



MENTORING  
INSTITUTE

# MENTORING & COACHING MONTHLY

*Volume V Issue III*

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Thank you for checking out our March issue of *Mentoring & Coaching Monthly*! In this month's issue, we spoke with Dr. Miriam M. Witmer from Millersville University in Millersville, Pennsylvania. Miriam created the Color of Teaching Mentoring Program at Millersville University to help students of color studying teaching succeed, and learn to apply their knowledge and skills to their mentoring relationships with middle and high school students. Miriam has experienced great success with the Color of Teaching Mentoring program, and we hope that her program will encourage others to begin similar ones across the country.

This issue also has some mentoring tips for mentees, upcoming events, articles to check out, and information on our 11th Annual Mentoring Conference. We hope you enjoy!

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## ABOUT US:

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

The Mentoring Institute does not replace or direct existing mentoring programs. Rather, it provides a variety of services to these programs. The Mentoring Institute aims to build up current mentoring programs and enhance the culture of mentoring within the University, and the state it serves.

The Mentoring Institute assists in stimulating and promoting a mentoring culture within the community. By encouraging the matriculation and graduation of students as well as the retention of faculty and staff at the University of New Mexico, the Institute also contributes to the development and economic growth of New Mexico.

Institute Founder & Executive Editor:  
Nora Dominguez

Managing Editor: Brenna Kelley

# MARCH MENTORING INSTITUTE UPDATES

As March draws to a close, we want to thank you once again for supporting the UNM Mentoring Institute in all that we do. We are lucky to have such great mentors, coaches, and leaders reading *Mentoring & Coaching Monthly* every month and sharing our content with their friends and colleagues.

That being said, we would love to share more of your content—photos, tips, upcoming events, success stories, etc.—in our future issues. If there is anything you would like to have featured, please feel free to send it to our editor, Brenna Kelley, at [mentor@unm.edu](mailto:mentor@unm.edu). We can't wait to learn more about your experiences in mentoring, coaching, and leadership!

The UNM Mentoring Institute has an update of its own that we are happy to share with you—our call for proposals for our 11th Annual 2018 Mentoring Conference has just been released. We will be accepting proposals to present along the conference's theme of *mentoring, coaching, and leadership for innovation and entrepreneurship* until the 15th of May.

Our conference will be held from Monday, October 22nd through Friday, October 26 at The University of New Mexico in Albuquerque, NM. More information about our conference, the submission process to become a presenter, and upcoming deadlines can be found on our [website](#).

We hope you will share this update with your network, and decide to submit an abstract. Thanks, and have a wonderful week!



# Interview with DR. MIRIAM M. WITMER

*Educational Foundations Department  
Color of Teaching Mentoring Program  
Millersville University*



*How did you become involved with the Millersville University Color of Teaching Mentoring Program?*

I have always supported mentoring because I had some excellent mentors in my life. When I first came to Millersville University, I noticed that there were not many students of color in my education classes. As a bi-racial female educator, I found this disheartening, so I gathered the few students of color we had and asked what we could do about this issue. One of the ideas was to create a mentoring program specifically designed to recruit and retain more education majors of color at the university. This became my professional mission and I even conducted my dissertation research around this issue and The Color of Teaching Mentoring Program that I created.

*What is your role as the coordinator of this program?*

The Color of Teaching Mentoring Program is actually a student organization on campus so my major role is to guide our CoT officers and mentors as they plan for activities and events with the mentees in the program. I train the mentors, secure funding, advise the organization, facilitate transportation for mentees, serve as a liaison between the school districts and the university, and I mentor some of the college student mentors in the program.

