mentors to mentor anyone. These include sustaining a robust practice of self-reflection; engaging in active listening, powerful questioning, and other “coach-like” behaviors; and learning from evidence-based theories of human motivation and change management. Because no successful mentoring relationship happens in a vacuum, we'll also discuss strategies for partnering with mentees, with colleagues, and with broader peer networks to build more robust cultures of mentoring for all.

David Law

Utah State University
Santa Ana A & B

Designing, Managing, and Evaluating Mentoring Programs

You can strengthen your effectiveness as a mentoring program coordinator or manager through this interactive workshop. Using evidence-based practices, we will explore the full life-cycle of mentoring programs—from design and management to evaluation. Participants will work with a copy of *Making Connections: A Handbook for Effective Formal Mentoring Programs in Academia* (Law & Dominguez, 2023).

By the end of the workshop, participants will be able to:

- Understand the phases of program development
- Define goals, objectives, and outcomes
- Create an operational definition of mentoring influenced by theory
- Align institutional needs with program goals
- Develop a theory of change and logic model
- Create an assessment and evaluation plan
- Clarify expectations and deliver goal-aligned activities
- Monitor activities and relationships for early intervention
- Create a one-page program theory of change logic model for stakeholders and evaluation

This session is for both new and experienced program managers. Participants are encouraged to share examples from their program to ensure practical, engaging learning.

Monday, October 20, 2025

Plenary Session I

11:00-11:50 am

Nora Dominguez

University of New Mexico

Ballroom A

Developmental Networks Ecosystems

This session examines the evolution of traditional mentoring models into dynamic, collaborative developmental networks ecosystems comprising diverse, reciprocal, identity-affirming, and evolving relationships. Rather than conceptualizing mentoring as a hierarchical or one-directional process, this session repositions it as a distributed, networked practice embedded in broader institutional systems. Developmental networks ecosystems emphasize the interdependence of formal and informal relationships, the distributed nature of leadership and learning, and the importance of context in shaping access to developmental resources. Participants will engage with multiple perspectives on how developmental networks function across career stages and institutional contexts, and how they can be intentionally cultivated to support individual and organizational wellbeing.

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

Plenary Session II

1:00-1:50 pm

Dionne Clabaugh

Angle 4 Solutions

Ballroom A

Developmental Networks for Wellbeing

This plenary session will explore developmental mentoring networks by describing their structure and intended impact on one's personal and professional wellbeing. Interactive opportunities for story-sharing seek to inform and inspire participants to consider multiple points of view about the benefits of multiple mentoring relationships, both as a mentor and mentee. Participants will co-construct initial beliefs about these benefits specifically for their own wellbeing and professional success. The experiences and insights shared are intended to enhance participant engagement at this conference so they can maximize this experience and better leverage mentoring networks for their personal, professional, and organizational development through inspiration and self-directed action.



Tuesday, October 21, 2025

Facilitated Learning Session 1

8:00-8:50 am

Dionne Clabaugh

Angle 4 Solutions

Ballroom A&B

Let's Get Started - The Conference Theme

Following opening remarks and description of the session purpose and guidelines, groups of 6-8 participants engage in story-sharing circles in response to three appreciative inquiry prompts :

- What elements within the conference theme attracts you this year?
- What does wellbeing mean for your mentoring practice/program success?
- How does a mentoring network support your own performance and growth in mentoring?

Concurrent Sessions • 9:00 - 9:50 am

Aron, D. & Vogel, J.

Dominican University, Stockton University

Lobo A

Integrating the INFUSE Framework and Mentoring Web Models for College Student Success

Presenters explore the anticipated benefits of integrating the career-based INFUSE framework with mentoring webs in academia. The proposed integration of INFUSE into university mentoring initiatives leverages existing mentoring web structures to align students with diverse mentors and mentoring roles. The research presented in this session highlights how this model can be practically implemented across academic settings. Assessment data collected from student surveys reveal how students currently use, seek, or need different categories of the INFUSE web-based mentoring model, informing further refinement, expanded applications, and greater accessibility of this integrated approach.

Morris, K.

East Stroudsburg University

Lobo B

The Developmental Network Tool: Cultural Capital Mentorship for Higher Education Leaders

This presentation examines the mentorship experiences that facilitate the advancement of Black women into senior leadership roles in higher education. Guided by Bandura's social learning theory, this qualitative study investigates how cultural capital mentorship fosters professional pathways, authentic networking, and leadership identity formation. Through semi-structured interviews with 12 Black women executive leaders, reflexive thematic analysis reveals five critical themes: (1) the strategic application of social learning, (2) the pivotal role of mentors in nurturing authentic networks, (3) identity development as a catalyst for agency, (4) the significance of support systems in building leadership pipelines, and (5) the imperative of diversity in higher education. Presenters' findings underscore the necessity of cultural capital mentorship for cultivating diverse leadership and sustaining minoritized leaders in higher education's evolving landscape.

Armfield, D. & Armfield, S.

Embry-Riddle Aeronautical University, Northern Arizona University

Fiesta A&B

Building Community From the Ground Up

This presentation examines the mentorship experiences that facilitate the advancement of Black women into senior leadership roles in higher education. Guided by Bandura's social learning theory, this qualitative study investigates how cultural capital mentorship fosters professional pathways, authentic networking, and leadership identity formation. Through semi-structured interviews with 12 Black women executive leaders, reflexive thematic analysis reveals five critical themes: (1) the strategic application of social learning, (2) the pivotal role of mentors in nurturing authentic networks, (3) identity development as a catalyst for agency, (4) the significance of support systems in building leadership pipelines, and (5) the imperative of diversity in higher education. Presenters' findings underscore the necessity of cultural capital mentorship for cultivating diverse leadership and sustaining minoritized leaders in higher education's evolving landscape.

Silver Rodis, H.

University of Nevada - Reno

Acoma A

The Influence of Mentoring Networks for Tenure Track Faculty

This presentation delves into the evolution of a nearly twenty-year mentoring partnership between faculty in English and Education, spanning disparate institutions and career stages. Beginning with their shared experiences as graduate students, the presenters trace how their collaboration grew into a robust mentoring program designed to support both new and advancing faculty. Drawing on phenomenological inquiry, the presentation highlights the unique challenges faced by women and minoritized tenure-track faculty, emphasizing the value of authentic, multifaceted mentorship. Through data collected from study participants, the presenters reveal the importance of building diverse mentoring networks—both within and beyond the university setting—as a cornerstone of professional growth and personal fulfillment. The presentation closes with reflections on what has worked, what has faltered, and the enduring benefits of collaborative support throughout academic career.

Jewell, S., Naumann, L., Benson, W., Rider, E. & Velazquez, C.

Marshall University, Nevada State University

Acoma B

Science Identity and Career Intentions: A Matched-Control Study of MARCOS Scholars

This presentation explores the transformative impact of mentorship on students' persistence and success in STEM fields. Focusing on the MARCOS Program, presenters highlight how faculty mentorship, scholarships, proactive advising, and professional development collectively foster academic achievement and strengthen students' science identity. Drawing on data from 15 MARCOS scholars and 15 matched peers, the study reveals that scholars engaged more frequently with faculty mentors for academic, career, and personal guidance, which significantly boosted their sense of belonging and commitment to science careers. The findings demonstrate that high-quality mentorship not only supports students academically but also shapes their professional ambitions and wellbeing. Attendees will gain insights into the crucial role of multi-dimensional mentorship programs in cultivating the next generation of scientists and promoting diversity and retention in academia.

Bellinger, D.

Claremont Graduate University

Isleta

Mentorship in Adolescence Predicts Adult Leadership Behaviors 20 Years Later

This presentation investigates the pivotal role of mentorship in shaping leadership development from adolescence to adulthood. Using data from the National Longitudinal Study of Adolescent to Adult Health, the presenters explore how the quality and functions of mentorship during formative years foster self-efficacy, which in turn influences problem-solving and relational leadership skills later in life. The study's findings highlight that a positive relationship with a mentor boosts self-efficacy, leading to enhanced abilities in both solving complex problems and nurturing relationships with partners and friends. By applying the LeAD 6P framework, the research underscores that emotionally supportive mentoring is a crucial bridge to cultivating effective leadership behaviors. Attendees will gain insight into how mentoring networks and differentiated mentoring functions can powerfully shape context-sensitive leadership throughout the life span.

Sims, D.

Sims-Fayola Foundation

Luminaria

The Sims Framework: Reimagining Mentoring and Pedagogy to Improve Academic Outcomes for Black Boys

Presenters introduce the Sims Framework of Academic Achievement for Boys of Color (SFAABC), an pedagogical model grounded in Afrocentric theory and mentoring-informed practice. Through an engaging, interactive session, the presenters share the results of a mixed-methods study exploring how culturally relevant mentoring can be seamlessly integrated into classroom instruction to address systemic barriers faced by Black boys in education. Attendees learn practical strategies for fostering identity, agency, and academic success, with the framework emphasizing the importance of social identity and self-efficacy. Teachers who participated in the study underwent professional development focused on Afrocentric mentoring and then applied these principles in their classrooms, reporting a deeper understanding of culturally responsive instruction. Early findings suggest promising gains in grade-level proficiency and highlight the potential for the Sims Framework to transform outcomes for boys of color.

Nava, M.

Los Angeles Unified School District

Santa Ana A

Mentorship as a Tool for Teacher Wellness

This presentation spotlights the impact of wellness-focused professional development for educators in the Los Angeles Unified School District (LAUSD). Amid mounting responsibilities and post-pandemic challenges, teachers face immense stress and compassion fatigue. The district's Wellness Wednesdays program offered a six-week, optional series centered on self-care strategies, including mindfulness

and social connection. Survey data revealed significant improvements in teacher wellbeing, with participants reporting greater calm, reduced stress, and deeper connections. The presentation underscores how creating protected spaces for reflection, along with integrating wellness into mentoring programs, can foster resilience and effectiveness among educators. By prioritizing wellness in professional development, LAUSD demonstrates a powerful commitment to supporting teachers' mental health and building thriving school communities, highlighting mentors' essential role in sustaining these positive outcomes.

Cantrell Robinson, E., Williamson Yarbrough, J. & Ramos Salazar, L.

West Texas A&M University

Santa Ana B

Women Leaders in the Texas Panhandle: The Role of Self-Reliance, Community, and Developmental Networks

Presenters address distinctive paths taken by women leaders in the Texas panhandle, highlighting their journey toward professional success and community impact. Interviewing 30 business leaders from across the region, the research uncovers how a blend of self-reliance and relationship-building fuels their development. Without traditional mentors, these women cultivated robust developmental networks through community ties, peer support, and educational resources. The collective case study design reveals how local values and cultural norms shape leadership identities and support systems. Insights shared from the participants illuminate the advice and wisdom they wish they had received earlier in their careers, offering practical guidance for aspiring professionals. Attendees will gain an understanding of the challenges, strategies, and communal resources that empower women leaders to thrive in a unique regional landscape.

Grosman, I.

University of Denver

Spirit Trailblazer

Pings, Dings, and How are you?: Quick, Caring Check-Ins That Build Student Support

Presenters explore the transformative power of fostering collaborative support networks within educational environments. By drawing on relational cultural theory and case study methodology insights, this presentation highlights how advisors and mentors, when intentionally engaged, can build a culture of care that supports holistic student success and wellbeing. Attendees will discover strategies for connecting faculty, staff, and students through meaningful relationships, micro-acknowledgments, and proactive outreach, such as arranging casual meet-ups and sharing a unified vision for student growth. The discussion emphasizes the importance of mutual empathy, empowerment, and belonging within academic communities, demonstrating that even unseen efforts among educators can have a profound impact. Ultimately, the presentation inspires participants to intentionally create interconnected support systems that fortify students' resilience, confidence, and desire to excel in their educational journeys.

Chandler, T., Arroyo Perez, A. & Romero, A.

University of Arizona

Mirage Thunderbird

Cultivating a Culture of Mentoring: A Multi-Level Training Model at the University of Arizona

Presenters explore the transformative impact of a university-wide mentoring training designed to elevate mentoring quality for students and faculty. Developed partly in response to NIH and NSF requirements for mentoring training and guided by national standards the program was launched after extensive feedback. The program features both asynchronous and interactive sessions rooted in relational-cultural and humanistic mentoring philosophies. Emphasizing the importance of developmental networks, mentoring agreements, and authentic relationships, the training empowers mentors to foster career advancement, academic progress, and a stronger sense of belonging. Survey results reveal that most participants valued the training's focus on clarity, empathy, and collaborative support, with notable improvements in communication and confidence among mentors and mentees alike. This presentation demonstrates how intentional, evidence-based mentorship can nurture resilience and success throughout the academic community.

Concurrent Sessions • 10:00 - 10:50 am

Sloan, A. M. & O'Connor Marsano, E.

Baylor University

Lobo A

You DO Belong: The Reciprocal IMPACT of Peer Mentoring in an Online Doctoral Program

Presenters' systematic review examines how culturally responsive practices, particularly inclusive mentoring, supportive organizational frameworks, and robust professional networks, contribute to identity affirmation, mental health, and career progression for underrepresented groups. Drawing on interdisciplinary scholarship from education, healthcare, and organizational studies, the review consolidates evidence on promising strategies and exposes ongoing limitations in longitudinal research, intersectional analysis, and equity-centered evaluation methods. It further underscores the connection between cultural competence and social determinants of health, emphasizing the urgency of adopting holistic, sustainable models to foster inclusive excellence. Key recommendations include embedding cultural competence into institutional policy, leadership development, and mentorship structures to enable sustainable,

systemic transformation. This review positions cultural competence as both an ethical imperative and a strategic lever for advancing justice and inclusion in diverse environments.

Goodier, B. & Ruth-McSwain, A.

College of Charleston

Lobo B

The Martin Scholars: The Impact of Developmental Networks During Emerging Adulthood

Presenters examine the impact of structured mentoring programs on the wellbeing and professional identity formation of emerging adults in the university context. Focusing on the Martin Scholars program—a year-long initiative integrating academic coursework, professional development, and individualized mentoring—this case study draws on surveys, interviews, and observational data to highlight how developmental mentoring networks foster resilience, self-efficacy, and a sense of belonging. Results demonstrate that one-on-one mentoring and peer support are pivotal in supporting students' identity exploration, career readiness, and overall confidence during a period of significant personal growth and decision-making. The findings underscore the importance of intentional relational support and peer communities in enhancing student outcomes, offering a replicable model for academic institutions seeking to promote holistic student development and wellbeing.

Kronmuller, D.

West Chester University

Fiesta A&B

Cultural Competence as a Catalyst for Sustainable Change: Advancing Wellbeing, Equity, and Belonging

A systematic review that examines how culturally responsive practices, particularly inclusive mentoring, supportive organizational frameworks, and robust professional networks, contribute to identity affirmation, mental health, and career progression for underrepresented groups, is presented. Drawing on interdisciplinary scholarship from education, healthcare, and organizational studies, the review consolidates evidence on promising strategies and exposes ongoing limitations in longitudinal research, intersectional analysis, and equity-centered evaluation methods. It further underscores the connection between cultural competence and social determinants of health, emphasizing the urgency of adopting holistic, sustainable models to foster inclusive excellence. Key recommendations include embedding cultural competence into institutional policy, leadership development, and mentorship structures to enable sustainable, systemic transformation. This review positions cultural competence as both an ethical imperative and a strategic lever for advancing justice and inclusion in diverse environments.

Ritter Rickels, K.

OneGoal

Acoma A

Empowering Educational Leaders: K-12 Leadership Development as High-Impact Mentoring

The critical intersection of K-12 leadership development and systemic educational wellbeing is explored in this presentation. Traditional resource allocation paradigms are challenged by emphasizing the high-impact potential of strategic investments in school leaders. Grounded in organizational development and leadership theory, presenters synthesize current literature to show that building leadership capacity is a key lever for improving student outcomes and fostering institutional resilience. A practical, three-tiered framework focused on capacity, efficacy, and will, that guides sustainable leadership development is proposed. By equipping leaders with the skills, confidence, and motivation needed to drive systemic improvement, school systems can foster environments that promote student success and adult wellbeing alike. In a post-pandemic funding landscape marked by constrained budgets and equity gaps, this framework offers a timely, actionable approach to leadership investment with wide-reaching impact.

Kaggwa Asimwe, R., Wester, E., Streit Krug, A. & Von Wettberg, E. B.

Donald Danforth Plant Science Center, The Land Institute, University of Vermont

Acoma B

Effective Mentorship and Social Wellbeing: Insights From a Biology Integration Institute

In this presentation, researchers examine the multifaceted role of mentoring networks in supporting academic, career, and social wellbeing among early-career trainees in the biological sciences. Drawing on qualitative interviews from diverse participants affiliated with the New Roots for Restoration Biology Integration Institute (NRR BII), presenters describe their study that employed inductive and deductive coding to reveal the critical impact of mentoring on research interests, non-linear career transitions, and development of professional identity. Findings highlight that responsive mentoring that spans faculty, peer, and near-peer relationships, enhances social integration, belonging, and resilience, particularly amid the mental health challenges facing STEM fields. The presenters' research underscores mentoring as a pivotal lever for scientific advancement and holistic flourishing, offering practical insights for fostering inclusive and supportive environments within multi-institutional collaborative settings.

Kutsyuruba, B.

Queen's University

Isleta

Creating a Curricular Student Mentorship Program Within Competency-Based Health Professions

A peer mentorship program was piloted in a Master of Science in Physical Therapy curriculum to enhance competencies such as

leadership, communication, and professional growth. Second-year students were matched as mentors to first-year students, with 21 mentors and 43 mentees participating. Survey feedback revealed strengthened personal and professional relationships, improved mentors' leadership skills, and developed critical conversational abilities for both groups. Mentors contributed directly to the learning and clinical education of their mentees, and the program fostered a positive environment that promoted growth for all participants. This competency-based mentorship model, designed according to the National Physiotherapy Advisory Group Competency Profile, demonstrated significant benefits in entry-level PT education. Future longitudinal research is recommended to assess the long-term impact on physiotherapist preparedness for clinical practice.

Smart, L., Sood, A. & Shore, X.

University of New Mexico

Luminaria

Cross-Cultural Communication in Mentoring: Impact on Individual Growth

Researchers present details from the implementation and outcomes of the Cross-Cultural Communication in Mentoring program, an innovative curriculum designed to enhance faculty mentors' interpersonal skills and cultural humility within academic health centers. Grounded in humanistic and experiential learning theories, the eight-module curriculum emphasizes cultural humility, social identity theory, empathic listening, emotional intelligence, self-awareness, and psychological safety. Delivered via the ECHO platform, each module incorporated interactive group activities and personal reflection, yielding significant gains in participants' knowledge ($p < 0.001$ for all modules). Qualitative feedback indicated high relevancy, appreciation for interactivity, and a desire for more practical exercises. Findings suggest that structured, competency-based cross-cultural communication training can improve mentoring effectiveness and is scalable via virtual platforms, offering a replicable model for diverse academic environments.

Lewis Jr., H.

Louisiana State University

Santa Ana A

Mentoring and Wellbeing as Catalysts for Superintendent Success and Staying Power

The role of the school superintendent is characterized by high-stakes responsibilities, shifting educational demands, and increasing stress, which impact leadership sustainability. This qualitative study investigates how developmental mentoring networks contribute to the wellbeing, performance, and longevity of superintendents within complex educational systems. Grounded in Kram and Higgins's (2009) developmental networks model and Seligman's (2011) PERMA wellbeing framework, the research explores the lived experiences of seven superintendents serving five or more years in their roles. Through structured interviews and thematic analysis, findings reveal that consistent, meaningful mentorship, particularly through peer coaching and collaborative networks, enhances superintendents' resilience, stress management, and job satisfaction. Participants who engaged in regular mentorship reported greater joy and professional fulfillment, while those lacking consistent support experienced diminished wellbeing. This study underscores the critical importance of mentoring structures in superintendent retention and suggests that school systems embed intentional mentorship and wellness support into leadership development pathways.