*How do you find and create content to teach throughout this program? Are there any models that this program is built off of?*

We align our “curriculum” with Oyserman’s “Possible Selves” work and Self-Determination Theory (Ryan & Deci). Mentees create academic and personal goals and explore careers in education. They participate in values clarification activities as well. We also focus a lot on group rapport building and we offer a low ropes

course experience for students in the program to problem-solve together and to take some low-level risks. Working with urban youth in 7th–12th grade whom may be experiencing some real challenges to their success in school, we have learned to focus on principles described in Attribution Theory. When mentees see their characteristics as something they have as opposed to something they are, they may be more likely to see future possibilities that would help them to overcome their present obstacles. We also discuss motivation and foster a growth mindset (Dweck).

We like to have a variety of activities that may appeal to both our mentees and our mentors and that are fun and educational. We attend cultural events, lectures, performances, etc., on campus so the mentees see that going to college provides you with opportunities beyond just the classroom learning. We also participate in service learning activities and take field trips to museums, for example. Our fun events can include: horseback riding, step dancing, cooking, and watching films about teaching and discussing the reality of those films.

Training for the mentors includes an emphasis on culturally responsive mentoring (Ladson-Billings).

*How do you recruit mentors and mentees for this program?*

We host a Teacher Ed Day on the university campus each fall. During the event, we have an educator of color as our keynote speaker and local teachers and college professors of color serve as discussion leaders in small group roundtable discussions. We also take students on a tour of campus, allow them to eat lunch in the university dining hall, encourage them to ask questions to our college student panel and invite them to become a member of the Color of Teaching Mentoring Program. We typically have over 100 7-12th grade students attend this event. We solicit “goodies” from campus organizations so each participant at Teacher Ed Day gets a “Goody Bag” at the end of the day.

In addition, we go into middle schools and high schools during lunches to answer questions about the program and give interested students applications. We have also been invited into schools to present the program to a whole grade.

We recruit our college mentors via presentations to education classes, during our university’s organization outbreak events and by word of mouth on campus.

*Why do you believe it is important to have this program available specifically for students of color studying education at Millersville University?*



The college student mentors benefit from participating in the program because many, but not all, of them are education majors and it is good for them to work with school age children and to learn about different cultures. I believe our mentors gain a lot by seeing their mentee succeed.

*What types of leadership opportunities and professional experiences do you offer to your students?*

Mentors have the opportunity to present the program at local, regional, state and international conferences so this is a great professional experience for them. We have presented at the UNM Mentoring Institute a few times. Our college students learn how to present and how to network. We have even had two of our high school mentees present with us at a regional conference.

Mentors also serve as leaders on campus and some of them are officers in this or other organizations. Mentors take the lead on planning Teacher Ed Day also.

*What is the benefit of having these students mentor middle school and high school students?*

Cultural awareness is one of the greatest benefits and this is reciprocal. Participation in the mentoring program opens their eyes to some of the injustices that occur when poverty is a factor. Many of our education majors of color sincerely want to give back to their communities so this program offers them that opportunity.

Additionally, as our mentors become more aware of injustices in schools, they become change agents for social justice...and we just simply need more people in the world who will stand up against injustices!

*What are the outcomes and takeaways you have seen after students complete this program?*

Mentees grow in confidence and believe that they actually could see themselves as college students someday. Mentees who participate in the program feel more comfortable on a college campus because they have been to the campus often and know their way around.

Mentees learn about goal setting and appropriate professional behavior and the impact their behaviors have on their future success.

Parents of mentees, particularly Latino parents, have a better feeling about their child going off to college because he/she will have a group of people already on campus to support them if they come to Millersville University.

Mentors learn how to relate to middle school and high school students of color and this will help them in their future as teachers.

Mentors are more confident about their presentation skills

once they have the opportunity to present at conferences. They learn the importance of networking and how that can actually help them to land a job. Their resumes are far beyond a typical undergraduate student's resume because this program offers them the opportunity to present at conferences, to participate in meaningful community service, and to work with young people and learn from them.

Ultimately, we hope to decrease the disparity between the number of teachers of color and the number of students of color in our nation by focusing on mentoring this pipeline of teachers of color.