Pawar, A.

Southern Methodist University

Santa Ana B

Evaluating Mentoring Outcomes Using the Borich Model

Mentoring programs play a vital role in individual and organizational development, but many lack tools for systematic evaluation. The study presented in this session demonstrates the use of the Borich Needs Assessment Model, which compares the perceived importance and actual performance of mentoring competencies to pinpoint areas needing attention. With data generated from 100 participants, ten key skills including problem solving, communication, and goal setting were rated using 5-point Likert scales. Discrepancy scores and Mean Weighted Discrepancy Scores helped identify which competencies, particularly problem solving and communication, required the most development. The findings suggest institutions can use this replicable, data-driven method to prioritize mentoring interventions and effectively allocate resources. Although based on simulated data, results reflect common mentoring challenges and showcase the Borich model's promise for enhancing mentoring outcomes across varied environment.

Thompson, J. & Scully, J.

Marymount University

Spirit Trailblazer

Reimagining the Dissertation Chair Role Through the Lens of Mentoring

Faculty at Marymount University have reconceptualized the role of the dissertation chair to integrate mentorship with dissertation support, thereby cultivating a nurturing environment for doctoral student development. This approach enables dissertation chairs to refine their mentorship practices while supporting students as emerging scholar-practitioners. By embedding mentorship best practices, the model increases the likelihood of doctoral success and degree completion. The scaffolded, process-oriented framework emphasizes holistic student growth beyond technical writing by building executive functioning, social-emotional learning, and leadership capacities. The dissertation chair serves not only as a guide for scholarly writing, but also as a mentor fostering trust and professional development. This innovative model underscores the reciprocal benefits for both mentors and mentees and advances recommendations for institutional practices that support dissertation chairs in higher education.

Sulentic Dowell, M. & DiCarlo, C.

Louisiana State University

Mirage Thunderbird

Idea to Manuscript: Considering Emotional Wellbeing When Mentoring Doctoral Writing

Mentoring doctoral students in academic writing is a complex process requiring emotional engagement. Doctoral candidates face immense pressure to produce scholarly writing that meets institutional and publication standards. Culled from a larger study of over 50 mentees at Louisiana State University, the current study explored how intentional, emotionally responsive mentoring can support doctoral students. Drawing on data from questionnaire responses and grounded in a robust literature base, researchers examined how emotional wellbeing intersects with writing productivity. Key mentoring strategies such as regular check-ins, collaborative writing routines, and affirmation of student identity, are discussed. This presentation highlights practical implications for faculty mentors seeking to support confident, capable academic writers. Our findings suggest that emotionally responsive mentoring improves both student wellbeing and encourages increased scholarly output.

Plenary Session III

11:00-11:50 am

Levon Esters

Penn State

Ballroom A& B

Beyond the Degree: Mentoring Graduate Students for Workforce Success and Wellbeing

Graduate education is not just about earning a degree—it is about preparing students for meaningful careers and lifelong success. In this session, we will explore how mentoring graduate students through a developmental network approach fosters both individual wellbeing and organizational growth. Drawing on research and personal experience, Dr. Esters will share strategies that support career readiness, resilience, and holistic development. This includes the role of faculty, peers, and industry professionals in creating mentoring ecosystems. Institutions can integrate these practices into workplace cultures to improve student outcomes and organizational performance. Participants will leave with actionable strategies for building mentoring networks that empower graduate students while fostering a sense of purpose, balance, and belonging.

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

Plenary Session IV

1:00-1:50 pm

Bethany Cockburn

Northern Illinois University

Ballroom A& B

Mentoring Into Retirement

Retirement, a significant life transition, presents both exciting opportunities and formidable challenges. Millions of people in the United States alone transition into retirement annually. While financial planning is essential, preparing for the emotional and identity-related aspects of retirement are often overlooked. This session examines the challenges associated with this transition, including loneliness, health decline, and mortality risks. The presenter will share research findings on the impact of relationships, specifically mentoring, in mitigating these challenges and promoting a positive retirement experience. Participants will explore practical strategies for cultivating effective mentoring relationships, both personally and within organizational settings, and will engage in reflective exercises to apply these concepts to their own experiences and contexts.

Concurrent Sessions • 2:00 - 2:50 pm

Quaye, P.

University of Alabama

Lobo A

We Don't Bloom Alone: An Autoethnography on Mentorship, Wellbeing, and Growth

This presentation examines the transformative potential of multidimensional mentoring networks—spanning spiritual, academic, and entrepreneurial domains—for first-generation students in higher education. Employing an autoethnographic approach, the study

integrates personal narrative and developmental network theory to illuminate how intentional mentoring systems foster psychosocial wellbeing, identity formation, and generational impact, particularly within culturally marginalized contexts. Drawing from lived experience as a Ghanaian woman navigating academic and leadership landscapes, the analysis underscores mentoring as a strategic intervention that disrupts isolation, advances resilience, and facilitates belonging. The findings argue for mentorship as a justice-oriented, holistic practice essential for cultivating inclusive academic ecosystems. Recommendations are offered for institutions seeking to design culturally responsive, relationally rich mentoring programs that support the success and flourishing of underrepresented student populations

Thompson, S., Craig, P. & Fecher, P.

Methodist University

Lobo B

From Clinic to Classroom: Mentorship for Healthcare Faculty Transitioning Into Academia

The pivotal role of structured mentorship programs in supporting healthcare professionals transitioning from clinical practice to academia is examined in this presentation. Drawing on social learning theory and situated learning, the study investigated the unique needs of new clinical faculty at a small liberal arts institution. Through four semi-structured focus groups with administrators, faculty, and clinicians, three primary themes emerged: strategic development, mentorship needs, and barriers. The resulting framework integrates these themes with educational theory to advocate for an innovative and replicable mentorship model. Institutional investment, cultural alignment, and strategic infrastructure are highlighted as essential elements for sustainable mentorship integration. Ultimately, comprehensive, theory-driven mentorship programs are positioned as vital to enhancing professional development, faculty retention, and overall wellbeing within academic healthcare environments.

Lewis, Jr., H. & Bijou, N.

Louisiana State University

Fiesta A&B

Transformative Mentorship in Doctoral Education: Supporting Wellbeing and Growth

This interactive case study presentation explores the transformative power of developmental networks in education. The implementation of the OneGoal Leadership Network at Barren County High School is examined, highlighting the transformative effects of developmental networks on postsecondary readiness. Utilizing a case study approach, the research integrates sociocultural learning theory, developmental network theory, and organizational change scholarship. Key interventions included strategic external leadership coaching, intentional mentorship programs, and professional learning communities. These initiatives resulted in notable improvements in leadership team capacity, teacher engagement, and student postsecondary indicators. The case study emphasizes the reciprocal relationship between mentorship, institutional support, and individual wellbeing, demonstrating how network-based strategies foster sustainable organizational change. Findings advocate for adopting sophisticated mentoring frameworks within educational institutions to enhance systemic efficacy and student success..

Ritter Rickels, K.

OneGoal

Acoma A

Beyond Boundaries: Transforming Postsecondary Readiness Through Developmental Networks

This interactive case study presentation explores the transformative power of developmental networks in education. The implementation of the OneGoal Leadership Network at Barren County High School is examined, highlighting the transformative effects of developmental networks on postsecondary readiness. Utilizing a case study approach, the research integrates sociocultural learning theory, developmental network theory, and organizational change scholarship. Key interventions included strategic external leadership coaching, intentional mentorship programs, and professional learning communities. These initiatives resulted in notable improvements in leadership team capacity, teacher engagement, and student postsecondary indicators. The case study emphasizes the reciprocal relationship between mentorship, institutional support, and individual wellbeing, demonstrating how network-based strategies foster sustainable organizational change. Findings advocate for adopting sophisticated mentoring frameworks within educational institutions to enhance systemic efficacy and student success.

Abiola, M. & Zhou, W.

Duquesne University

Acoma B

Enhancing Mentorship Programs: An Immersive and Experiential Learning Approach

Presenters of this session propose a refined mentorship model for STEM education grounded in experiential and situated learning theories. Drawing on empirical analysis of mentorship programs across multiple disciplines, the study identifies persistent gaps in traditional frameworks, including insufficient hands-on engagement and limited access to industry networks. The proposed model integrates mentor-mentee collaboration, adaptive support structures, and reflective practice, with an emphasis on robust industry partnerships. Key interventions include skill-building workshops, career coaching, and technology-driven networking platforms. Preliminary findings indicate that incorporating experiential elements and structured guidance significantly enhances student confidence, technical proficiency, and career readiness. Based on study findings, researchers advocate for institutional investment in adaptive, evidence-based mentorship initiatives and underscores the transformative potential of real-world learning environments for fostering sustained success among STEM students.

Anderson, D.

University of North Carolina

Isleta

Let's Find a Path Together: Wellness Writing and Opportunities for Mentorship

Writing about wellbeing makes frequent use of journey metaphors that provide shortcuts and associations, like goals and destinations, plans and roadmaps, setbacks and detours, or a helpful guide figure. Exploring these connections offers lessons for mentoring. Patterns in wellness discourse reveal a framework that uses motifs to convey wellness lessons to include broad approaches like shifting perspectives and focused strategies. The journey motif offers a good example of how this discourse supports these lessons. The guide figure plays a key role for growth. Navigation becomes a crucial element of the journey and success depends more on identifying the destination and general direction than on mapping out every detail in advance. Lessons from wellness writing translate directly to mentoring. Wellness writing offers a framework of guided transformation.

Tayebi, K., Rodriguez, R., Fonsworth, A. E., Keith, H., Law, G. & Cruz Fox, L.

Sam Houston State University, Texas Southern University

Luminaria

Mentor and Mentee in the "Anti-DEI" Era: Graduate Students and Wellbeing

This presentation underscores the critical need for effective mentorship in promoting graduate student wellbeing, particularly in the aftermath of the COVID-19 pandemic and amid anti-DEI legislation. Data indicate that graduate students, especially those from marginalized communities, experience elevated rates of anxiety, depression, and post-traumatic stress symptoms. Notably, recent studies reveal nearly half of Black, Latinx, queer, and low-income students report significant mental health challenges. The current socio-political climate exacerbates these disparities, underscoring an urgent call for mentors to address emotional labor, foster inclusive environments, and cultivate trust. Drawing upon Seligman's PERMA framework, we recommend actionable strategies for mentors to enhance positive emotion, engagement, relationships, meaning, and accomplishment. Such adaptive, evidence-based approaches are essential to supporting graduate student resilience, competence, and sustained academic success.

Mcquire, C.

University of Memphis

Santa Ana A

Building Mentor Networks in Leadership Preparation: Redesigning Clinical Experiences for Aspiring Leaders

Presenters explore the development and implementation of a dual mentorship model in a culminating field experience for aspiring educational leaders at a public southeastern university. Drawing upon frameworks of relational trust, wellness-centered leadership, and culturally responsive leadership, the revised model pairs candidates with both a site-based principal mentor and a community-based leader mentor. Initial findings from surveys and interviews reveal limitations in traditional single-mentor structures, including inconsistent engagement and unclear feedback. Participants identified the dual mentorship approach as enhancing access to diverse leadership perspectives, clarifying expectations, and fostering growth in leadership competencies. The study suggests that a dual mentorship framework strengthens relational trust, supports equitable learning, and provides a scalable method for refining leadership preparation programs. This model offers a promising avenue for improving clinical experiences and outcomes for future school leaders.

Fleming Sr. , J. & Krauss, S.

University of Missouri

Santa Ana B

Beyond the Game: How Developmental Networks Shape Identity Beyond Athletics in Young Elite Athletes

Athletic identity deeply shapes young athletes' experiences, often influencing their academic and career paths. Yet, over-identification with sport can restrict exploration of interests outside athletics. Researchers present their qualitative study that examined how former elite athletes' identities evolved beyond sport, highlighting the critical role of developmental networks, groups of diverse supporters like coaches, family, and mentors, in fostering growth. Using a narrative, life-history approach, three former elite athletes reflected on their academic pursuits, challenges faced in youth, and balancing athletics with other aspects of life. Findings underscore that having multiple mentors from varied backgrounds is essential for resilience and adaptability, especially for athletes dealing with adversity. By encouraging identity exploration beyond athletics, developmental networks help prevent identity foreclosure and support young people in defining themselves more broadly.

Yusuf, M.

Colorado State University

Spirit Trailblazer

Equity-Centered Mentoring

Wellbeing is increasingly recognized as a critical concern in higher education, yet prevailing definitions and strategies often overlook the needs of marginalized groups. In this presentation, equity-centered mentoring is explored by reimagining wellbeing through an inclusive and intersectional lens. Drawing on the work of scholars, this presentation introduces the concept of equity-minded wellbeing

and demonstrates its relevance to both mentors and mentees. Methodologies include developing inclusive definitions of wellbeing, understanding the role of intersectionality, and applying an equity-minded mentoring toolkit. Using ethnographic interviews with five participants from a Scientific Learning Community (SLC), the study examines their lived experiences and mentoring support. Findings reveal the critical role of equity-centered mentoring in promoting identity development, sense of belonging, and holistic wellbeing. Implications suggest institutional commitments to equity-minded mentoring are essential for supporting diverse students' success.

Rubio, A. & Rubio, A.

University of the Incarnate Word

Mirage Thunderbird

Strategic Questioning as a Mechanism for Trust and Camaraderie Development in Mentoring

This presentation explores how thoughtfully crafted mentor questions can strengthen trust and camaraderie between undergraduates and mentors, especially within small university communities. While traditional mentoring focuses on career and psychosocial support, there is less emphasis on the communication strategies that build meaningful relationships. Drawing on Social Penetration Theory, the paper discusses how increasingly personal questions foster self-disclosure, psychological safety, and empathy. By analyzing rapport-building, value-alignment, empathy-driven, and growth-oriented questions—each relevant to different stages of mentoring—the study demonstrates that the language mentors use profoundly shapes relational outcomes. The research highlights the need for mentors to use empathic, supportive questioning to deepen connections, resulting in more effective and equitable mentoring. The findings offer practical insights for designing mentor training and enhancing mentoring programs.

Concurrent Sessions • 3:00 - 3:50 pm

Perez, A. & Huizar, S.

University of Texas - El Paso

Lobo A

Integrated Peer and Reverse Mentoring: Fostering Wellbeing in Engineering Education

This panel presentation explores the implementation of an integrated peer and reverse mentoring program for undergraduate engineering students at a Hispanic-serving Institution. Grounded in developmental network theory and sociocultural learning frameworks, the initiative bridges student-faculty boundaries and cultivates reciprocal learning, leadership development, and a sense of belonging. Near-peer mentors, comprising senior students, engage with first-year students and faculty to facilitate academic and psychosocial support, while faculty gain valuable insight into student experiences. The program's mixed-methods evaluation, employing surveys, reflective journals, and focus groups, reveals enhanced student engagement, confidence, and communication skills. Faculty benefit from increased awareness of student needs, informing pedagogical practices. Preliminary findings suggest the mentoring model strengthens academic performance, institutional responsiveness, and community wellbeing, advancing inclusive STEM education in diverse and underrepresented contexts.

Rangel, J. & Garcia, J.

Claremont Graduate University, University of New Mexico

Lobo B

Mentoring for Change: Empowering Communities Through Food Sovereignty

This presentation explores how mentorship can revitalize sustainable, culturally-rooted food practices. Within marginalized communities, food embodies more than nutrition, it is memory, tradition, and resistance. My personal journey, shaped by ancestral teachings and hands-on mentoring in growing and honoring food, has transformed food sovereignty from a concept into lived experience. Here, mentorship transcends formal roles, becoming a reciprocal act of survival and cultural continuity that questions who truly holds knowledge and power in food systems. By centering ancestral wisdom and community values, mentoring in food sovereignty disrupts colonial narratives and fosters healing, resilience, and the preservation of tradition. Supporting such practices requires institutions to recognize community expertise and create spaces for culturally grounded mentorship.

Johnson, D.

Walla Walla Community College

Fiesta A&B

Mentoring Strategies for Support Staff: The Forgotten Link in Fostering a Culture of Wellbeing

Within higher education, particularly at institutions serving first-generation and non-traditional students, cultivating a robust mentoring culture is crucial for student growth and achievement. Although many colleges implement mentoring programs, staff members remain an underserved group despite their extensive interactions and enduring presence within the academic community. Effective mentoring for staff yields benefits including increased retention, professional and personal development, improved collaboration, and enhanced job satisfaction, all of which positively influence their engagement with students and colleagues. Given their pivotal role, staff should not be overlooked in institutional mentoring initiatives. This presentation details mentoring programs and strategies developed for support staff at Walla Walla Community College, Washington State, and invites participants to discuss and exchange best practices. While focused on higher education, these concepts hold relevance across diverse organizational settings.

Duncan-Buchanan, A.

University of Texas - Austin

Acoma A

Building Resilient Educators: Mentoring Networks for Teacher Wellbeing and Retention

Recent data indicates that half of new teachers in Texas enter the profession without certification, a condition correlated with increased attrition rates. This research presentation examines how experienced mentors significantly impact novice teachers' professional longevity and overall wellbeing. Drawing upon street-level bureaucracy theory, the study explores how mentors guide new teachers through the multifaceted policy environment of the classroom, including curriculum implementation, grading practices, classroom management, and parent engagement. Employing a qualitative case study methodology, interviews with mentors and novice teachers from diverse backgrounds elucidate the reciprocal benefits of the mentoring relationship. The findings suggest that robust mentoring programs not only enhance the efficacy and retention of new teachers but also foster professional growth and leadership development among mentors, contributing to a culture of institutional wellbeing.

Breitman, M. F., Grilliot, M., Beziat, T. L. R. & Ward, C.

Auburn University - Montgomery

Acoma B

Training That Expands Developmental Networks: Increasing College Success for Peer-Mentors

Flight School, our NSF-funded initiative, employs developmental networks and peer development groups to train peer-mentors in college gateway STEM courses. Four peer-mentors are integrated into course design and facilitation, actively supporting students throughout the semester. The program has led to a 10% increase in retention rates and single-digit drop, fail, or withdraw rates (DFW) within the Department of Biology and Environmental Science. Peer-mentors regularly attend training sessions, gaining coaching skills to assist their peers and strengthen professional networks. Our presentation highlights two objectives: evaluating Flight School's benefits for peer-mentors and sharing our training structure. Results from longitudinal surveys and interviews show 94.5% of 91 trained peer-mentors are on track to graduate or have graduated, demonstrating higher performance and increased satisfaction with the institution.

Levy, N.

California State University - Northridge

Isleta

Academic Work-Life Spillover: Mentoring Predicts Hedonic and Eudaimonic Wellbeing

Mentoring is often celebrated for its impact on mentees, but less explored is how it shapes mentors themselves. This presentation shares findings from a study of 200 retired academics nationwide, most retired for about 7.7 years, investigating how their perceptions of mentoring effectiveness relate to hedonic wellbeing (like life satisfaction) and eudaimonic wellbeing (such as ego integrity and generativity). Using a composite measure of perceived mentoring impact, results indicate that those who felt effective as mentors reported significantly higher life satisfaction (hedonic), as well as greater ego integrity and generativity (eudaimonic). Regression analyses controlled for age, gender, retirement duration, and prior mentoring experience, confirming mentoring's positive role in later life. These findings suggest that mentoring benefits both mentees and enriches mentors' own sense of fulfillment and psychological growth.

Leggett-Robinson, P., Aumiller, J., Enekwe, B. & Cresiski, R.

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

Luminaria

Lessons Learned From Mentors and Postdocs in a Multi-Campus Postdoc-to-Faculty Program

This presentation highlights insights from postdoctoral scholars and mentors engaged in the NSF-funded Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP) program. RISE UPP, an extension of the University System of Maryland's AGEP PROMISE Academy, aims to diversify the STEM professoriate by advancing postdoc professional development, fostering inclusive academic environments, and strengthening mentorship for successful postdoc-to-faculty transitions. Central to the program is the adoption of multi-mentor networks, which are shown to be more effective than traditional one-on-one mentoring. Evaluation findings—gathered through surveys, focus groups, and reflective journals—explore mentor training, institutional support, mentoring dynamics, and the impact of mentoring on beliefs and behaviors. Feedback from both mentors and postdocs underscores the value of reciprocal mentoring while identifying areas for future improvement.