*How would you like to see your program grow and develop in future years?*

Actually, the program is growing into Project Teacher Development (PTD), a pipeline protocol that my colleague Dr. Jeff Wimer and I have created to truly ensure a teacher pipeline which will help to diversify the teaching workforce.

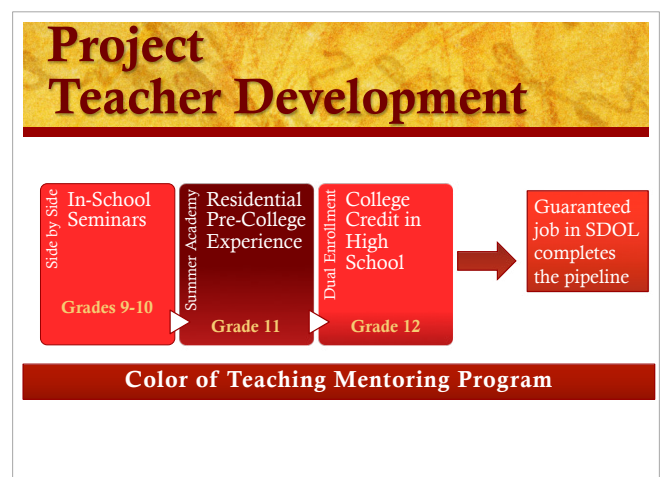
Please see the attached logic model which overviews each of the phases of this project that is continuously supported by the CoT Mentoring Program through all the phases.

Side-by-Side is a series of seminars that are offered in the local urban high schools to educate, motivate, and inspire high school students to think about careers in education.

Residential college "Summer Academy" is a pre-college experience for high school students. They live in the suites, eat in the dining halls and attend special college classes devoted to exploring teaching and careers in education more deeply.

Dual enrollment course: Students in the program will take a college class devoted to teaching and coaching and they will earn college credit.

Finally, the local urban school district will guarantee the "graduates" of this program who successfully earn their teaching certificate at least a one-year full-time teaching position. These first year teachers will also receive mentoring through PTD. Effective mentoring is the key to the success of PTD!



Dr. Miriam Witzner and Dr. Jeff Wimer

# Teacher Ed Day at Millersville University:

an on-campus conference celebrating educators and inspiring students of color to think about careers in education, organized by the Color of Teaching Mentoring Program.



## MORE ABOUT DR. MIRIAM M. WITMER

Miriam M. Witmer, Ph.D., teaches graduate and undergraduate courses at Millersville University in Pennsylvania and Temple University. She earned her B.S. in English/Communications Secondary Education and her M.S. in Clinical Psychology from Millersville University. In 2014 she earned her Ph.D. in Education from Temple University. Her most recent published research is entitled *Ethnically diverse education students' perceptions of mentoring: Implications for college success and career aspirations*. She currently teaches undergraduate and graduate courses and she mentors student teachers. She is also the coordinator of the Color of Teaching Mentoring Program at Millersville University. The primary mission of this organization is to recruit and retain students of color in post-secondary education programs. She has also co-facilitated the Side-by-Side program, focused on inspiring students of color to consider careers in education. She has served on the President's Commission on Cultural Diversity and Inclusion at Millersville University for 3 years and has provided mentoring training for faculty and students in the Research Mentoring Initiative. As a private practice therapist, Dr. Witmer provides individual, couples and family counseling as well as career coaching. Her Masters is in Clinical Psychology and she has experience working in the drug and alcohol field running groups and facilitating family and couples counseling concerning addiction. Her current research focuses on identifying needs and characteristics of students of color in college education programs and mentoring. She has presented at a variety of conferences including AERA, ATE and PACTE, PA-NAME and NAME, NBGSA, IMA, UNM Mentoring Institute, and AACTE. She has published an article entitled, *The Fourth R in education- Relationships* in the May/ June 2005 (Vol. 28 Mo. 5) issue of *The Clearing House*. In her community, she is President of Celebration for Life, Inc., [www.c4life.org](http://www.c4life.org), a grassroots fundraising organization dedicated to funding cancer research and patient support services. Camp Can Do Forever, a camp for children with cancer ages 8-18 years, and Hospice & Community Care are the two major beneficiaries of C4Life's efforts. She was named the Lampeter-Strasburg School District's Outstanding Teacher of the Year in 1995. She was also honored as a National Outstanding Teacher. In 2008, she was named Millersville University's MMAP Outstanding Mentor of the Year. For more information about this paper or related topics, please feel free to contact her at [Miriam.witmer@temple.edu](mailto:Miriam.witmer@temple.edu).

*Follow Miriam on LinkedIn*



## IN THE NEWS:

This month's selection of mentoring-related news



BBC News

[Business leaders join women mentoring scheme](#)

Author Unknown



Greenville News

[Oh, won't you show me the way? Becoming a mentor](#)

By Anna Katherine Freeland



Harvard Business Review

[Mentoring Women Is Not About Trying to "Rescue" Them](#)

By Brad Johnson and David G. Smith



Fast Company

[The Best Mentors Ask These 8 Questions](#)

By Gwen Moran



Above the Law

[ABM: Always Be Mentoring](#)

By Lawprofblawg and Temp-dean

## MENTORING TIPS

### *Tips for Mentees:*

**"Have realistic expectations:** Realize that a single mentor relationship probably will not satisfy all your needs over the course of your career, and that you need to build your own personal "coaching staff."

**Ask for specific advice and be receptive to input:** Consider the perspective others offer you, even if it is not what you want to hear.

**Evaluate feedback and advice:** You don't need to do everything your mentor says. Strategies and behaviors that work for your mentor may not work for you. Act on advice that fits for you.

**Evaluate the relationship:** Is it difficult to contact the mentor? Does s/he cancel meetings at the last minute?

**Take responsibility for the relationship:** If you want to have a mentor, be a mentor to others. Cultivate awareness of what you have to give back in a mentoring relationship. If possible, participate in Learning opportunities and other mutually interesting functions with your mentor, even if this is a way just to keep in touch.

**Keep in touch:** Be sure to communicate with your mentor. Give your mentor progress reports by email, try to see her or him at institutional events, or meet for coffee or lunch.

**Be considerate:** Be prompt to meetings. If you need to reschedule, give your mentor plenty of advance notice (at least 24 hours). Recognize that your mentor is busy, and respect her or his time.

**Be prepared:** Respect your mentor's limited time and come to meetings prepared and organized. Agree on what work should be completed for review. Write down your list of questions.

**Establish the nature of the relationship:** This needs to be done in conjunction with the mentor. Set specific goals for the relationship – what will you get out of it? How often do you want to meet?

**Realize that relationships are dynamic:** Your relationship with your mentor may change over time, and be prepared to make changes or end the relationship if necessary.

**Take advantage of opportunities to work with peers and senior colleagues:** Don't discount the value of peers in providing mentoring.

**Maintain confidentiality:** Your mentoring relationship is a personal one. You need to establish with your mentor the degree to which this advice is kept confidential.

**Express appreciation:** Let your mentor know when s/he has helped you, and express appreciation for this guidance. Be aware of what you have to give back to the relationship."

From OSHU's "Tips for Mentees" retrieved from <http://www.ohsu.edu/xd/education/schools/school-of-medicine/faculty/mentoring/getting-started/tips-for-mentees.cfm>.