Baugh, A. & Ravdin, D.

American University

Santa Ana A

Reimagining Teacher Evaluation and Development as Mutual Networks for Agency and Growth

In contemporary discourse on teacher recruitment, expanding pathways into education, such as alternative certification and financial incentives, has attracted significant policy interest. These initiatives often lack corresponding reforms in teacher evaluation and

professional development (PD), resulting in environments that inadequately support the growth and retention of educators, especially those from historically marginalized backgrounds. In this presentation, we advocate for the transformation of evaluation and PD systems into integrated developmental networks that foreground teacher agency, identity, mentorship, and culturally responsive practices. The proposed conceptual model draws on transformative learning theory, constructive-development theory, and insights from two distinct urban school contexts to reposition educators as active participants in their professional growth. Emphasizing reflective feedback and community, this approach challenges conventional, compliance-driven models and seeks to foster equity and sustained educator wellbeing.

Burkhart, R. & Moore, K.

Ottawa University

Santa Ana B

Dossey's Integral Nursing Model: How Mentoring Leads to Internal and External Thriving in the Workplace

This presentation explores how Dossey's theories of integral nursing and integrative nurse coaching can strengthen mentoring relationships and communication across professional settings. By applying Dossey's Integral Model Quadrants and the Five Components of Nurse Coaching, organizations can better understand both individual and collective perspectives, improving mentoring effectiveness and alignment with organizational goals. In today's fast-paced workplace, staffing shortages and budget constraints often hinder professional growth. Integrating meaningful mentoring, supported by Dossey's frameworks, can promote fairness, support, and wellbeing for nurses and other professionals. This approach offers a practical pathway to foster internal and external thriving, helping employees and leaders develop vital skills and resilience. Dossey's theories are adaptable for diverse industries, contributing to a more supportive and equitable workplace culture.

Rubio, A

University of the Incarnate Word

Spirit Trailblazer

Expanding the Financial Literacy Mentoring Model: Toward a Campus-Wide Culture

Financial pressures are a major factor in student success and persistence in higher education. Colleges and universities are turning to mentoring as a holistic solution to support student wellbeing. The Integrated Institutional Financial Literacy Mentoring model (IIFLM), a practical framework designed to foster financial literacy across campuses, is introduced. The IIFLM approach is developmental and multi-level, involving faculty, staff, and trained peer mentors. By embedding financial mentoring within existing structures, like first-year experience programs, academic advising, career services, and residence life, institutions can enhance student financial wellness in a scalable way. As economic challenges and changes in student loan policies persist, adopting this model can help create a campus culture where financial mentoring is a shared responsibility and a cornerstone of student success.

Saylor, J.

Goshen College

Mirage Thunderbird

Enhanced Belonging and Retention Through Blended Mentoring and Reflective Protocol

A blended mentoring program for new faculty at a faith-based liberal arts college is presented in this session. This initiative paired first-year faculty with experienced mentors from outside their department, combining monthly dyad meetings with cohort gatherings focused on mission, culture, and teaching best practices. The use of reflective protocols in cohort sessions accelerated community building and promoted equity. Over four years, mixed methods evaluated sense of belonging and commitment to colleagues and the institutional mission, alongside retention rates. Results of this study showed a significant increase in institutional commitment and a 49-point rise in faculty retention, particularly among new faculty. These findings highlight the value of a blended mentoring approach, integrating reflective practices, and suggest promising directions for sustained faculty support.

Concurrent Sessions • 4:00 - 4:50 pm

Atkins, C., Kalel, C. & Marrone, N.

University of Arizona

Lobo A

Grad CAFE: Impacting Wellbeing With a Holistic Food-Centered Mentoring Program

In this session, the findings from a case study, an NSF-funded investigation into Grad CAFE (Graduate Communities for Academic Fellowship & Efficacy), an interdisciplinary mentoring initiative for graduate students at a Research 1, Hispanic Serving Institution, are presented. Grad CAFE employs a holistic, strengths-based model, incorporating communal food-centered experiences to cultivate academic identity, capacity, and interest, while enhancing a sense of belonging and mental wellbeing. Grounded in the HSI Servingness framework, the program's structure features multi-level mentoring, peer mentors, and community leaders, allowing for scalable student engagement and minimizing faculty workload. Since fall 2023, the initiative has served 16 community leaders and 67 peer mentors. Preliminary results from spring 2025 focus groups reveal that food-centric activities effectively address food insecurity, reduce stress, and foster community among participants, supporting persistence and academic success.

Hug, S. & Rosen, D.

Colorado Evaluation & Research Consulting, Kean University

Lobo B

Developing Systems to Support Reflective, Engaged Summer Research Opportunities

The persistent underrepresentation of marginalized groups in STEM is partly from a lack of culturally responsive teaching methods. The Affinity Research Groups (ARG) model addresses this gap by creating collaborative research teams that foster academic growth, disciplinary skills, and teamwork while integrating elements of culturally responsive pedagogy (CRP). Often, faculty using the ARG model are unaware they are already practicing aspects of CRP, a teaching approach that values students' unique backgrounds and experiences to make learning more meaningful. This presentation discusses a study that explored ARG through a CRP lens to assess the effectiveness of intentional implementation. Thematic analysis of student and faculty reflections highlighted three key CRP elements found within ARG: culturally responsive mentorship, reflective practice, and the cultivation of growth-oriented skills.

Ruiz, J.

Inclusive Student Mentoring

Fiesta A&B

From Patchwork to Purpose: Creating a Unified Mentoring Framework Across Student Affairs

Peer mentoring is widely recognized as a powerful strategy for student engagement, development and persistence in higher education. Inconsistent implementation across departments can lead to disparities in training, equity, and student experience. At Northern Arizona University (NAU), the Inclusive Student Mentoring initiative unifies several mentoring programs under a single Student Affairs framework. These include First-Generation Programs, the Office of Inclusion, the Office of Indigenous Student Success, Peer Jacks Mentoring, State-wide Jacks Mentoring, and Transfer Jacks Mentoring. While these programs offer specialized support, their fragmentation has limited their collective impact. This presentation explores NAU's transition from a decentralized mentoring structure to a centralized, equity-centered model. The initiative emphasizes common recruitment, training, developmental goals, and equitable practices. Outcomes of this transformation are discussed in the context of student retention and institutional cohesion.

Baugh, D. & Willbur, J.

The Leadership Mentoring Institute, The Live Your Dream Foundation

Acoma A

Igniting Unquenchable Curiosity

Curiosity, defined as an intrinsic desire to acquire new knowledge, serves as a catalyst for learning and exploration. Educational research underscores its pivotal role in expanding intellectual horizons both within and beyond academic settings. A curiosity gap, the discrepancy between a student's current knowledge and what they are motivated to learn creates a cognitive drive to seek answers, thus enhancing engagement. Addressing this, Inspire Success has developed an evidence-based instructional approach that leverages curated literature, interactive games, and a digital relationship connection generator to match students with optimal resources. Students are paired with trained mentors who facilitate inquiry through targeted questions fostering deeper connections. This model strategically cultivates curiosity, amplifying individual talents, strengths, and academic potential, and offers actionable insight into advancing educational achievement through personalized mentoring and resource alignment.

Hart, R. & Prichard, J.

University of St. Thomas

Acoma B

Building Inclusive Mentoring Networks in STEM: Strategies, Impacts, and Lessons Learned

This analysis examines the transformation of STEM advising and mentoring at a Midwestern university aimed at increasing retention and persistence among historically underrepresented student groups. Supported by the HHMI STEM Inclusive Excellence initiative, the program implemented equity-centered mentorship training, culturally sustaining pedagogy, and inclusive excellence frameworks. Faculty development included workshops and discipline-specific trainings, while first-year courses integrated peer mentoring and identity-informed advising. Evaluation employed mixed methods, including disaggregated retention data and qualitative student and faculty feedback spanning four years. Results revealed that retention rates for underrepresented science-oriented students improved to meet institutional averages, even amidst pandemic-related disruptions and social unrest. The initiative's success underscores the necessity of trust-building, sustained leadership, and the integration of inclusive practices within existing academic structures to effect long-term cultural and institutional change in STEM education.

Hunt, J.

California State University - Northridge

Isleta

Examining Mentorship as a Protective Factor for ACEs Using Large Language Models

This presentation reports on a study investigating the supportive functions of mentors for individuals affected by adverse childhood experiences (ACEs), utilizing qualitative data from the ADD Health dataset. Existing ACE research often relies on static checklists, lacking relational and contextual depth. Here, mentorship is conceptualized as a protective factor mitigating the negative consequences of ACEs and promoting resilience. The theoretical framework integrates developmental mentoring and ACE models, emphasizing the influence of supportive adult relationships on long-term coping and wellbeing. Employing ChatGPT-4o, ChatGPT-4.5, and two human

coders to assess 3,635 mentorship narratives, we identified 29 responses directly relevant to ACEs. Thematic analysis uncovered six core mentoring functions: emotional support, safe and stable environments, surrogate caregiving, trauma guidance, life skill development, and consistent presence.

Merlain-Moffatt, K.

Tufts University

Luminaria

Encouraging Growth: A Case Study of a Tiered Mentoring Program for Undergraduate Students

The design and implementation of a tiered mentorship program rooted in care and wellness, tailored to support professional and personal growth within an affinity community are presented in this session. Recognizing that identity significantly informs development, the study emphasizes the impact of mentorship on marginalized undergraduate students, positioning mentorship as a conduit for academic, career, and personal guidance. Unique to this case is an exploration of the peer mentor experience, and the critical mentorship support they themselves receive from program managers and alumni. Employing an autoethnographic approach, the analysis traces the evolution of a 40-year-old peer mentoring program as it transitioned into a tiered model, elucidating both opportunities and challenges encountered. The findings offer practical strategies for fostering trust, community, and sustainability, serving as a blueprint for those seeking to replicate similar mentorship frameworks.

Ayalon, A.

Central Connecticut State University

Santa Ana A

The Israeli Democratic School Model: Rethinking the Role of the Teacher to Include Youth Mentoring

In this presentation, researchers examine the integration of youth mentoring into teachers' roles in five Israeli democratic schools, drawing on extensive interviews with teachers, students, and parents. Findings from this study revealed that open, supportive environments foster strong mentor-mentee relationships and empower student choice, a key aspect of self-directed learning. Teachers who serve as mentors are granted flexibility to define their roles, enabling them to support students in diverse ways: facilitating dialogue, guiding socialization, addressing adolescent challenges, organizing academic schedules, and advocating for students. Mentoring also proved instrumental during the pandemic, supporting students through trauma and isolation. The study suggests that embedding youth mentoring within student-centered environments enhances social-emotional learning and overall student wellbeing, highlighting a promising direction for educational practice and teacher development.

Peterson, T.

University of West Georgia

Santa Ana B

Igniting the Spirit of Hope, Healing and Discovery Through Peer-Mentoring

This presentation examines the critical need to re-envision mentoring for at-risk youth, particularly those on probation, by integrating trauma-informed approaches and literature-based curricula. Over sixteen years, a mentoring initiative in partnership with the Juvenile Justice System and the University of West Georgia has demonstrated transformative outcomes: improved self-concept, relational capacity, and hope among youth participants. Qualitative research, including interviews with mentors, youth, and probation officers, highlights the program's effectiveness in fostering healing and resilience. Furthermore, by engaging mentors with literature—spanning fiction, poetry, and philosophical essays—the curriculum cultivates reflective practice and self-exploration. This dual approach underscores the value of addressing both the psychosocial needs of youth and the ongoing professional growth of mentors, offering a replicable model for sustainable impact.

Adams, L., Hassman, B. & Beydler, K.

University of Iowa

Spirit Trailblazer

A Pilot Program for Forming an Instructional Faculty Peer Mentoring Group

Presenters discuss the creation, current outcomes, and next steps of a pilot peer mentoring program dedicated to creating effective mentoring spaces for instructional track faculty at a large R1 institution. A campus-wide needs assessment conducted via diverse focus groups (i.e., faculty of all ranks and tracks) in combination with input from a learning community of faculty with mentoring expertise identified a gap in structured faculty mentoring practices. Two faculty members convened a peer mentoring community in collaboration with the campus Center for Teaching to address this gap. The primary goal was to build a community that provides peer support in diverse areas potentially including teaching, service, promotion processes, and faculty life more generally. Feedback on the pilot semester was positive, with faculty reporting an increased sense of social belonging on campus, and more.

Wilson-Hill, Z. & Ruffin, V.

Rowan University, Verna Ruffin

Mirage Thunderbird

A Case Study for Mentorship and Wellbeing: Transitioning From K-12 to Higher Education

Researchers of this presentation examined the mentorship journey of an educator transitioning from a prekindergarten through grade

12 program to higher education, supported by an experienced faculty mentor from another institution. Grounded in cultural identity theory and constructivist grounded theory, the case study highlights how informal mentoring relationships foster trust, self efficacy, and the construction of professional identity, particularly crucial for marginalized faculty. Through sustained virtual engagement, including email, phone, and collaborative scholarly activities, the mentor-mentee partnership cultivated academic growth and clarity of purpose. The findings suggest that such mentorship not only enhances learning and career advancement but also bolsters faculty wellbeing by reducing anxiety and supporting mental health. The presentation underscores the value of structured mentorship programs in promoting equity, professional development, and meaningful connections for women and other underrepresented groups in academia.

Wednesday, October 22, 2025

Facilitated Learning Session 2

8:00-8:50 am

Dionne Clabaugh

Angle 4 Solutions

Ballroom A&B

Communities of Practice - Personalizing the Conference Theme

Following opening remarks and description of the session purpose and guidelines, groups of 6-8 participants engage in story-sharing circles in response to three appreciative inquiry prompts:

- Based on this conference and past experiences, what are the benefits of wellbeing?
- How might you build a developmental mentoring network to increase your own wellbeing?
- How might you guarantee and assess your wellbeing and professional effectiveness?

Concurrent Sessions • 9:00 - 9:50 am

Lee, T.

Be B.O.L.D., Inc. Mentoring

Lobo A

The Role of Cultural Identity in Effective Mentoring for Black Male College Students

Strong partnerships with skilled preceptors are critical for maximizing student achievement. In this presentation, the researcher examines the detrimental effects of adultification and dehumanization on Black boys' academic and emotional trajectories. Drawing on qualitative reflexivity, experiences are relayed from the perspective of a K-8 administrator in Philadelphia, focusing on the KingZ on the RiZe mentorship initiatives. Utilizing Black placemaking theory and Barry Lopez's *The Literature of Place*, the presenter analyzes how this program cultivates a trauma-healing, affirming environment for middle school Black boys. The findings reveal that intentional mentorship fosters belonging, enabling both academic and socio-emotional development. The presenter discusses the pivotal role of preceptors in allied health education—mentors who, despite challenges are motivated by professional pride to guide the next generation.

Shelton, W.

City University of New York

Lobo B

A Place of Belonging: Unearthing How Black Boys Create Place Through Mentoring

Strong partnerships with skilled preceptors are critical for maximizing student achievement. In this presentation, the researcher examines the detrimental effects of adultification and dehumanization on Black boys' academic and emotional trajectories. Drawing on qualitative reflexivity, experiences are relayed from the perspective of a K-8 administrator in Philadelphia, focusing on the KingZ on the RiZe mentorship initiatives. Utilizing Black Placemaking theory and Barry Lopez's *The Literature of Place*, the presenter analyzes how this program cultivates a trauma-healing, affirming environment for middle school Black boys. The findings reveal that intentional mentorship fosters belonging, enabling both academic and socio-emotional development. The presenter discusses the pivotal role of preceptors in allied health education—mentors who, despite challenges are motivated by professional pride to guide the next generation.

Strawser, C., Wotring, A., Warner, M., Borden, A. & Hutchins, M.

Eastern Illinois University, Goshen College, Indiana State University, University of Tennessee

Fiesta A&B

Enhancing Preceptor Engagement in Allied Health Education: A Collaborative Model for Success

Preceptors are essential in the education and training of future allied health professionals. Across healthcare disciplines, preceptors are

practitioners who serve a multitude of roles such as mentors and educators. Despite documented barriers including time and compensation, preceptors embrace their roles with a sense of pride in giving back to their respective professions by mentoring the next generation of professionals. Strong partnerships with competent preceptors maximize student knowledge, skills, and professional development. Preceptorship research emphasizes the perspectives of preceptors, particularly related to attitudes and barriers of serving in this role. Using a collaborative reflective approach, five faculty members across multiple disciplines provided personal narratives of their lived experiences as interns, faculty supervisors of internships, and preceptors. These reflections offer insights related to best practices with emphasis on supporting preceptor engagement.

Richards, N.

Long Island University

Acoma A

Cultivating Liberatory Leadership: A Black Feminist Model for Mentorship in Schools

Mentorship remains a critical lever in developing educational leaders, yet conventional models often reproduce the very inequities they aim to dismantle, particularly for educators of color. This study examines the impact of the Aspiring International Leaders of Color (AIELOC) Mentorship Program, a liberatory mentorship initiative grounded in the Black Feminist Leadership Model (BFLM) and informed by Black feminist theory. Using data collected over three program years (2022–2024), the study explores how identity-affirming mentorship contributes to leadership confidence, career clarity, and a sense of belonging among educators of color in international schools. A mixed-methods approach was employed, drawing on midpoint and end-of-cycle surveys with both open-ended and Likert-based items. Although early instruments were not standardized, harmonized data analyses revealed strong mentorship connection, high program satisfaction, and emergent themes of cultural affirmation and sponsorship. ANOVA results indicated stable levels of mentor connection across cohorts, supporting the model's consistency. This study affirms the transformative potential of liberatory mentorship and recommends the future use of standardized instruments and Afrocentric epistemologies to inform inclusive, culturally responsive leadership development.

Parker, M.

University of Houston - Downtown

Acoma B

UHD Scholars Academy Peer Mentor Groups and Wellbeing for Performance and Growth

University of Houston-Downtown Scholars Academy, a STEM unit, first implemented peer mentors in 1999. What began as a single group with one peer mentor has evolved into 18 groups of discipline-based peer mentors and faculty mentors over the 25-year period. Peer and faculty mentors form the small learning communities each semester. This organizational infrastructure brings expert peers (faculty mentors), near peers (peer mentors), and peer-to-peer mentoring to the small groups to offer support, and information. The more skilled peer mentor encourages, counsels, and befriends the less skilled or less experienced mentee, thereby promoting increases in professional, personal, and career path development. Peer support/mentoring can offer support to mental wellbeing through friendship, camaraderie, and shared current or past experiences. Positive mentor-mentee relationships are critical for balance and academic success.

Dadras, M., Hyppolite, P., McNeil, B. & Slocum, S.

Virginia Tech - Blacksburg

Isleta

A Peer Mentoring and Wellness Approach for Workplace Safety in the Mezcal Industry

This presentation outlines a peer mentorship model designed to improve occupational health and safety among mezcal workers in Oaxaca, Mexico. Anchored in the 'Siempre Amarás' philosophy, the initiative integrates traditional wisdom and evidence-based wellness strategies to address key hazards, including fire, heat stress, and musculoskeletal injuries. Experienced workers receive specialized training in hazard identification, stress management, and participatory safety, enabling them to mentor colleagues and model health-conscious behaviors. Regular safety briefings and an open communication structure foster a culture of trust, supporting both professional growth and proactive risk management. The model emphasizes reciprocal peer support, leading to measurable reductions in workplace incidents. Its adaptable framework and evaluation metrics offer practical tools for sustaining wellness initiatives in other labor-intensive sectors, such as agriculture and construction.

Harris, R.

Purple Sheep Consulting

Luminaria

Mentorship to Sponsorship: Advancing Underrepresented Professionals

This presentation examines the shift from mentorship to sponsorship for advancing equity-centered leadership among underrepresented professionals, using the Black Women Who Mentor (BWWM) program as an example. BWWM, supporting Black women and historically excluded groups in higher education, research, and corporate sectors, is built on culturally aware mentoring, critical race theory, and social capital models. The program, with both live and self-paced learning, fosters resilience, leadership readiness, and visibility. Key to the approach is moving from transactional mentoring to transformative sponsorship based on intentional allyship and institutional responsibility. Evaluation shows boosts in leadership confidence, mentor cultural competency, and the ripple effect of new mentorship circles. Researchers present a model for developing equity-centered leadership pipelines and making institutional inclusion a leadership imperative.

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

University of North Carolina - Wilmington, Medical University of South Carolina, University of Central Florida
Santa Ana A

Gamification and Digital Learning in AI-Enhanced Mentorship Programs for Higher Education

This presentation introduces a theory-informed framework for integrating artificial intelligence (AI) and gamification into traditional mentorship models in higher education. By leveraging self-determination theory, social learning theory, and connectivism, the framework demonstrates how AI-powered tools—such as adaptive technologies, chatbots, and personalized learning platforms—can foster learner motivation, enhance skill development, and increase engagement. Gamification strategies further broaden access and create dynamic, interactive mentorship experiences. While promising, these innovations also raise important concerns regarding algorithmic bias, data privacy, and an overemphasis on extrinsic rewards, which must be carefully managed. This flexible framework offers guidance for designing inclusive and scalable mentorship programs. Ultimately, it provides educational institutions and organizations with a roadmap for aligning mentorship with today's digital landscape while informing future research and practical applications.

Forshaw, T.

Harvard University
Santa Ana B

Developmental Relationships That Foster Learning Transfer in Complex Work Contexts

This study explores how developmental relationships with experienced colleagues help early- and mid-career professionals navigate novel role transitions in complex work environments, focusing on strategy consultants in multinational firms. Adopting a socio-cultural perspective, the research frames learning transfer as a relational process, where mentors offer support, guidance, and confidence during transitions. Using qualitative interviews and deductive thematic analysis, the study identifies how developmental networks and cognitive apprenticeship models enable working learners to apply prior knowledge in new roles. Key findings highlight that effective mentoring relationships provide scaffolding that supports not only skill and knowledge transfer but also psychological safety, a sense of shared accountability, and the development of professional identity and confidence. These developmental practices are crucial for fostering adaptability and resilience in dynamic workplace contexts.

Ambriz, M.

University of La Verne
Spirit Trailblazer

Advocating Social Change: A Critical Ethnography Exploring Health Disparities Among Latina/o Immigrant Farmworkers Experiencias Vividas

This presentation examines the significant barriers to preventative healthcare faced by Latina/o immigrant farmworkers in Kern County, California. Utilizing the social ecological model and transformational leadership theory as analytical frameworks, the study investigates the lived experiences of eight immigrant farmworkers through in-depth oral testimony interviews. Five major themes and 16 sub themes and findings related to the health disparities experienced by Latina/o immigrant farmworkers were identified: (a) structural barriers, (b) social barriers, (c) socioeconomic barriers, (d) cultural barriers, and (e) fostering social change. The research suggests that unless these obstacles are systematically addressed, the health inequities experienced by the farmworker community will persist, with profound implications for America's agricultural workforce. Advancing equity requires targeted policy interventions and the empowerment of community voices to create sustainable change in health outcomes.

Hawkins, P.

University of Arkansas
Mirage Thunderbird

Cross-Country Contentions: Parallels of Push, Pull, and Proximity

Once hailed as the heartland of boys' cross-country running, Spokane, Washington produced elite teams year after year—not because of unique training regimens or local terrain, but due to a culture of mentoring, legacy building, and shared vision. Success in Spokane's running community was driven by experienced coaches and athletes passing down traditions, inspiring new generations, and fostering dreams through close-knit relationships and direct exposure to excellence. The city's legacy demonstrates the transformative power of sustained mentorship and community values—practices that extend well beyond athletics to fields like education and leadership. This presentation examines Spokane's example highlights how nurturing talent through communal support and visionary leadership creates enduring success, offering a powerful model for fostering achievement and resilience in a variety of disciplines where connection and legacy matter most.

Concurrent Sessions • 10:00 - 10:50 am

Hutchins, M., Borden, A., Warner, M., Strawser, C. & Wotring, A.

Eastern Illinois University, Goshen College Indiana State University, University of Tennessee
Lobo A

How to Improve Faculty Wellbeing Through New Faculty Orientation

New Faculty Orientation (NFO) represents a pivotal phase in the professional trajectory of early-career faculty. While it is undeniably

critical for the individual faculty member, it is equally consequential for the institution and department that invest in their success. The goal of NFO should extend beyond initial onboarding—it should lay the groundwork for long-term retention, professional growth, and a successful tenure journey. Traditionally, assessments of NFO have relied heavily on satisfaction surveys. The study presented in this session took a more nuanced approach by exploring the lived experiences of five faculty members across diverse institutions. Their narratives offer valuable insights into how orientation programs can be structured to better meet the evolving needs of new faculty, ultimately fostering earlier and more meaningful contributions to academic communities.

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

University of North Carolina - Wilmington, Medical University of South Carolina, University of Central Florida, Baylor University

Lobo B

AI-Powered Coaching: A Conceptual Framework for the Future of Personalized Leadership Development

Presenters in this session examine how Artificial Intelligence (AI) is reshaping leadership mentoring and professional development in higher education. AI-powered coaching tools offer real-time feedback, predictive analytics, and adaptive learning experiences tailored to individual needs, enhancing growth while maintaining the essential human touch in mentoring relationships. By leveraging data-driven insights, these innovations personalize support for faculty, staff, and student leaders. The session introduces a conceptual model for scalable leadership development using AI, grounded in behavioral learning and adaptive expertise frameworks. AI-driven mentoring increases engagement, reduces cognitive overload, and promotes self-directed growth through intelligent, customizable experiences. Ethical considerations—such as data privacy, reducing bias, and ensuring accessibility—are critically examined. Ultimately, success depends on blending AI automation with the empathy and nuance of human mentorship.

Stark, C., Vdoviak-Markow, E., Rodriguez, M. & Lovato, M.

University of New Mexico

Fiesta A&B

Mentorship Matters: How Faculty Guidance Shapes Counseling Students in Early Clinical Training

Mentorship plays a vital role in socializing graduate students into their professions, especially within counselor education. During clinical courses, students embark on a critical developmental journey, guided by faculty mentorship. Presenters discuss their study which uses narrative inquiry, drawing from reflection papers by nine pre-practicum students, to explore effective ingredients of faculty mentoring. Essential elements include guidance and support, constructive feedback, confidence building, skill development, role modeling, and fostering self-awareness. Students described a process of professional growth facilitated by the faculty mentor's engagement in mentoring stages such as initiation and cultivation. Additionally, the class structure allowed for peer mentorship and collaborative feedback loops, further enhancing development. Through these relationships, students gained psychological, social, and emotional support, advancing their competencies and preparing for professional success.

Morris-Wood, A.

Franklin Academy

Acoma A

Navigating Culture & Change After a Longstanding Administration

This retrospective case study explores the leadership transition at Franklin Academy, a college preparatory boarding school in Connecticut serving neurodivergent students, following an extended period of founder-led administration. Confronted with founder's syndrome, fiscal instability, and organizational stagnation, the Board of Trustees initiated a structured leadership change grounded in research-based change management strategies. The transition applied Kotter's (1996) eight-stage model and Bolman and Deal's (2017) structural, human resource, and symbolic frameworks to support institutional transformation. New leadership emphasized transparency, coaching, and distributed leadership to address staff morale, student retention, and stakeholder engagement. Coaching and mentoring relationships, informed by transformational leadership theory and leader-member exchange, fostered professional trust and positioned staff as active participants in organizational change. The first year of implementation demonstrated improvements in student and faculty retention, enrollment, and advancement outcomes. This case provides a model for other mission-driven schools navigating leadership succession and cultural renewal.

Duncan, M. K. & Lessard, L.

University of Delaware

Acoma B

DE-INBRE: The Impact of a State-Wide Mentoring Network on Biomedical Research Capacity

This case highlights the transformative effect of targeted investment in mentoring and research infrastructure through the Delaware IDeA Network of Biomedical Research Excellence (DE-INBRE). Supported by the NIH and State of Delaware, DE-INBRE is a statewide partnership with the University of Delaware, Delaware State University, Delaware Technical Community College, Nemours Children's Health, and Christiana Care Health System. Its mission is to expand biomedical research opportunities and prepare students for research careers. DE-INBRE integrates structured mentoring, grantsmanship training, and infrastructure support to foster professional growth and faculty success. Since 2002, it has trained over 1,000 undergraduates and supported more than 100 faculty members, contributing hundreds of millions in additional research grants and scientific publications. Alumni now strengthen Delaware's biotechnology and public health sectors, sustaining a vibrant research ecosystem.

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

University of New Mexico

Isleta

Impact of Faculty Mentor Development Intervention on Mentees' Subjective Career Success

Mentor development interventions are crucial for expanding developmental networks and addressing the shortage of qualified faculty mentors. However, prior studies show that such programs may not immediately increase mentees' measurable scholarly productivity, perhaps because long-term follow-up is needed. This study evaluates whether mentor training impacts mentees' perceptions of career success, using the Subjective Career Success Inventory (SCSI). In a randomized trial, 91 mentor-mentee pairs from four institutions participated; mentors received either a blended program (asynchronous plus synchronous sessions) or asynchronous training only. Mentees completed the SCSI at baseline, 12 months, and 24 months. After one year, those with mentors in the blended program reported significantly greater growth on the SCSI, particularly in meaningful work, influence, authenticity, and development. These findings support mentor training as a valuable institutional investment.

Welch, M.

Luminaria

Care, Connect, Cultivate: Supporting, Teaching, and Networking Mentors in Organizations

This presentation explores three case studies of natural mentoring relationships within academic and workplace contexts, focusing on mentees who identify as racial or gender minorities. Through six in-depth qualitative interviews, replication methodology was employed to analyze mentor strategies, including fostering wellbeing, facilitating cognitive and skill development, and expanding mentees' professional networks. These adult mentoring relationships parallel Rhodes's youth mentoring model, demonstrating how holistic support promotes both personal and professional growth. Thematic analysis addressed relationship formation, mechanisms of support, network facilitation, and the encouragement of unique talents. Participant checks substantiated the validity of findings. Collectively, these cases illustrate how effective mentors blend empathy, coaching, and network-building to empower mentees, offering valuable insights for professionals seeking to cultivate inclusive and developmental mentoring practices in diverse organizational settings.

Kassebaum, K.

Hudl

Santa Ana A

Enhancing Student-Athlete Transitions Through Peer Mentoring and Leadership

Student-athletes encounter distinct challenges during their transition to collegiate settings, including academic demands, athletic obligations, and the complexities introduced by name, image, and likeness (NIL) regulations. To address these issues, a structured peer mentoring and leadership development program was implemented, pairing seasoned student-athletes with both first-year and transfer peers. The initiative emphasized academic achievement, identity formation, and leadership cultivation, with mentors selected for their communication skills and leadership potential. Comprehensive training equipped mentors to offer effective support. Through regular meetings and reflective activities, the program fostered resilience, self-regulation, and institutional navigation. Outcomes included enhanced team cohesion, increased social integration, and improved academic behaviors. Both mentors and mentees reported gains in leadership capacity and campus engagement, evidencing the model's value and scalability across athletic environments.

Thorpe, T.

Real Mentors Network

Santa Ana B

Strategic Mentoring by Design: The Real Mentors Networks Framework for Program Success

Findings from the pilot implementation of Real Mentors Network's (RMN) formal mentoring program for SIETAR USA, an interdisciplinary professional association in inter cultural communication are presented in this session. Leveraging research from Making Connections: A Handbook for Effective Formal Mentoring Programs in Academia, RMN developed a comprehensive framework, encompassing design, implementation, and evaluation processes. The pilot included mentor/mentee matching, robust training, and resource provision. Both qualitative and quantitative data were collected via participant evaluations and engagement metrics. Results indicate increased professional development, organizational growth, and strong participant satisfaction, prompting the launch of a second cohort. Presentation of this case study highlights the program's adaptability and value for small to mid-size organizations, offering insights for future mentoring initiatives seeking sustainable impact and broader member engagement.

Podsiadlik, E.

University of Illinois - Chicago

Spirit Trailblazer

Literature as a Mentor's Curriculum

The intersection of literature and mentorship offers a unique framework for reflective practice. Rather than focusing on prescriptive techniques or quantitative outcomes, this approach leverages fiction, poetry, and philosophical essays as catalysts for mentor self-exploration and professional growth. By engaging with literary works, mentors are invited to interrogate the formation of their identities and examine how their personal narratives influence their mentoring relationships. This introspective curriculum prioritizes inquiry over definitive answers, emphasizing the continuous search for meaning and self-understanding. Such engagement encourages mentors

to consider the complexities, challenges, and interpersonal dimensions inherent to their practice. Ultimately, using literature as a curriculum equips mentors—regardless of experience—to deepen their understanding of mentoring, foster meaningful discourse, and navigate the nuanced terrain of personal and professional development within their roles.

Griffin, L.

SAIF

Mirage Thunderbird

Building BRIDGES: Mentoring Within the Total Worker Health® Mode

As Oregon's not-for-profit workers' compensation insurer, SAIF aims to make Oregon the safest and healthiest workplace. Exemplifying the Total Worker Health approach, SAIF integrates safety and holistic health promotion through its BRIDGES mentoring program. This initiative focuses on holistic employee wellbeing, addressing physical, emotional, social, occupational, and financial health, and supports personal and professional growth via strengths-based assessments, reflective practices, mentorship, cohort networking, and tailored development plans. Early results from a mixed-methods evaluation show improved employee engagement and wellbeing. Presenters also discuss the influence of intentional community-building on these outcomes, offering valuable insights into how a comprehensive health model and mentoring framework can foster supportive, productive work environments, enhance satisfaction, and promote organizational success.

Plenary Session V

11:00-11:50 am

Carol A. Mullen & Ellen H. Reames

Virginia Tech, Auburn University

Ballroom A&B

Wellbeing Matters! A Mentoring Model for Educational Settings

Interest in wellbeing is growing across higher education and other settings, but it tends to be thought of as loosely related to mentoring. Yet, mentoring has a significant wellbeing element (psychosocial function) that involves emotional support, acceptance, role modeling, and belonging. Career support, measured by metrics of success (promotion, publication, graduation, retention, etc.), is also crucial. Wellbeing—feeling accepted and supported, having access to rewarding opportunities, and being treated fairly—overlaps with effective mentoring. The need for giving wellbeing greater prominence in mentoring initiatives to propel flourishing in the lives of many has been recently recognized. An emphasis on wellbeing can, in fact, serve as a catalyst for achieving mentoring goals that benefit students, faculty, and leaders. Wellbeing, mentoring, and policy, therefore, can be imagined as an interconnected system for promoting mental, emotional, and fulfillment in academic and professional contexts. In this session, Carol presents a blueprint for more effectively and intentionally integrating wellbeing into mentoring practices. Her original mentoring model features four components: Support, Accessibility, Collaboration and Equity (SACE). SACE was derived from her fieldwork in different institutions and analysis of research on mentoring. This framework is conducive for program, leadership, and relational development, and for policymaking in various settings. A goal is to re-imagine mentoring using SACE as metric to gauge equity and, hence, the overall effectiveness and health of institutional cultures. When equity forms a key component in a wellbeing-supported mentoring initiative, manifold benefits can occur: enhanced morale, improved performance, a sense of accomplishment, meaningful engagement, positive relationships, and increased productivity. Session attendees are invited to use Carol's model and tools as a resource.

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

Plenary Session VI

1:00-1:50 pm

Kochan, F. & Kutsyuruba, B.

Auburn University & Queen's University

Ballroom A&B

Mentoring for Wellbeing: A Pathway to Flourishing in Organizations

Mentoring is recognized as a key developmental resource that facilitates the culture of growth and learning in various organizational settings. Less often recognized is the positive impact mentoring can have on the mental health and wellbeing of both the mentor and mentee. This plenary session will focus on how mentoring can promote mental health, build resilience, develop capacity to maintain, sustain, and promote emotional, psychological, and social wellbeing and ultimately foster flourishing, not only for mentors and

mentees but also for all in various organizational settings. Grounded in the research on positive organizations, positive leadership, and appreciative inquiry, the presenters will share effective mentoring approaches, models, and strategies for nurturing and promoting wellbeing and flourishing in organizations. The session will include discussions of organizational factors that may hinder mentoring initiatives for wellbeing and key ways to foster wellbeing through mentoring. The session will include implications for research, practice, and leadership in the area of mentoring for wellbeing in organizations. Participants will have the opportunity to reflect upon the issues and findings related to wellbeing and the implications and application of the content to their own settings.

Plenary Session VII

2:00-2:50 pm

Greg Golden

University of New Mexico

Ballroom A&B

Whole-Person Mentoring: Elevating Relationships Through the Eight Dimensions of Wellness

Mentoring is most impactful when it supports the whole person, not just their academic or professional development. This session explores how mentors can deepen their relationships and enhance their impact by integrating SAMHSA's Eight Dimensions of Wellness into their approach. Participants will learn how emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual wellness all influence a mentee's growth, motivation, and ability to thrive. Through guided reflection, thought-provoking questions, and a hands-on partner activity, mentors will practice engaging in wellness-centered conversations that promote trust, resilience, and purpose. This framework empowers mentors to recognize when a mentee's struggles may lie outside their usual areas of focus, and how to respond with empathy, support, and appropriate resources. Whether you are a new mentor or looking to take your mentorship to the next level, this session will help you build stronger, more holistic, and more meaningful mentoring relationships through a wellness-informed lens.

Concurrent Sessions • 3:00 - 3:50 pm

Pearson, M.

California Baptist University

Lobo A

A Transformational Approach to Mentoring Gen Z Students

Recent qualitative research has explored the evolving mentorship needs of Millennial and Generation Z journalism students. A 2010 phenomenological study identified mentorship as a pivotal factor in journalism education for Millennials, emphasizing experiential learning, social media, and external networking. In 2020, renewed interim advising highlighted distinctive traits among Generation Z, who are true digital natives, shaped by constant connectivity and global events such as COVID-19. Stillman (2017) describes Gen Z as marked by FOMO, hyper-customization, and a demand for technological integration and efficiency. Unlike Millennials, Gen Z students possess an intrinsic comfort with digital tools and expect seamless digital-physical integration in education. This comparative analysis underscores that historical mentorship approaches must adapt to meet the unique needs, expectations, and wellbeing of each generation within the academic environment.

Greathouse, T., Darnel, L. & Montano, M.

Metropolitan State University

Lobo B

Mentorship in Higher Education: Threading the Needle to Tenure

Mentorship within higher education, particularly for junior faculty, demands a multifaceted approach characterized by energy, creativity, patience, and empathy. This manuscript introduces a collective mentoring model, emphasizing the importance of scaffolded planning and supportive communities, especially within Minority Serving Institutions (MSIs) and Hispanic Serving Institutions (HSIs). Notably, Hispanic females represent less than 1% of full-time professors, revealing the urgency for mentorship among BIPOC faculty in predominantly white academic environments. The authors, all established within a Social Work Department, detail roles ranging from MSW Program Director to inaugural HSI Fellow. Through reflective storytelling, the model's effectiveness is demonstrated in the successful establishment of an HSI Fellowship program. The inaugural Fellow's journey—from student to adjunct, lecturer, and assistant professor—illustrates how intentional mentorship fosters professional advancement and institutional change.

Ritter Rickels, K. & Tosolt, B.