## Partnerships for Student Success and Leadership Preparation and Development: Models and Strategies for Change

Edited by:

**Ellen Reames, Auburn University**

**Frances Kochan, Auburn University**

**Dana Griggs, Southeastern Louisiana University**

A volume in the **Dimensions of Leadership and Institutional Success:**

**Exploring Connections and Partnerships Series**

Edited by: **Ellen H. Reames, Auburn University**

There is ample evidence that school/university partnerships can enhance school success and student learning and leadership development. However, there is not a comprehensive body of literature about such partnerships, nor are there extensive examples of conceptual frameworks for partnership development based upon research findings. The editors, Ellen H. Reames, Frances Kochan and Dana Griggs propose the development of a book on these topics entitled, *Partnerships for Student Success and Leadership Preparation and Development: Models and Strategies for Change*. The book will be a part of the book series: *Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships*, edited by Ellen H. Reames. The editors seek research-based manuscripts which address the issue of how to develop partnerships that foster student success or that are focused upon leadership preparation and development.

This will be an edited volume dealing with the development and implementation of successful partnerships between educational institutions which focus upon student success in K-12 schools and preparing and development school leaders. We anticipate having two sections in the book. One will focus on partnerships for student success in K-12 schools and the other will deal with partnerships for leadership development in universities. Each section will include 8-10 chapters. There will be a short introductory chapter for each section, written by the editors. Additionally, the editors will conclude each section with an analysis of the findings gleaned across the chapters including lessons learned, models for success and recommendations for implementation of successful partnerships.

### Topics of interest:

The chapters should include information about factors that foster and hinder partnership success and lessons learned that would be of value to others wishing to engage in similar endeavors. Authors will also be asked to formulate questions for reflection that can be used to stimulate group discussion or provide avenues for reflection for the readers.

### Deadline Schedule:

#### Solicit Chapters and Select Authors:

March 1-April 30, 2018

#### 1st Draft Submission:

September 1, 2018

#### 2nd Draft Submission:

December 1, 2018

#### Final book submitted to publisher:

March 1, 2019

### Abstracts of up to 300 words should contain:

- Title
- Author and affiliation,
- Purpose
- Rationale
- Methods
- Findings
- Conceptual framework (if this was part of the study)

### Acceptance:

Authors will be notified of acceptance within 2 weeks of submission. Abstracts should be submitted to [kochafr@auburn.edu](mailto:kochafr@auburn.edu), as soon as possible and no later than April 30, 2018.



Send abstracts and inquiries to Fran Kochan: [kochafr@auburn.edu](mailto:kochafr@auburn.edu)

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## UPCOMING EVENTS

- **24th Annual EMCC International Mentoring, Coaching and Supervision Conference**

 April 11–13, 2018  
 Amsterdam, Netherlands



*The theme for the 2018 conference will be: A cut above the rest —taking organizations into the future. Keynote speakers will be John Mattone and Richard D. Lewis. A number of parallel sessions and MasterClasses will also be available, with instructors from all over the world.*

- **Mentoring: Meeting the Challenges of a Changing Legal Profession Conference**

 April 12–14, 2018  
 University of South Carolina Law School, Columbia, South Carolina

*Mentoring is now, more than ever, essential to the future success of the legal profession. Through mentoring, protégés build practical skills while developing a sense of confidence, identity, and effectiveness in their professional role. Just as importantly, mentoring strengthens our profession by enhancing our sense of community and elevating our standards of competence, ethics, and professionalism.*

- **ICF Conference—Dancing in the Future**

 May 8, 2018  
 London, U.K.

*UK ICF's Dancing in the Future is your opportunity to connect with coaching colleagues from around the UK and wider afield, to make new and deepen existing personal and professional relationships. You will have the opportunity to engage in crucial conversations impacting the global coaching community and take away concrete skills and learning to strengthen your coaching skills and build your business. Ultimately Dancing in the Future aims to challenge and invigorate your current thinking on coaching and as a coach.*

## CONTACT US:

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## SOCIAL MEDIA:



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## SAVE THE DATE!

The 2018 Mentoring Conference will be held at UNM from October 22–October 26.

The conference theme will be *Mentoring, Coaching, and Leadership for Innovation and Entrepreneurship.*

View our call for proposals and submit your abstract to [present here.](#)



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