OneGoal, University of New Mexico

Fiesta A&B

Writing Groups as Developmental Networks: Fostering Doctoral Student Wellbeing & Identity

This presentation addresses the role of virtual writing groups as liberatory spaces fostering mutual accountability, kinship, and

identity development among doctoral students from marginalized backgrounds. Grounded in communities of practice theory and fictive kinship, we reconceptualize writing groups as relational ecosystems, transcending traditional mentorship models. Through qualitative focus group methodology, researchers analyzed narratives from nine women doctoral students involved in a weekly virtual writing accountability group. Initial participation was driven by a desire for structure, yet continued involvement stemmed from the development of trust, affirmation, and emotional safety within the group. Findings highlight the evolution of the group into a chosen family, marked by co-constructed leadership and authentic support. This study underscores the value of voluntary, affinity-based communities for academic identity formation and wellbeing, especially for women and students of color.

Salazar Montoya, L.

University of Nevada - Las Vegas

Acoma A

The Dandelion Diaries: Uplifting Underrepresented Voices in the Educational Leadership Pipeline Through Narrative, Mentorship, and Cultural Capital

The Dandelion Diaries is a leadership development initiative focused on increasing the representation of historically marginalized individuals in educational leadership. Drawing upon Bourdieu's social capital, Yosso's community cultural wealth framework, and critical race theory, the program utilizes autoethnography and narrative inquiry to foster culturally attuned mentorship and leadership identity formation. Over six months, participants—mainly women of color—engaged in writing circles, storytelling exercises, and mentorship pairings, building relational trust and reflecting on identity. Key findings indicate growth in resistant capital, a sense of validation, and effective strategies for navigating predominantly white leadership spaces. The project resulted in greater confidence, expanded professional networks, and a reimagining of authentic leadership. The Dandelion Diaries demonstrates the transformative power of narrative in advancing equity and authenticity in leadership pathways.

Johnson, K.

National High Magnetic Field Laboratory

Acoma B

Creating a Sense of Belonging by Engaging Skilled Technical Workers as Role Models in STEM

This presentation explores the vital role of mentorship in fostering belonging among the Skilled Technical Workforce (STW)—individuals with STEM expertise lacking bachelor's degrees, as defined by the National Science Board. Drawing from Maslow's hierarchy of needs and belonging theory, the session examines how psychosocial support and role modeling enhance organizational inclusion. A case study from a national laboratory details an experiential mentoring program for technical trainees, emphasizing knowledge sharing and professional identity development. Data were collected through sixteen post-program surveys and seven semi-structured interviews with participants. Findings indicate universal satisfaction with the mentorship experience and a marked improvement in participants' sense of belonging within the lab environment, underscoring the importance of intentional mentoring strategies for STW retention and success.

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

University of New Mexico

Isleta

Effectiveness of a Structured Curriculum-Based Developmental Network Intervention

This presentation addresses the critical role of developmental networks in faculty advancement within academic medicine yet highlights the scarcity of randomized controlled trials (RCTs) evaluating such interventions. We conducted a multi-institutional RCT examining the effects of a structured, curriculum-based developmental network intervention, delivered via a digital community of practice (Project ECHO), on faculty mentoring networks. Grounded in social cognitive theory, the design randomized mentors into three groups: a combined mentor development and network intervention group, a mentor development-only group, and a pure control group. Data from the Mentoring Network Questionnaire at baseline, 12, and 24 months revealed minimal differences across groups over time. Notably, network density and gender diversity increased in intervention and control groups, while network range and racial/ethnic diversity declined for the intervention group, indicating the need for strategic, longitudinal planning for network interventions.

Lovato, M. & Stark, C.

University of New Mexico

Luminaria

Affirmative Supervision: A Developmental Network Approach to Workplace Wellbeing

Affirmative supervision represents an innovative framework in workplace wellbeing, integrating principles from counseling, positive psychology, and relational-cultural theory. Reconceptualizing supervision as a developmental network, this approach emphasizes holistic support over mere performance management. Drawing from Seligman, Jordan, Edmondson, Bernard, and Goodyear, the model fosters strengths-based validation, reflective dialogue, and collaborative growth. Research indicates that such approaches promote resilience, engagement, and psychological capital while reducing burnout. Affirmative supervision facilitates professional identity development, psychological safety, and work-life integration across diverse organizational settings. Supervisors act as mentors and wellbeing advocates, enhancing both employee and leadership outcomes. Future directions include assessment tool development and leveraging this framework to address structural inequities and foster inclusive workplace cultures.

Atraga, C. & Spratling, R.

Georgia State University

Santa Ana A

Technology Enhanced Faculty Mentorship (TEFM) Model to Improve Student Success

Technology-enhanced faculty mentoring, particularly through a blended approach integrating face-to-face and virtual interactions, significantly influences retention and graduation rates among under-resourced Bachelor of Science in Nursing students at a public research university. This phase II project involved 77 students across nine cohorts, using descriptive statistical analysis to observe outcomes. The majority of participants successfully advanced through their semesters, graduated, and passed the NCLEX licensure exams, with recent cohorts also demonstrating strong academic progression. Notably, semester retention and graduation rates for nursing students improved compared to preceding years. Final semester surveys indicated a 100% mentee satisfaction rate, underscoring the effectiveness of blended mentoring in supporting academic persistence and professional readiness. These findings highlight the potential of technology-enhanced mentorship to foster educational success and satisfaction in nursing education.

Gesualdi, N. & Campbell, M.

Southern Methodist University, Vanderbilt University

Santa Ana B

Real Life Mentoring in an Artificial (Intelligence) World

Productive engagement between academic mentors and doctoral mentees rests on a foundational trust, yet the rapid proliferation of artificial intelligence (AI) introduces new complexities to this dynamic. As faculty responsibilities intensify alongside evolving AI technologies, the ethical and operational implications for academic mentorship are increasingly salient. It remains uncertain whether AI will undermine or reinforce traditional mentoring relationships; ongoing discourse is essential. The swift advancement of large language models, agentic AI systems, and specialized applications renders current assessments provisional, demanding adaptable conceptual frameworks. By elevating the conversation surrounding AI integration into mentorship practices, academic leaders may harness these innovations to foster collaboration and strengthen mentor-mentee ties. Developing ethical guidelines and practical models will be critical to navigating AI's impact, thereby ensuring that trust and teamwork remain central to academic mentoring relationships.

Bartula, A., Frantz, A., Khan, N. & Siddique, J.

University of North Texas - Dallas

Spirit Trailblazer

Empowering Mentees: A Growth Mindset Approach to Faculty Mentorship

This presentation explores the pivotal role of mentoring in academic and professional advancement, particularly for early-career faculty and students. Traditional mentoring models, while valuable, often fall short in addressing psychological barriers such as self-doubt and imposter syndrome. By integrating growth mindset principles—centered on the belief that intelligence and abilities can be developed through effort and feedback—mentoring can be reconceptualized as a transformative process. This approach reframes setbacks as opportunities for learning and resilience-building, thereby fostering adaptability and long-term success. The proposed conceptual framework highlights strategies that institutions can leverage to enhance mentoring initiatives, including the intentional design of programs that support personal and professional growth. Evidence-based practices demonstrate that growth mindset mentoring significantly improves academic trajectories and overall professional confidence.

Kutsyuruba, B., Augustine-Shaw, D. & Patterson, C.

Queen's University, Kansas State University, Texas A&M University

Mirage Thunderbird

A Collective Exchange: Informing the Vision of the International Mentoring Association

Since its founding in 1987, the International Mentoring Association (IMA) has served as a leader in mentoring excellence, supporting professionals through education, accreditation, and evidence-based resources. As a 501c3, the IMA is now embarking on a (re)visioning phase, actively gathering stakeholder input to foster innovation and strengthen capacity across practitioners, scholars, and program managers. Interactive panels and collaborative forums provide dynamic venues for exchanging best practices, expertise, and initiatives to support mentoring in a complex world. The IMA's commitment extends to advancing essential mentorship domains such as setting standards, community building, awards and recognition, conferences, collaborations, technology and innovation, data, and professional development. By catalyzing these efforts, the IMA seeks to become the central hub for all mentoring stakeholders, advancing the field's depth and reach.



Thursday, October 23, 2025

Facilitated Learning Session 3

8:00-8:50 am

Dionne Clabaugh

Angle 4 Solutions

Ballroom A&B

Communities of Practice: Theme-Focused Dialogue About Mentoring

Following opening remarks and description of the session purpose and guidelines, groups of 6-8 participants engage in story-sharing circles in response to three appreciative inquiry prompts:

- What is organizational wellbeing? What does it look like and feel like? What is it not?
- How might you mentor to ensure organizational wellbeing?
- How might you assess your mentoring effectiveness to impact organizational wellbeing?

Concurrent Sessions • 9:00 - 9:50 am

Munk, D. & Bolea, P.

Grand Valley State University

Lobo A

Centering Workplace Wellbeing in Mentoring Programs for Late Career Faculty

Workplace wellbeing enables individuals to pursue their professional purpose and attain enrichment. In higher education, late career faculty often face obstacles such as ageism, evolving departmental cultures, and shifting academic goals, with mentoring efforts primarily focused on early and mid-career progression. Developmental mentoring tailored to late career faculty can enhance workplace wellbeing by facilitating continued skill-building and purpose fulfillment. Such programs foster institutional benefits, including sustained excellence in teaching and insight into institutional change. Key factors affecting wellbeing in late career stages include core identity, competency, career redefinition, wisdom, and preparation for retirement. Effective mentoring programs that honor these traits mitigate burnout and reinforce motivation, empowering faculty to maintain focus as they approach retirement and encouraging universities to implement sustainable support strategies.

Legaspi, L.

San Diego Mesa College

Lobo B

Mentoring Through the Stage 5 Lens: A Whole-Person Framework for Leadership and Wellbeing

This paper explores a whole-person approach to mentoring through the Stage 5 Framework. The model integrates emotional intelligence, adult development theory, and identity formation to promote transformational growth across four domains: mental clarity, emotional intelligence, physical grounding, and relational maturity. A case example features an executive-level leader who uses the "Four Realities" framework to align professional success with personal fulfillment. The paper highlights how mentoring that centers self-awareness, emotional regulation, and intentional development supports sustained leadership effectiveness and wellbeing. The model extends beyond traditional mentoring by emphasizing values alignment, resilience, and human-centered growth. Organizations benefit from stronger relational capacity, improved morale, and deeper engagement when mentoring supports the whole person. The Stage 5 approach positions mentoring as a catalyst for not only professional development but also systemic and cultural transformation within institutions. Through reflective exercises, emotional processing, and intentional practice, mentors and mentees co-create conditions for long-term success.

Woods, A. & Sipple, S.

University of Cincinnati

Fiesta A&B

Developmental Communities of Care in Study Abroad: Peer Support for Student Wellbeing

This presentation examines the implementation of a pre-departure Community of Care Workshop for study abroad students, aiming to address the often overlooked mental and emotional challenges of international learning experiences. While pre-departure orientations typically emphasize academic and logistical preparation, mental health concerns—such as stress, homesickness, or the exacerbation of existing conditions—are frequently neglected. The workshop encourages self-disclosure and the normalization of mental health conversations, empowering students to become informal peer supporters and co-create a network of care with faculty. Preliminary data from seven programs over two years indicate participants valued the opportunity to reflect on challenges, foster community before departure, and strengthen mutual responsibility within their groups. These findings suggest such workshops are instrumental in enhancing student wellbeing abroad.

Foley, T.

University of Cincinnati

Acoma A

Mentoring for Growth: How Adopt A Class Enhances Employee Skills, Confidence, and Community Involvement

The Adopt-A-Class Mentor impact study was initiated in response to a growing interest in understanding the benefits of corporate mentorship programs, for the students and communities they serve and for the participating employees and their employers. Adopt-A-Class, a youth mentoring nonprofit in Cincinnati, Ohio, sought to better understand how employee involvement in mentoring youth affects employee satisfaction, organizational commitment, and broader workplace dynamics. Adopt-A-Class is a youth mentorship program that connects professionals from diverse sectors with underserved public-school classrooms in Greater Cincinnati. Through these partnerships, Adopt-A-Class fosters meaningful relationships between mentors and students, aiming to broaden students' understanding of career pathways, life skills, and personal potential. This study explored how structured, team-based mentoring relationships influence mentors' sense of purpose, community engagement, and professional development.

Maurya, M. & Neely, A.

Morehouse College, STEM US

Acoma B

The Need for Critical Mentoring in STEM

This presentation explores the role of critical mentoring, rooted in critical race theory (CRT), to improve retention for underrepresented minorities (URMs) in STEM fields. CRT encourages cultural competence and awareness of race, ethnicity, and culture. In 2021, African Americans/Blacks, Hispanics/Latinx, and Asians represented just 9%, 15%, and 10% of the STEM workforce, respectively. Critical mentoring integrates CRT with established mentoring practices to better support URMs, cultivating professionals with diverse perspectives and innovative contributions. Despite extensive research on mentoring, there is limited application of CRT in STEM mentorship. By confronting issues in current mentoring practices and implementing strategies informed by CRT, STEM programs can enhance URM success and foster a more inclusive and dynamic workforce, advancing the field through broader representation and knowledge.

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

Cottonwood Classical Preparatory School, University of New Mexico

Isleta

Impact of Mentors on Overall Faculty Experience and Reason for Leaving

Mentorship is recognized as a critical factor in faculty retention, particularly for those from underrepresented backgrounds, impacting both satisfaction and career longevity. This cross-sectional, descriptive study surveyed 380 faculty members who left a school of medicine (SOM) between July 2017 and June 2024, examining relationships between mentor support, overall faculty experience, and decisions to leave or return. Participants included 53% female, 13% Hispanic, and predominantly Assistant Professors and clinician educators. Data analysis revealed that inadequate mentorship was strongly associated with leaving ($p < .001$), while work-life balance was not ($p = .144$). Mediation analysis demonstrated that the perceived helpfulness of mentorship directly influenced the likelihood of returning to academia and indirectly affected overall faculty experience. Findings suggest targeted mentor training programs can significantly improve faculty retention and satisfaction.

Pawar, A.

Southern Methodist University

Luminaria

Mapping Mentoring Networks: An SNA Approach to Quality, Growth, and Equity

This presentation introduces a multidimensional Social Network Analysis (SNA) framework to evaluate mentoring networks within academic programs. Synthetic data from 100 participants across three program phases were used to model mentoring connections, assessing relationship frequency and usefulness. Centrality and clustering metrics revealed the evolution of the network and the influential roles of mentoring leaders. Equity analyses highlighted that female and non-binary participants were less centrally positioned, indicating disparities in access to mentorship. Additionally, higher network centrality correlated with increased retention, while satisfaction did not strongly relate to network structure, emphasizing the importance of both access and quality in mentoring. The SNA framework offers program designers actionable insights for fostering more inclusive, effective, and data-driven mentoring environments, though further empirical research is needed for broad validation.



Franyutti, V.*Northern Arizona University***Santa Ana A****A Constellation Model Pilot Peer Mentoring Program: Towards Problem-Posing Education**

This presentation highlights a College of Education pilot peer mentoring program employing a constellation model, rooted in Paulo Freire's problem-posing educational philosophy. The program fosters mutual learning and trust between first-generation, first-year education majors and their peer mentors, who are also preservice teachers. Eschewing hierarchical structures, the constellation framework supports dynamic, real-time responsiveness to participant needs. During the 2024-25 academic year, 49 students engaged across three course sections, with mentoring activities anchored in a large Introduction to Education course. In Fall 2024, 84 students

Harlin, J., Patterson, C. & Sytha, S.*Texas A&M University***Santa Ana B****My Grad Journey: An Innovative Online Individual Development Plan (IDP) Tool**

My Grad Journey is a comprehensive, online individual development plan (IDP) system designed to support graduate and professional students at Texas A&M University. Launched in Fall 2024 through collaboration between the Graduate and Professional School, Information Technology, and a campus-wide steering committee, the system addresses challenges in navigating the unwritten curriculum. My Grad Journey features three core components: student profile, student reflection, and committee feedback. Its collaborative and inclusive development process has produced a flexible system to serve 17,000+ graduate and professional students in 290+ degree programs. Students track milestones, achievements, and initiate committee feedback through structured reflection. Administrative tools provide valuable program-wide insights. Developed through an inclusive process, the system incentivizes broad adoption and promotes reflection, feedback, and self-advocacy, fostering persistence, retention, and academic success in graduate education.

Kopera-Frye, K., DeBlieck, C., Facio, S. & England-Kennedy, E.*New Mexico State University***Spirit Trailblazer****An Interprofessional Course to Promote Transformative Learning and Enhance Community Resilience**

Mentoring fosters reciprocal growth, empowering graduate students to achieve their ambitions while cultivating essential knowledge and confidence. The case study presented in this session examined an interprofessional graduate course that integrates hierarchical and peer mentoring to promote career exploration and community wellbeing. Sixty-four students from nine disciplines participated in an online Interprofessional Education (IPE) course, organized into 10 diverse groups mentored by seven professors. Assignments centered on community impact through a Social Determinants of Health lens, culminating in collaborative projects and reflective learning. Findings highlight that mentoring enhances skill development, motivation, and cultural sensitivity. The power of mentoring lies in the reciprocal benefits. Interprofessional collaboration enables students from varied health sciences to jointly address complex local challenges, supporting transformative learning and the formation of effective teams to improve community outcomes.

Reames, E. H. & Mullen, C. A.*Auburn University, Virginia Tech***Mirage Thunderbird****Activity Engagement for Novice Principal Wellbeing Through Mentoring**

While traditional models of mentoring emphasize knowledge transmission and career advancement, alternative models underscore the importance of holistic approaches for nurturing both the professional trajectory and psychological wellbeing of novices, including beginning school principals. Our discussion presents a framework for mentoring that integrates principles from positive psychology with established theories of developmental mentoring that specify psychosocial and career development functions. By aligning these functions with the elements of human flourishing, the authors propose a framework that presents a view of novice identity growth and purposeful unfolding as rooted in wellbeing at work and in life. Theory and practice are bridged with activities for novice engagement in productive mentoring. The focus is primarily on wellbeing activities that can be adapted for assisting with novice development, reflection, and learning in support of mentoring relationships within schools, universities, and corporations.

Concurrent Sessions • 10:00 - 10:50 am**Allison, D. & Esparza, S.***University of the Incarnate Word***Lobo A****Empowering Faculty and Students Through Student Success Training: A FLIGHT Training Module**

This presentation introduces the Student Success and Wellness FLIGHT module, developed at the University of the Incarnate Word (UIW), a Hispanic-serving institution. As one of four modules within the FLIGHT mentoring program, it delivers targeted training for faculty, administrators, and student peers. The module emphasizes the importance of understanding college culture and addresses mental health, and wellness concerns prevalent among today's students. Highlighting research on mentorship's positive impact, particularly for first-generation and Hispanic students, the module explores strategies to connect students with resources and foster

campus support networks. Participants engage in discussions that raise awareness of college expectations, mentorship strategies, and available support services. Successful completion of the module equips mentors with a comprehensive toolkit, fostering a supportive environment and enhancing student retention, persistence, and overall wellbeing.

Forman, T., Gill, D. & Ysquierdo, C.

University of Texas - Rio Grande Valley

Lobo B

From Colleagues to Coaches: Building a Faculty-Led Mentorship Model

This conference presentation outlines the creation of a faculty-driven mentoring program at a Hispanic-serving institution on the US-Mexico border. Following an external campus climate study highlighting the need for improved mentorship, the department reviewed current practices and scholarly literature to inform its approach. Stakeholder input was gathered through a 22-item faculty survey, identifying mentoring priorities such as group models, transparent evaluation and promotion processes, and support for instructional development. Department leadership then supported the launch of a team-based mentoring structure, serving both full-time and part-time faculty with diverse teaching modalities. Nine volunteer mentors formed the program's initial team in the Fall semester. Early assessment, based on end-of-year evaluations, demonstrates promising outcomes and sets the stage for sustainable faculty success and professional growth.

Kutsyuruba, B.

Queen's University

Fiesta A&B

The Role of Mentoring in the Wellbeing of Florida School Principals

In the United States, reports show that school administrators face increasing social, political, economic, educational, and professional demands, leading often to significant negative impacts on their mental health and wellbeing. Mentoring is often used as a resilience-building strategy to provide necessary supports for successful school leadership. Our mixed-methods study examined the role of mentoring in promoting a sense of flourishing among school administrators in Florida schools. In this presentation, we describe participants' perceptions regarding mentorship experiences and perceived wellbeing among school administrators. Moreover, this presentation highlights the role of effective mentorship in facilitating perceived wellbeing for principals in Florida. Future research should examine how mentorship can be used as a protective factor for principal retention and satisfaction in Florida schools.

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

Northern Arizona University, Washington State University, Kansas State University

Acoma A

Wellbeing Enhanced: An Inquiry-Based Approach to Build Mentoring Skills and Networks

This presentation explores a dynamic, inquiry-based mentoring approach designed to enhance professional growth and wellbeing among educators and administrators. Drawing on conceptual frameworks that integrate Bloom's Taxonomy of Inquiry with collaborative reflection, this study highlights the impact of mentoring skills like active listening, data-driven feedback, and reflective questioning. Through a qualitative methodology—comprising observation, interviews, and analysis of mentoring sessions—our research includes first-year teachers, principal interns, and faculty engaged in structured mentoring. Results indicate that mentors employing open-ended, reflective inquiry significantly foster mentees' critical thinking and skill development. Additionally, clear communication norms, confidentiality, and robust feedback loops are emphasized as essential factors in nurturing an effective mentoring culture. The findings suggest that inquiry-based mentoring networks support continuous learning and wellbeing within educational communities.

Carbajal, A., Setiono, F., Sancheznieto, F., Simmons, E., Kuvaeva, A. & Lambert, M.

State University of New York - Downstate, University of Wisconsin - Madison, Ideas42

Acoma B

SPNSOR: A Structured Mentorship Network Intervention to Support Postdoctoral Success

This presentation highlights the SPNSOR program, an innovative eight-week intervention supporting STEM postdoctoral scholars through holistic mentoring networks. Traditional mentoring approaches often focus on one-on-one research guidance, but SPNSOR leverages social network and social capital theory to provide comprehensive support spanning research, career development, and wellbeing. In January 2025, a cohort of New York State biomedical postdocs (n=19) were randomized to either weekly sessions targeting mentoring gaps, goal-setting, and conflict navigation, or a control group receiving a single workshop. Initial results indicate high satisfaction and relevance (median 4.5/5), with ongoing evaluation of program structure and integration into formal training. Early evidence shows the potential of SPNSOR to fill critical gaps in postdoctoral mentorship, fostering strategic, network-based support for emerging researchers.

Kientz, E. & Walker, K.

University of Oklahoma

Isleta

Generations of Care: Mentorship in Nursing

The critical role of mentorship in supporting new registered nurses during their transition to practice, especially within today's multi

generational workforce, is examined in this presentation. Effective mentoring, delivered by seasoned nurses, fosters supportive environments, helps set realistic expectations, and significantly influences nurse retention and onboarding satisfaction. With Baby Boomers, Generation X, Millennials, and Generation Z working side by side, mentoring serves as a vital bridge, uniting diverse communication styles, values, and workplace expectations. By recognizing generational differences, organizations can develop tailored mentorship strategies that leverage unique strengths and address shared challenges. The presentation introduces the Mentor-Mentee Integration Matrix, a conceptual tool to guide mentorship customization in multi-generational environments, and shares lessons learned from practical mentoring experiences. Overall, strategic mentoring fosters collaboration, professional growth, and organizational success in nursing.

Terogo, I.

Ohio State University

Luminaria

Culturally Sensitive Mentorship of International Graduate Teaching Assistants in U.S. HEIs

International Graduate Teaching Assistants (IGTAs) play a vital teaching role in U.S. higher education yet face distinctive challenges in language proficiency, cultural adaptation, and academic integration. This study analyzes mentoring programs at the top 25 U.S. universities for international students, focusing on cultural sensitivity and human-centered design. Institutional website reviews reveal most mentorship programs for IGTAs are embedded in general graduate support or outsourced to peer and nonprofit initiatives, with few tailored, faculty-led efforts. Using Sentipensante pedagogy and human-centered design as evaluative frameworks, the study finds current approaches lack holistic, inclusive support for IGTAs' diverse identities and wellbeing. The presentation advocates for intentional, reciprocal mentorship relationships that move beyond compliance, fostering belonging and growth for international graduate students in academia.

Chambers, B.

Texas Tech University

Santa Ana A

A Motivation Framework to Enhance Wellbeing Through Mentoring

In contemporary U.S. society, wellbeing has declined, as evidenced by *Gallup's National Health and Well-Being Index*, which highlights waning hopefulness. Higher education endures ongoing disruption fatigue. This presentation examines whether mentorship can enhance faculty wellbeing through the lens of Self-Determination Theory (SDT), which asserts that intrinsic motivation arises when needs for competence, autonomy, and relatedness are satisfied. Research demonstrates that clarifying promotion and tenure processes, as well as mentorship, significantly promote job satisfaction and wellbeing among faculty. Faculty communities and mentorship networks foster social capital and recognition. Using pre- and post-test data (n=20), this study explores how SDT can assess faculty psychological needs, illustrating that autonomy, competence, and relatedness are bolstered through career development, feedback exchange, and network building. These findings underscore mentorship's vital role in advancing academic wellbeing.

Pella, R.

California State University - Sacramento

Santa Ana B

Engaging Male Students in Violence Prevention: A Case Study of a Campus Mentoring Program

Despite ongoing prevention efforts, college sexual assault rates remain high. Federal law mandates sexual misconduct education, yet targeted programs for male students may address the masculine norms contributing to violence. This presentation examines a Spring 2025 pilot mentoring program at California State University, Sacramento, focused on male-identified students. Nine participants engaged in developmental relationships to explore healthy masculinity and anti-violence advocacy. Initial surveys indicated a strong willingness to discuss gendered violence and revealed four motivations: understanding masculinity, processing experiences, peer connection, and advocacy skill-building. Recruitment and scheduling posed challenges, with personal endorsements proving more effective than traditional outreach. Participants valued authentic, male-facilitated conversations over curriculum content. Findings suggest relationship-based recruitment and vulnerability are key to engaging men in effective campus anti-violence initiatives.

Harlin, J., Patterson, C. & Sytha, S.

Texas A&M University

Spirit Trailblazer

Supporting Wellbeing as a Mentorship Competency in Graduate Education

This presentation explores the critical importance of wellbeing among graduate students in higher education, where mental health issues such as depression, anxiety, and burnout negatively impact retention and academic success. Recent data indicate escalating rates of mental health concerns, with studies revealing up to 50% of graduate students affected. The Healthy Minds study further documents a rise in suicidal ideation, linked in part to increased social media use. Addressing these challenges requires widening campus knowledge and strengthening support systems tailored to graduate student needs. Professional development, such as the Center for the Improvement of Mentored Experiences in Research (CIMER) curriculum, offers strategies for effective mentorship. The session highlights the integration of the Supporting Well-Being competency into the Graduate Mentoring Academy and showcases unique institutional resources for mental health support.

Mayo, J., Lower, K. & Sarr, Y.

University of Texas - Austin

Mirage Thunderbird

SHIFT Happens: Reimagining Mentoring Through a Wellbeing Lens

The declining trends in student wellness and the critical role of peer mentorship in supporting the wellbeing and academic success of students are presented in this session. The presentation introduces the SHIFT initiative at UT Austin that fosters substance misuse prevention and promotes wellness through collaborative First-Year and Transfer-Year Interest Group mentor development. Peer mentors, trained in the 40 Assets for the 40 Acres framework and Motivational Interviewing, are found to help new students build protective assets and make informed decisions. Originally adapted from K-12 education, this strengths-based approach empowers mentors to support mentees' mental health, persistence, and overall success. The case study suggests that embedding wellbeing education in mentor training enhances student outcomes and encourages institutions to incorporate protective factors into peer mentoring models..

Plenary Session VIII

11:00-11:50 am

Keith Walker

University of Saskatchewan

Ballroom A & B

Hosting an Ecology for Wellbeing in Our Organizations

How might we be encouraged to continue to re-think about our organizations as places and spaces for fostering wellbeing? This session will invite our reflections on the vital priority, dynamics, and pragmatics of personal, interpersonal, reciprocal, and collective wellbeing in organizations. As leaders, followers and mentors, what are the scripts that we have come to believe about our roles and relationships that support wellbeing? What are the values and habits that help and hinder wellbeing? Viewed through a systems and ecological set of perspectives, we will review three key "hosting virtues" and the place of adaptive and leaderful strategies and practices that give attention to noticing, nurturing and sustaining overall organizational wellbeing.

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

Plenary Session IX

1:00-1:50 pm

Beth Tigges

University of New Mexico

Ballroom A & B

Strengthening Mentorship: The Role of Organizational Climate and Developmental Networks

Effective mentorship, including the practice of developmental networking, is crucial for personal and professional growth. Organizational climate plays a significant role in shaping mentoring practices. Strategies to improve mentoring environments include fostering leadership support, setting clear expectations, and offering structured mentoring programs. Recognizing mentoring in evaluations and career advancement is also key. Dr. Tigges will also discuss the importance of developmental networks—groups of mentors, allies, and sponsors who provide diverse support—and how they contribute to resilience and career success. Organizational policies must align to support this culture shift, and future research is needed to evaluate these interventions.

Concurrent Sessions • 2:00 - 2:50 pm

Wojton, J., Rohrbacher, C. & Burmester, L.

Embry-Riddle Aeronautical University

Lobo A

Distributed Leadership Encourages Sustainable Change in University Departmental Mentoring

This presentation examines the implementation and assessment of a distributed leadership (DL) model in faculty mentoring at Embry-Riddle Aeronautical University. By leveraging departmental mentoring coordinators, the initiative fostered shared responsibility, trust, and collaborative relationships, thereby promoting sustainable organizational change. Coordinators, supported by the Center for Teaching and Learning Excellence and a peer community of practice, facilitated intentional mentoring plans and collected data on outcomes. Data were collected via the mentoring coordinators' reports, an assessment tool. Findings indicated that embedded

coordinators enhance communication, accountability, and peer learning opportunities. However, challenges such as scheduling conflicts, inconsistent mentor engagement, and the need for greater structure were identified. This case study underscores the value of DL in mentoring, highlighting both its effectiveness and areas for improvement in supporting faculty and student development.

Malinowska, A., Wilhoit, E. & Chia, D.

University of Chicago

Lobo B

M.A. Student Mentorship: Structural Challenges, Student Wellbeing, and the Value of a Generalist Approach

This presentation examines the implementation and assessment of a distributed leadership (DL) model in faculty mentoring at Embry-Riddle Aeronautical University. By leveraging departmental mentoring coordinators, the initiative fostered shared responsibility, trust, and collaborative relationships, thereby promoting sustainable organizational change. Coordinators, supported by the Center for Teaching and Learning Excellence and a peer community of practice, facilitated intentional mentoring plans and collected data on outcomes. Data were collected via the mentoring coordinators' reports, an assessment tool. Findings indicated that embedded coordinators enhance communication, accountability, and peer learning opportunities. However, challenges such as scheduling conflicts, inconsistent mentor engagement, and the need for greater structure were identified. This case study underscores the value of DL in mentoring, highlighting both its effectiveness and areas for improvement in supporting faculty and student development.

Marin, M. & Wojahn, J.

New Mexico State University

Fiesta A&B

Cultivating Wellness: A Student-Professor Dialogue on Mentoring Future Biomedical Leaders

This presentation delineates a program at New Mexico State University aimed at supporting students from historically excluded backgrounds in biomedical research. As a Hispanic-serving Institution situated in a high-poverty, minority-majority region, the university integrates mentoring, research skill-building, and intentional wellness strategies to promote persistence and emotional wellbeing. Recognizing prevalent mental health concerns among college students, the program embeds wellness throughout, pairing students with faculty mentors and engaging them in weekly socio-emotional seminars. Seminar topics include sense of belonging, self-care, and resilience within scientific contexts, informed by Vygotsky's sociocultural theory and the NIH UNITE initiative. Program assessment indicated high participant satisfaction and increased self-efficacy, with students reporting a sustained sense of support and improved coping skills. This holistic, evidence-based approach fosters wellbeing and academic success.

Raines, K. & Pella, R.

California State University - Sacramento

Acoma A

Beyond Restrictions: Mirrors, Windows, & Sliding Glass Doors as Inclusive Literature Tools

The significance of diversity, equity, and inclusion (DEI) standards within educational literature, particularly against the backdrop of increasing political and legislative push back are discussed in this presentation. Bishop's framework of mirrors, windows, and sliding glass doors is examined as a guiding metaphor for selecting inclusive texts: mirrors reflect students' own experiences, windows offer insights into diverse lives, and sliding glass doors invite transformative engagement. Teachers can use resource-based mentorship to select inclusive materials. Resource-based mentorship and evaluative rubrics are recommended to help educators thoughtfully curate materials amid DEI restrictions and budget challenges. By applying Bishop's model, educators foster critical literacy, support curricular alignment, and sustain inclusive learning environments, ensuring that all students benefit from a literature curriculum that is both representative and expansive—even in contentious climates.

Douglass, H.

University of Tulsa

Acoma B

STEM Education Research Incubator (SERI): Developing a More Holistic Mentoring Ecosystem

This presentation explores an innovative cohort-based model for undergraduate research at a Midwestern private institution. Traditionally, the Undergraduate Research Challenge (URC) relied on faculty-driven, individual mentorship experiences. Shifting from this paradigm, the STEM Education Research Incubator (SERI) introduces a collaborative, student-centered approach. Accepted students form research questions as a cohort, guided by faculty, and engage in mutual learning throughout the research process. Drawing on ecological systems theory and the Data Engagement framework, SERI reconceptualizes mentoring as dynamic and multi-positional, emphasizing holistic development and expanded participation. Students present their findings in public venues, fostering professional growth and community engagement. This model demonstrates the affordances of cohort mentorship in undergraduate STEM research, highlighting increased collaboration, relational complexity, and an enriched ecosystem of scholarly support.

Patterson, C.

Texas A&M University

Isleta

Mentoring Summit: Strengthening Veterinarian Education Through Mentorship Competencies

This presentation details an innovative Mentoring Summit conducted at a southwestern university's Small Animal Teaching Hospital.

Recognizing the pressing need for improved mentor-mentee relationships and wellbeing among faculty, staff, and house officers, leadership collaborated with the university's mentoring team to develop evidence-based mentoring competencies. A day-long Mentoring Summit was co-designed with hospital leadership and the university's mentoring team. Over 50 participants engaged in the summit featuring customized case studies and mentoring resources aligned with the American Animal Hospital Association's standards. The summit addressed trends in clinical burnout, imposter syndrome, and collegiality through structured activities and self-reported assessments, including the Mentoring Competency Assessment and confidence surveys. Results demonstrated increased participant engagement and confidence, offering a robust model for mentorship development within clinical education settings and informing organizational best practices.

Kohlenberg, R.

University of North Carolina - Greensboro

Luminaria

Student Learning Enhancement: How Mentors Can Eliminate the Mystery of Assessment

Assessment is key to effective student learning. This session will delve into how a mentor can assist an instructor in creating effective student learning outcomes, write measures in terms of rubrics, and set a target for success. Identified mentors can be the catalyst for implementing assessment. An experienced mentor can present the idea that assessment of student learning provides a clearer idea of student success. Even experienced faculty in higher education find that assessment suggests program evaluation. Traditionally, identified specialists oversee the assessment process for the entire institution, although individual programs are responsible for submitting data. Mentors can assist the faculty in differentiating between grading and assessment. Although assessment may be synonymous with evaluation, the process is linked more to the quality and success of instruction.

Menefee, S.

National University

Santa Ana A

Mentorship, Burnout, and Balance: A Study of Mid-Level Leaders in Academia

Mid-level academic leaders are crucial in higher education—not just for managing operations, but also as mentors and sources of support for faculty, staff, and students. Despite their importance, the mentoring aspect of their roles often remains informal, emotionally demanding, and overlooked. Through a qualitative study involving leaders from the United States and Canada, three main themes emerged: the emotional and unseen effort required of leaders, the importance of leading with purpose rather than just policy, and the critical role of informal support networks. Analyzing these findings with models like Job Demands-Resources and Wellbeing Science shows that effective mentoring requires both personal resilience and institutional backing. Ultimately, mentoring should be recognized and resourced as an essential component of academic leadership, not just an added responsibility.

Siddique, J.

University of North Texas - Dallas

Santa Ana B

Mid-Career Mentoring Programs in Academia: A Literature Review

This presentation examines current mentorship initiatives for mid-career faculty in academic environments, where structured support often remains insufficient compared to early-career programs. Through a synthesis of research spanning diverse academic fields, we identify effective mentoring models, including dyadic, peer-group, and multi-mentor structures. Evidence indicates that participation in formal mentoring programs substantially enhances knowledge, teaching efficacy, scholarly productivity, and career advancement for mid-career faculty. Additionally, these programs foster wellbeing by promoting clearer career trajectories, improved work-life balance, and greater professional satisfaction. Institutional benefits include increased faculty retention and organizational commitment. The analysis also addresses persistent challenges, such as post-tenure stagnation and diminished institutional support, and concludes by offering best practices and policy recommendations for sustaining impactful mentorship initiatives tailored to the unique needs of mid-career academics.

Stampfl, T.

University of the Incarnate Word

Santa Ana B

FLIGHT Pods: Empowering Networks for Mentor Professional Development

This session presents a literature review analyzes of mentorship programs for mid-career faculty within academic institutions, addressing the notable scarcity of structured support compared to early-career initiatives. Synthesizing findings across diverse disciplines, the review evaluates models such as dyadic, peer-group, and multi-mentor frameworks. Evidence demonstrates that participation in formal mentoring significantly enhances faculty knowledge, scholarly productivity, teaching effectiveness, and career advancement, while also improving work-life balance and professional satisfaction. Moreover, such programs strengthen institutional outcomes, including faculty retention and organizational commitment. The analysis identifies persistent challenges, including diminished support post-tenure and career stagnation, and articulates best practices for implementing sustainable, impactful mentoring tailored to mid-career academics. The review concludes with recommendations for institutional policies that prioritize and resource mentorship as a critical component of academic career development.

Hunt, M.*University of Maryland - Baltimore County***Mirage Thunderbird****The Voices of Mentees: Holistic Critical Mentoring of McNair Scholars**

The mentoring practices among McNair Scholars at the University of Maryland, Baltimore County, refining a Holistic Critical Mentoring (HCM) framework rooted in Critical Mentoring, Critical Race Theory, and Community Cultural Wealth are presented. Employing qualitative methods, semi-structured interviews revealed that developmental networks foster reciprocal, trust-based, and identity-affirming relationships—especially significant for first-generation and underrepresented students. Scholars value mentors who share lived experiences and provide both academic and personal guidance. HCM reframes mentoring as a culturally responsive, collective practice promoting mentee wellbeing across academic, emotional, and social dimensions. The findings highlight the importance of challenging dominant norms, centering mentee voices, and cultivating networks that support individual and institutional transformation. This framework offers guiding principles for equitable, sustainable mentor training and institutional policy development.

Concurrent Sessions • 3:00 - 3:50 pm**Garcia, C. & Mann, M.***Adams State University***Lobo A****Analyzing the Relationship Between Self-Efficacy and Wellbeing Among Mentor Teachers**

This mixed-methods study investigated how a year-long mentoring program influenced professional self-efficacy and wellbeing among experienced teachers. Grounded in Social Cognitive Career Theory (SCCT), 47 mentors from three annual cohorts participated in the study. The university-designed program included bi-weekly seminars and practical internships, culminating in a state mentoring endorsement. The study focused on how mentoring affects the professional growth of mentor teachers. Quantitative analysis revealed growth in Teacher's Sense of Efficacy Scale scores, while qualitative findings highlighted shifts in mentors' perceptions of their professional roles, increased confidence in leading school initiatives, enhanced resilience, and notable personal and professional development. The results indicate that structured mentoring not only benefits mentees but also fosters significant growth, wellbeing, and leadership capacities in mentor teachers.

Hagerty, O.*Beacon College***Lobo B****Mentoring for Students With Learning and Attention Issues: From Vygotsky to AI Models**

The ongoing challenge of supporting adolescents and young adults with learning and attention differences requires rethinking traditional approaches to cognition and education. Drawing upon Vygotsky's sociocultural theory and frameworks of distributed cognition, this discussion highlights that learning is inherently social and shaped by cultural tools, interactions, and technology. At Beacon College, a pioneering institution for students with learning and attention issues, mentoring programs integrate scaffolding, offloading, translation, and stepwise mental action formation alongside advancing AI technologies. This strategy fosters accessible learning environments and sustainable academic progress without sacrificing rigor. Outcomes demonstrate improvements in retention and engagement, suggesting benefits and complexities in merging classical cognitive theories with modern educational tools. This synthesis encourages a renewed focus on task clarity, targeted delegation of cognitive activities, and equitable design for enhanced educational outcomes.

Rider, E., Velazquez, C., Naumann, L. & Jewell, S.*Nevada State University***Fiesta A&B****Circles of Support: Lessons From a Peer Mentoring Initiative**

Recent critiques of traditional mentorship highlight its hierarchical nature and the lack of diverse representation, prompting a shift toward peer mentorship models that foster inclusion and support faculty development. At a teaching-intensive institution, a peer mentoring initiative was implemented to enhance faculty wellbeing, particularly for early and mid-career, women, and underrepresented faculty. Grounded in theories of engagement and navigational capital, the program offered mentoring circles that addressed topics such as mentoring strategies and approaches to service commitments. Across three cohorts, participants—predominantly women and untenured faculty—reported increased satisfaction after program adjustments, citing collegial connections and improved understanding of institutional procedures as key benefits. The findings suggest that peer mentoring circles contribute meaningfully to faculty belonging and professional advancement within academic environments.



Cowin, K.

Washington State University

Acoma A

Taking Wellbeing to Heart: Peer Co-Mentoring for Adapting to Constant Change

In the contemporary educational landscape, educators face persistent psychosocial, economic, and political challenges, resulting in what Dr. Linda Searby terms “initiative fatigue”—the strain of adapting to continual cycles of change. This study examines a peer co-mentoring process designed for aspiring school leaders, integrating relational mentoring models and adaptive leadership principles alongside the PERMA model of wellbeing. Through the establishment of group norms, critical inquiry, and reflective practices, seven graduate student interns engaged in a respectful and confidential mentoring community. Data from field notes, assignments, and interviews indicated that peer co-mentoring fostered meaningful coping strategies for both technical and adaptive challenges. Participants reported that this collaborative framework promoted wellbeing and adaptive leadership, equipping them to navigate the complexities of modern educational environments more effectively.

Saade, E., Lee, S. & Miyake-Trapp, J.

Pepperdine University

Acoma B

In Their Own Words: How URM STEM Leaders Describe Mentorship Experiences

The role of the school superintendent is characterized by high-stakes responsibilities, shifting educational demands, and increasing stress, impacting leadership sustainability. This qualitative study investigates how developmental mentoring networks contribute to wellbeing, performance, and longevity of superintendents. Grounded in Kram and Higgins’ developmental networks model and Seligman’s PERMA wellbeing framework, the research explores the experiences of seven superintendents serving five or more years. Through structured interviews and thematic analysis, findings reveal that consistent, meaningful mentorship, particularly through peer coaching and collaborative networks, enhances superintendents’ resilience, stress management, and job satisfaction. Participants who engaged in regular mentorship reported greater joy and professional fulfillment, while those lacking consistent support experienced diminished wellbeing. This study underscores the critical importance of mentoring structures in superintendent retention and suggests that school systems support into leadership development pathways.

Avent, E.

University of Mississippi

Isleta

T. E. Time: Teaching and Empowering

In the summer of 2024, the founders and co-directors of a university mentoring program undertook a period of reflection, recognizing that while their initiative, grounded in Glasser’s Choice Theory, successfully addressed mentees’ needs, it had neglected the wellbeing of program leadership. This realization prompted a paradigm shift: integrating leadership wellness into the mentoring model. Current literature highlights benefits of mentorship for K-12 administrators, yet research specific to mentor program leaders remains sparse. Responding to this gap, we present a theoretical framework emphasizing developmental networks for wellness, supporting all stakeholders, including administrators. As the program transitions into an official educator preparation initiative in Fall 2025, our findings stress that sustaining mentoring programs necessitates modeling wellness at every level, thereby fostering organizational growth and positive outcomes for both participants and leaders.

Ricks, J. & Grewal, I.

Eastern Michigan University

Luminaria

Stop, Drop, and Roll: Equally Prioritize Mentoring Program Leadership Wellness

In the summer of 2024, the founders and co-directors of a university mentoring program undertook a period of reflection, recognizing that while their initiative, grounded in Glasser’s choice theory, successfully addressed mentees’ needs, it had neglected the wellbeing of program leadership. This realization prompted a paradigm shift: integrating leadership wellness into the mentoring model. Current literature highlights the benefits of mentorship for K-12 administrators, yet research specific to mentor program leaders remains sparse. Responding to this gap, we present a theoretical framework emphasizing developmental networks for wellness, supporting all stakeholders, including administrators. As the program transitions into an official educator preparation initiative in Fall 2025, our findings stress that sustaining mentoring programs necessitates modeling wellness at every level, thereby fostering organizational growth and positive outcomes for both participants and leaders.

Taylor-Bianco, A., Rosado Feger, A. & Ghimire, S.

Ohio University

Santa Ana A

Building Developmental High-Quality Connections in an Online Graduate Program

Researchers present a case study that explored an online graduate master’s program which leverages mentoring and coaching relationships to establish resilient developmental networks. Drawing on Stephens and Morse’s research, the program intentionally fosters robust interpersonal connections among participants, enhancing individual and collective capacities to address organizational

challenges. Huizing's findings further support the creation of dynamic, interconnected group mentoring systems, which mitigate isolation in online learning and facilitate sustainable professional growth. Alumni seamlessly transition into mentors and community builders, expanding the program's ecosystem and reinforcing emotional wellbeing within the network. The deliberate cultivation of cross-disciplinary relationships allows both students and alumni to benefit from multi-faceted perspectives, fostering personal and professional development. This innovative approach demonstrates how reciprocal mentoring in online education can generate lasting networks that support wellbeing and continuous growth.

Frank, N.

Fort Hays State University

Santa Ana B

More Than Mentors: Cultivating Networks of Support Through Writing, Grading, and Community

This presentation examines the critical role of university mentoring initiatives in cultivating effective developmental networks among faculty. Engagement in structured, community-based mentoring environments has been shown to enhance faculty wellbeing and facilitate robust professional relationships. Drawing from Self-Directed Learning and Knowles's Adult Learning Theory, a public master's-level institution implemented a multifaceted mentoring program guided by the National Center for Faculty Development and Diversity's Mentoring Map. The initiative encompassed traditional mentoring, Writing Accountability Groups, themed communities of practice, and specialized support groups, with program assessment informed by established models such as Kirkpatrick and Kirkpatrick, Hines, and Kreber and Brook. While qualitative and quantitative feedback demonstrated significant development of support networks and resource sharing, challenges with participation highlighted the necessity of further fostering inclusive and sustainable mentoring environments for faculty success.

Sayers, A. & Hohn, K.

University of North Carolina - Wilmington

Spirit Trailblazer

Community and Alumni in Academic Mentorship: Relational Expansion of the CAIT Model

In 2022, the Critical, Adaptive, Interdisciplinary, and Trauma-Informed (CAIT) model was introduced to reimagine research mentorship in higher education by centering historically excluded minoritized students and advancing retention, belonging, and success. CAIT disrupts traditional academic boundaries, fostering holistic, reciprocal mentorship where students serve as both mentees and mentors. Given shifting sociopolitical contexts and rising anti-DEI legislation, the model's relevance is heightened; academic mentors must now extend beyond the academy. This presentation proposes a relational expansion: integrating alumni and community partners into a networked mentoring collective. The evolved CAIT model enhances mentorship by addressing inclusion, providing real-world experiences, and sustaining alumni engagement for social, emotional, and professional support. Ultimately, this expanded approach reaffirms that shared, decentered hierarchy is essential to collective wellbeing.

Concurrent Sessions • 4:00 - 4:50 pm

Scully, J. & Thompson, J.

Marymount University

Lobo A

Helping Students Avoid an Emotional Avalanche Through Mentoring

Research suggests that students who cultivate secure attachments, emotional regulation, and interpersonal skills are more likely to develop resilience. Faculty, who often prioritize student wellbeing over their own, play a crucial role in this process. This paper explores methods for identifying gaps in resilience within collegiate environments and presents a comprehensive mentoring plan to address both faculty and student needs. By participating in structured mentorship, faculty equip themselves with practical strategies to offer meaningful socio-emotional support, ultimately fostering greater resilience in their students. The mentoring program discussed here has been rigorously researched, developed, and tested, confirming the broad benefits for higher education communities. Importantly, this approach encourages faculty to assess their own resilience and recognizes the positive influence of strong social-emotional intelligence on student outcomes.

Diaz-Mendoza, V. & King-Toler, E.

City University of New York - John Jay College

Lobo B

(Re)membering Together: The Possibilities of a Liberatory Culturally Relevant Education

This presentation addresses the pervasive influence of white supremacy within educational institutions, including K-12 and higher education, and examines its impact on curricula and pedagogy. We describe a two-year initiative funded by the Andrew Mellon Foundation aimed at decolonizing curriculum and teaching practices across the City University of New York. Central to this effort is the exploration of mentoring experiences that shape the professional identities of social justice educators and their adoption of anti-racist, anti-oppressive, and culturally affirming pedagogical practices. Employing the reflective frameworks of (Re)membering (Dillard) and Currere (Baszile) within a community of practice, educators engaged in critical self-examination of their educational philosophies and practices. This work offers a vision for healing, wellness, and transformative, inclusive education at Hispanic Serving Institutions.

Souchet, M. & Velazquez, F.

Interamerican University of Puerto Rico

Fiesta A&B

Integrated Developmental Networks: PASE & B-WELL Programs for Academic and Career Readiness

This presentation explores the impact of the PASE and B-WELL programs at the Interamerican University of Puerto Rico, Metropolitan Campus, designed to support underrepresented Hispanic psychology students. By integrating developmental networks, mentorship frameworks, and NACE career readiness competencies—including communication, equity & inclusion, and critical thinking—these initiatives address academic, psychosocial, and career challenges. PASE offers experiential learning and individualized development plans, while B-WELL engages over 1,200 high school students and facilitates mental health projects with faculty and graduate mentors. Together, they report a 76% referral rate for assessments and increased student participation in research and career exploration. These programs demonstrate how focused mentorship, experiential learning, and developmental networks foster belonging, career readiness, and institutional resilience within Hispanic Serving Institutions.

Lewis Jr., H. & Bijou, N.

Louisiana State University

Acoma A

From At-Risk to Resilient: Mentoring Networks That Fuel Wellbeing and Leadership

This session explores how early mentorship shapes wellbeing, professional growth, and leadership among adults who were “at-risk” during high school. Using resilience theory and developmental relationships, it analyzes the role of both formal and informal mentoring in supporting students with academic, behavioral, or social challenges. Through an anonymous survey, participants reflect on their high school experiences, mentor-mentee relationships, and the lasting effects on education, career, and personal development. The research also applies leadership development theory to examine how mentorship contributes to adaptive functioning and inclusive leadership. Thematic findings highlight the value of mentoring in building resilience and promoting upward mobility. Insights from the study inform equity-focused mentoring programs, supporting educators and policymakers in fostering strong, supportive environments in schools and communities.

De Lorenzo, L.

University of New Mexico

Acoma B

Empowering Undergraduates Through Developmental Networks: Career Mentoring Initiative

Mentoring in contemporary educational settings is evolving into multidimensional developmental networks that promote wellbeing, academic achievement, and institutional resilience. Our Career Mentoring Initiatives, serving a diverse student body—half identifying as Hispanic, American Indian, or other underrepresented minorities—act as strategic drivers of personal growth and organizational excellence. Grounded in developmental network theory, these initiatives integrate professional development seminars, career assignments, reflective exercises, and peer mentoring. One year after participation, all students achieved academic or professional advancement, with 79% engaging in research and 37% earning awards. Notably, 58% sustained mentoring relationships, reporting enhanced communication, clarified career goals, and increased adaptability. These outcomes underscore the critical role of structured, equity-centered mentoring programs in fostering belonging, career readiness, and transformative change within higher education.

Blumenthal, A.

University of Denver

Isleta

Cultivating Dialogic Feedback (CDF): Humanizing Teacher Evaluation

In contemporary K-12 education, standard teacher evaluation practices frequently emphasize compliance and mechanization, often reducing teachers to mere transmitters of instructional content. This study proposes an alternative framework—Cultivating Dialogic Feedback (CDF)—which centers the teacher-evaluator relationship and fosters authentic professional growth. Utilizing design-based research in a small alternative school, CDF employs dialogic cycles to promote collaborative goal setting, nuanced measures of teacher development, and the integration of diverse artifacts beyond traditional evaluation models. By prioritizing genuine dialogue, CDF aims to transform teacher evaluation from a performative exercise into a transparent and growth-oriented experience. Findings highlight the potential for dialogic feedback to strengthen instructional practices, advance authentic teacher development, and enrich the overall culture of evaluation within educational institutions.

Robinson, D., Taylor-Bianco, A., Thaheem, I., Ghimire, S. & Taylor, P.

Ohio University

Luminaria

Building a Mentoring and Coaching Ecosystem to Support Student Wellbeing and Transformation

In this qualitative case study, presenters examined the experiences of participants involved in university mentoring and coaching pilot programs that incorporate group mentoring, mentoring circles, and alumni engagement. Recognizing the value of multiple mentors, the framework integrates shared and reciprocal mentoring opportunities aligned with the institution's mission and values. Faculty and staff conveners embed alumni-student mentoring activities in courses, while peer mentors offer additional support to increase comfort and engagement. Data were collected through in-depth semi-structured interviews with mentors, mentees, and program conveners,

documenting perspectives and best practices for developing a comprehensive mentoring program. Reflections and feedback from these groups offer critical insights into enriching mentoring experiences and inform strategies for fostering a sustainable mentoring culture and ecosystem within the university setting

Clarke, Y. & Banister, F.

Nazareth University, State University of New York - Cortland
Santa Ana A

Mentoring Faculty Through Tenure and Beyond

Persistent disparities in physical and mental wellbeing for Black women faculty at predominantly White institutions (PWIs) are well-documented, with discrimination, cultural taxation, isolation, and microaggressions impeding progression to tenure. Despite growing attention to these issues, effective models tailored to supporting Black women faculty remain elusive. This presentation introduces a revitalized, multidimensional mentoring strategy combining established and innovative practices. Key elements include developmental considerations, institutional commitment to wellness, mentor training, recognition of mentees' lived experiences, and activities promoting tenure achievement and holistic health. While focusing on Black women faculty en route to tenure, the framework offers adaptable support for all academic staff, regardless of identity or tenure status. Implementation can also aid faculty facing burnout or wellness challenges due to occupational stress in higher education settings.

Brondyk, S. & Hoeve, S.

Hope College
Santa Ana B

Trusted Professionals: How Induction Mentors Help Beginning Teachers Learn to Problem Solve

In this presentation, the benefits of extending the mentoring relationship beyond student teaching into the novice teachers' induction years are described. Couple the demands placed on beginning teachers with a lack of support at the district level and it is understandable why so many young teachers leave the profession. This multi-case study of 65 first-year teachers and 12 college supervisors highlights the power of mentor continuity in supporting new teachers and helping them become more independent problem-solvers. Findings revealed the benefits of college supervisors continuing to work with their student teachers into their first year, as they are able to leverage the trust that already existed from student teaching and use their prior knowledge to maintain the novice's growth trajectories.

Guzman, R.

Coaching Courageous, Empire State University
Spirit Trailblazer

A Coaching Approach to Enhance Wellbeing in Mentoring Through Transformative Learning

In this session, the presenter highlights ways mentors can enhance wellbeing and self-actualization by employing coaching and positive psychology approaches guided by the lens of transformative adult education theory. Mindfulness, positive emotions, and solution-focused coaching foster wellbeing, building resilience, self-regulation, and reflective practice. This synthesis offers a novel integration positioning wellbeing and coaching in the context of transformative adult learning and mentoring. It outlines how mentor coaching, positive psychology, and transformative learning can synergistically enhance wellbeing, and self-actualization. Emerging adults face rising demands for adaptability in complex work and learning environments, highlighting the need for holistic, sustainable strategies to support personal transformation and development. Mentors with this coaching approach offer this critical support to mentees and foster developmental networks.

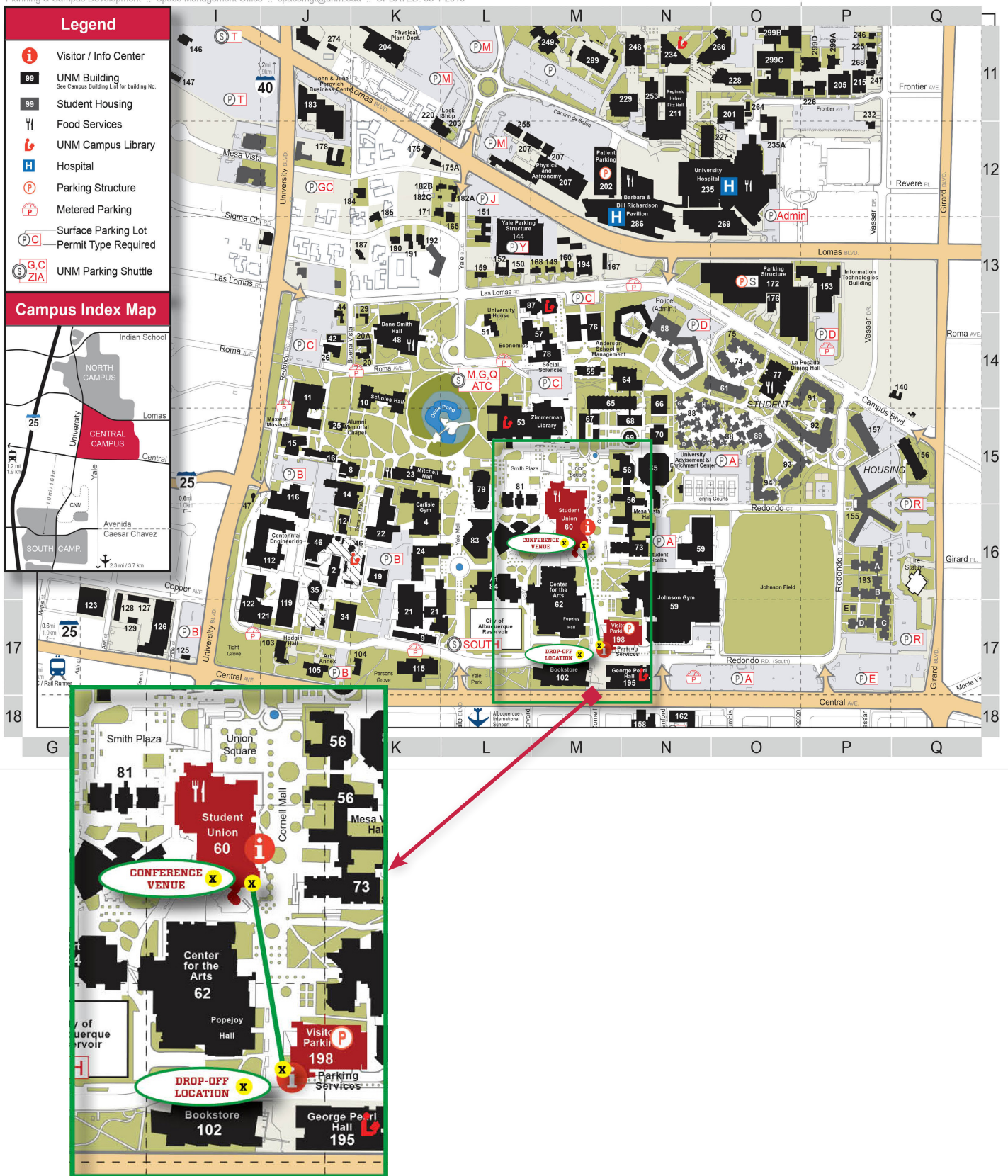
Harlin, J., Sytha, S. & Patterson, C.

Texas A&M University
Mirage Thunderbird

Cultivating a Culture of Mentoring Through an Innovative Facilitator Development Model

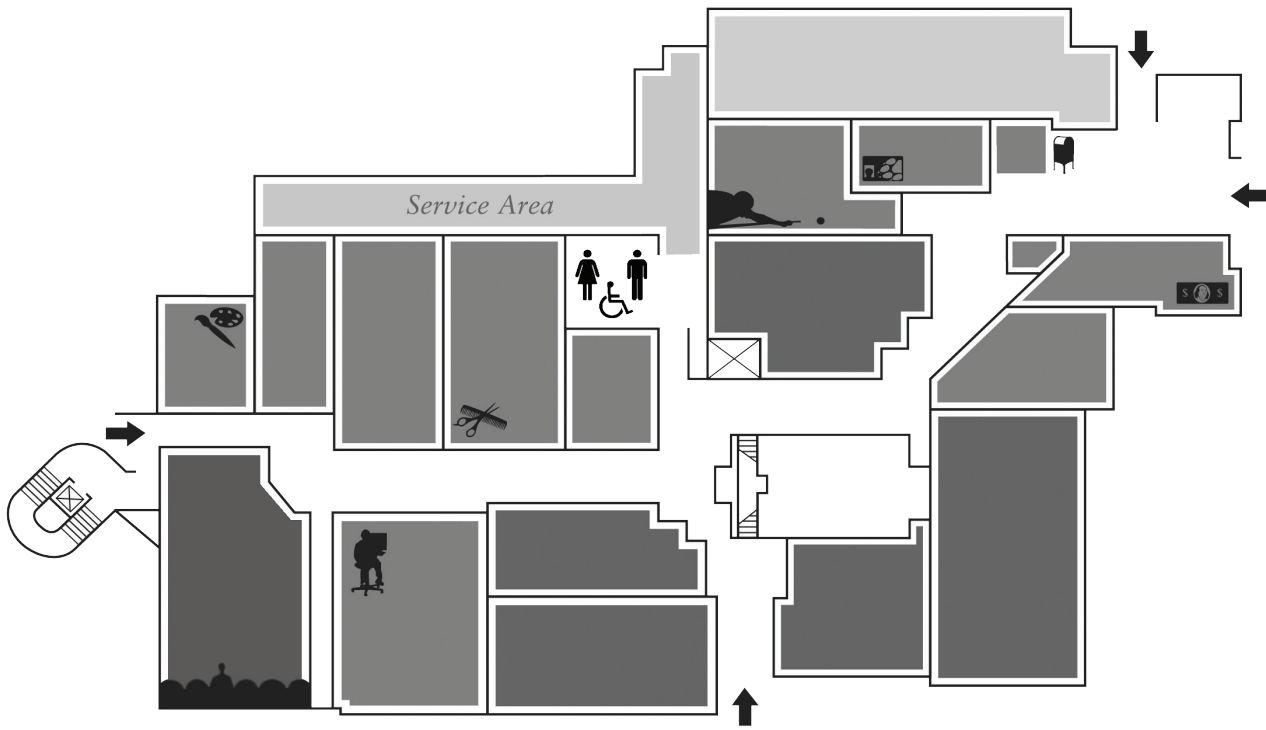
This presentation examines the evolution of a formal mentoring program at a large R1 university, using the Center for the Improvement of Mentored Experiences in Research (CIMER) curriculum. Recognizing challenges of scale, a facilitator development model was introduced to grow program capacity and sustain engagement among completers. Through targeted training, former participants became facilitators, offering both in-person and virtual sessions. Master Facilitators emerged as leaders, broadening reach and increasing session frequency. Over four years, the initiative expanded from a three-person team to over 100 facilitators representing faculty, staff, and graduate students across nearly every college. With more than 60 sessions offered annually, this case study illuminates how nurturing facilitators can successfully meet the rising demand for mentoring, enhancing professional development and institutional culture.



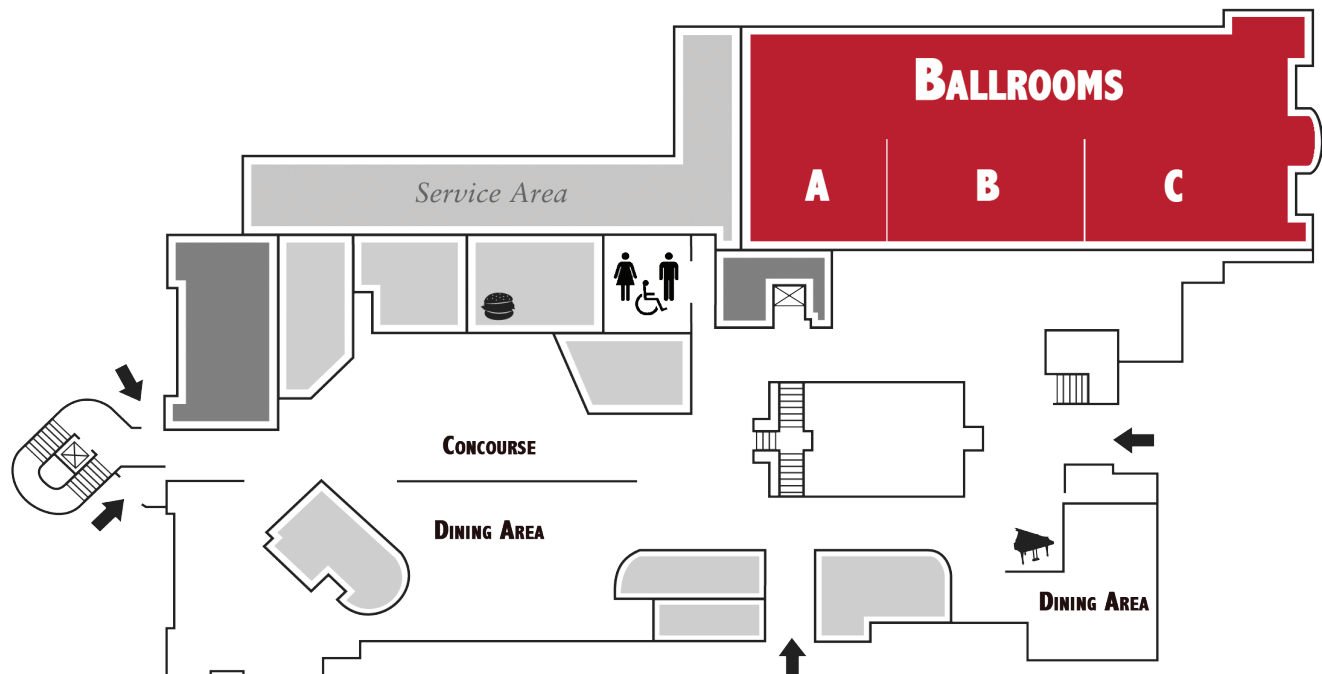


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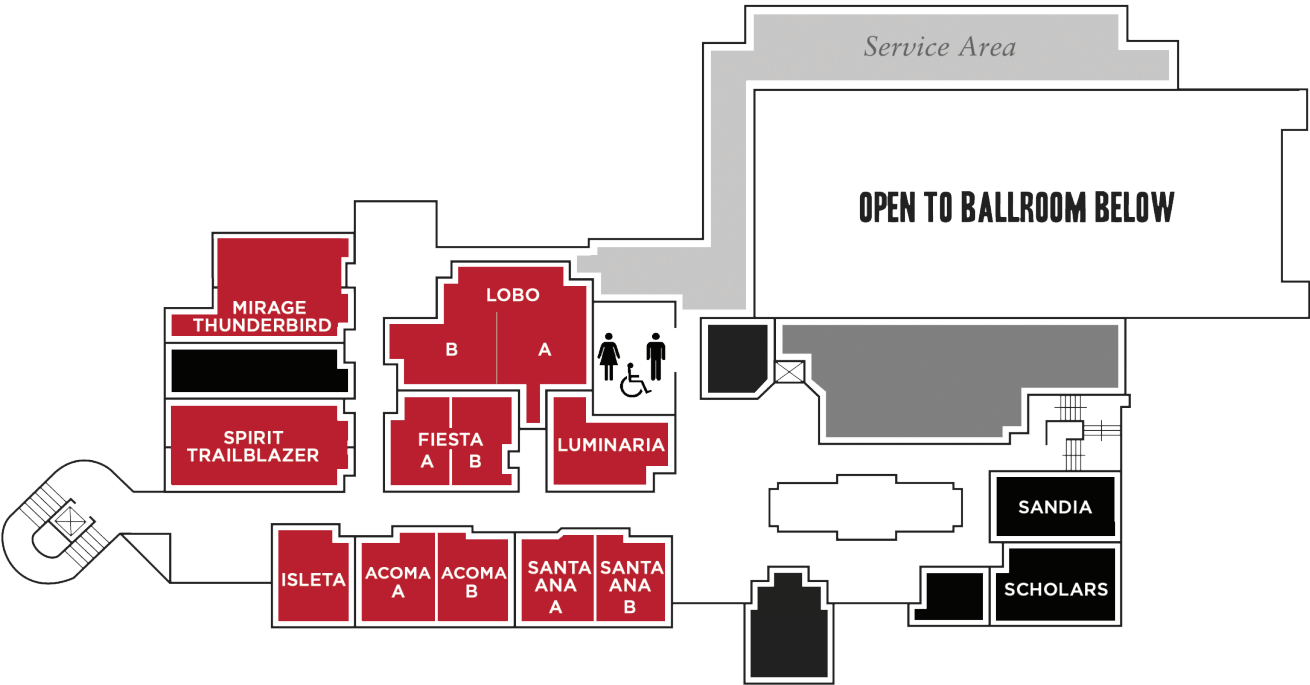
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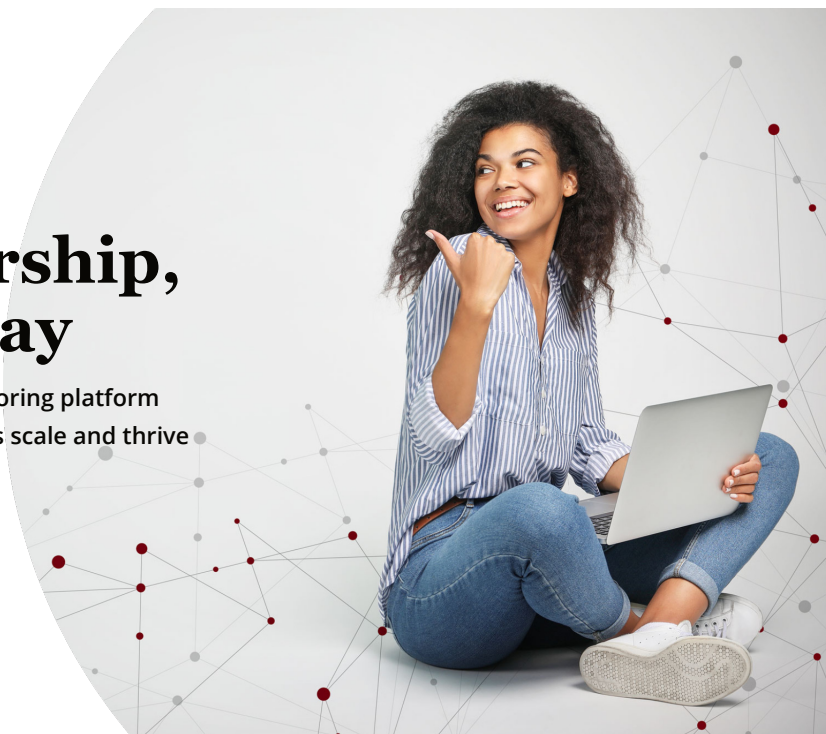


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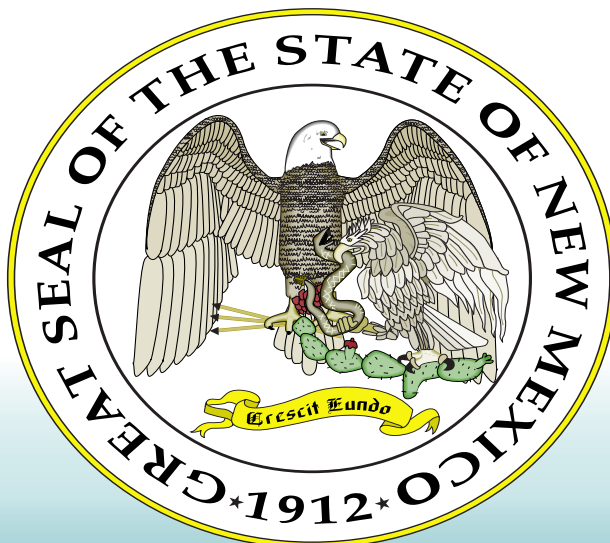


Mentorship, your way

Customizable mentoring platform
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INTERNATIONAL
MENTORING ASSOCIATION



New from Princeton

How to Mentor Anyone in Academia

Maria LaMonaca Wisdom

A practical guide to the art of mentorship in higher education.

Mentoring is integral to how academics are formed and what trajectories their careers will take. Yet until recently, no one was trained to do it, and many academics have ingrained assumptions about mentorship that no longer fit the lives, needs, and aspirations of mentees. *How to Mentor Anyone in Academia* shares proven techniques for the professional development of junior faculty, postdocs, and graduate students in today's rapidly changing academic landscape.

Drawing on her experience as a professional coach who has worked closely with hundreds of students and faculty across the humanities, sciences, and social sciences, Maria LaMonaca Wisdom coaches readers in how to create their own signature approach to mentoring. She highlights the importance of honoring the unique backgrounds, values, and goals of mentees, and of self-knowledge and self-reflection for mentors. Through a series of "coaching moments," Wisdom enables readers to reflect on a range of relevant topics, including empathy and active listening, clarifying expectations, balancing firmness with heart, being attentive to power dynamics, time management and setting goals, mentoring for careers beyond the academy, and self-care for both mentors and mentees.

Incisive and accessible, *How to Mentor Anyone in Academia* offers strategies and tools supported by the latest data on effective mentorship, helping mentors and mentees build dynamic relationships, identify what's working and what's not, and map out strategies for continued growth.

Maria LaMonaca Wisdom is assistant vice provost for faculty advancement at Duke University. Formerly a professor of literature and a graduate student adviser, she now holds a faculty appointment in the Program in Education at Duke. She is also a professional certified coach (PCC) through the International Coaching Federation.

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March 11, 2025

Paperback | 9780691248714 | \$22.95

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ebook | 9780691248721

"A clear, practical, insightful guide about mentoring challenges and opportunities."—*Library Journal*

"Though tailored for academia, the lessons apply across industries, making it an excellent resource for anyone looking to hone the craft of mentoring."—Lisa Z. Fain, coauthor of *Bridging Differences for Better Mentoring*

"Leveraging her unique journey as a college professor, academic administrator, and professional coach, Maria LaMonaca Wisdom has crafted a beautifully written and incredibly practical companion for anyone aspiring to mentoring excellence."—W. Brad Johnson, author of *On Being a Mentor* and coauthor of *The Elements of Mentoring*

Mentoring Micro-Credentials Program Advance Your Mentoring Practice. Strengthen Your Program Leadership.

Interactive • Engaging • Supportive

The Mentoring Institute is proud to announce its comprehensive Mentoring Micro-Credentials Program—a professional development series designed to deepen mentoring expertise and elevate program management across sectors. Whether you're a faculty member, undergraduate or graduate student, administrator, mentoring program leader, or professional from another industry, this program offers a transformative learning experience grounded in research, reflection, and real-world application.

This program is designed to:

- Expand mentoring competences
- Explore the dynamics of mentoring relationships and networks
- Build and sustain high-quality mentoring communities
- Encourage critical thinking and connection to broader professional ecosystems

Why Join?

- Learn in *"The Mentoring Way"* (Alred & Garvey, 2019), which promotes autonomy, reflection, and community.
- Engage with an internationally recognized, award-winning facilitation team
- Apply your learning immediately through project-based work
- Earn stackable credentials that demonstrate your mentoring expertise
- **MC1: Essential Skills for Mentoring Success**
Practice the essential skills that promote satisfying and effective mentoring relationships.
- **MC2: Developing Effective Mentoring Strategies**
Apply models, structures, and competencies to build mentoring repertoire.
- **MC3: The Well-Prepared Mentor**
Use approaches and theories of change, motivation, and development to advance your mentoring practice.
- **MC4: Designing, Implementing, and Evaluating Effective Mentoring Programs**
Implement evidence-based frameworks for designing, implementing, and evaluating effective mentoring programs.

Program Structure

Participants may earn up to four Micro-Credentials. Each Micro-credential will be granted upon the successful completion of 16 hours of instruction.

- Live Sessions: Weekly, 2-hour synchronous Zoom sessions
- Asynchronous Work: Pre-session preparation and post-session project-based assignments
- Non-Sequential Modules: Participants may join the program at any desired section; however, the micro-credential will be awarded only after both sections are completed.

Enrollment Details

- Enrollment opens 2 months before the start date and closes one day before the start date.
- Cohort opens with a minimum of 10 participants and closes with a maximum of 20 participants per cohort.

Facilitators



Dionne Clabaugh, EdD



Robert Garvey, PhD



David Law, PhD



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COURSE	ONLINE SESSIONS	DATES 2026
MC1	Tuesdays, 9:00 – 11:00 am MT	January 6, 13, 20, 27; February 3, 10, 17, 24
MC2	Tuesdays, 9:00 – 11:00 am MT	March 10, 17, 24, 31; April 7, 14, 21, 28
MC3	Tuesdays, 9:00 – 11:00 am MT	May 12, 19, 26, June 2, 9, 16, 23, 30
MC4	Wednesdays, 9:00 – 11:00 am MT	Aug 19, 26; September 2, 9, 16, 23, 30; October 7





SAVE THE DATE!

2026 Mentoring Conference

MONDAY, OCTOBER 19TH - FRIDAY, OCTOBER 23TH

Call for Proposals Release

FEB 15, 2026

Submission Deadline

APRIL 15, 2026

Accepted Proposal Notification

APRIL 30, 2026

Paper Submission Due

MAY 30, 2026

Peer Reviewed Paper Submission Returned

JUNE 30, 2026

Final Paper Submission Due

JULY 30, 2026



Are you a member yet?



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Why Become a Member?

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

Only members can access the Chronicle of Mentoring and Coaching, a wealth of academic research from all of the presentations at our annual conference!

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*Developmental Networks for Wellbeing: The Impact of
Mentoring on Individual and Organizational Performance
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The Chronicle of Mentoring & Coaching is now open access!

The Mentoring Institute is proud to announce that the premier, peer-reviewed journal in evidence-based mentoring practice is now open access and available to the public. The Chronicle of Mentoring Coaching will now be publishing four quarterly issues accompanied by an annual special issue for the Mentoring Conference papers.

If you are interested in publishing in one of our quarterly issues, please reach out to mentor@unm.edu.

THANK YOU FOR JOINING US



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