

Mentoring & Coaching Monthly

June 2019
Volume 6
Issue 5



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In This Issue:

While the focus of this issue will be on mentoring students and faculty in the arts and humanities, there are added tips for mentoring various populations at different stages.

This issue will begin with a letter from the editor, information about this year's upcoming newsletters, and contact information if you have any questions or comments for the Mentoring Institute.

The issue will continue with world and local events taking place in the month of June and will include an overview of updated conference details and webinars. Finally, we will take a closer look at the webinar presenters and conclude with details on becoming a member.

Institute Founder and Executive Director:

Nora Dominguez

Managing Editor:

Jade Sheridan Moore

Letter From the Editor

Welcome back Mentoring Community,

Last week we had the pleasure of sending out the acceptance letters to this year's concurrent session speakers. Congratulations to all those accepted and now the task of peer review and final revisions can begin!

The conference will be held Monday, October 21st to Friday, October 25th and, to better understand the existing body of literature on mentoring, the next five newsletters will focus on the specific topics that will be addressed during the conference. Last month, the focus was on *Teacher Mentoring*. The theme of this month will be on *Arts and Humanities* and we will conclude with *The Science of Mentoring*, which is the concentration of this year's conference. The remainder of the schedule can be found to the right.

We have a lot of exciting information in this month's newsletter, including information about webinar and plenary speakers, workshop and world café leaders, and articles and descriptions over extensive mentoring literature.

Again we would like to congratulate all those speaking at the 2019 Mentoring Conference and share how excited we are to be working with everyone this year. See you all in the month of October and, as always, if you have any questions, please feel free to contact us.

Have a great month, everyone!

Newsletter Topics in 2019:

MAY | Teacher Mentoring

JUNE | Arts and Humanities

JULY | Diversity

AUGUST | STEM and Health Sciences

SEPTEMBER | Innovation, Entrepreneurship, and Career Transitions

OCTOBER | The Science of Mentoring



The Mentoring Institute develops, coordinates, and integrates mentoring evidence-based effective practices into research, consulting, and training activities at the University of New Mexico (UNM).

World & Local Events in June

World Events:

June 1 - 30 | Gay Pride Month

June 1 - 7 | National Gardening Week

June 14th | Flag Day

June 16th | Every Third Sunday in June, Father's Day

June 21st | Summer Solstice



<https://www.awarenessdays.com/awareness-days-calendar/pride-month-2019/>



<https://nationaldaycalendar.com/national-gardening-week-first-full-week-of-june/>

Local Events in Albuquerque:

June 5th | Multiple Impressions: Artist Collaboration with Radium Books and Tamarind Institute

June 10th | Surface: Emerging Artists of New Mexico – Various Artists

June 15th | THEN AND NOW

June 22nd | SMILE

June 22nd | Opening Reception: Paula Wilson: Entangles & Mira Burack: Sleeping Between the Sun and Moon



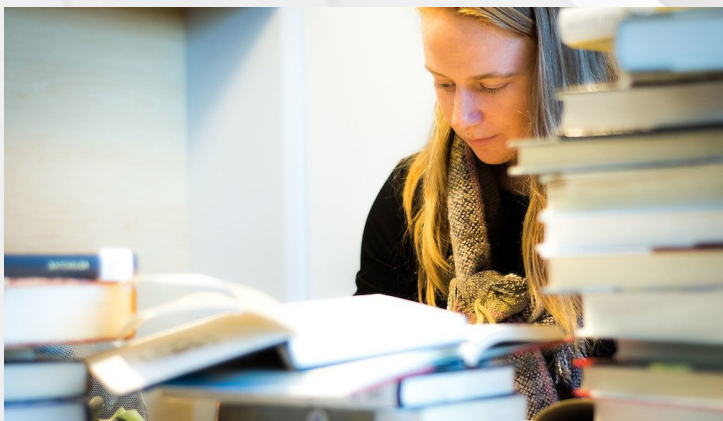
https://www.calendar-12.com/holidays/flag_day/2019

News in Mentoring

Mentoring Beginning Students in Humanities Research

1. Motivation Matters
2. Ask About Their Existing Skills
3. Define Expectations
4. Use Peer Mentoring
5. Benefits

CLICK HERE FOR MORE INFORMATION



<http://curartsandhumanities.org/2019/02/04/mentoring-beginning-students/>

Developing a Toolkit to Measure Intermediate Outcomes to Reduce Reoffending from Arts and Mentoring Interventions

Maguire, M., Disley, E., Liddle, M., Meek, R., & Burrowes, N. 2019.

Use of Peer Mentoring, Interdisciplinary Collaboration, and Archival Datasets for Engaging Undergraduates in Publishable Research

Hammersley, J., Waters, M., & Keefe, K. 2019.

Responding to institutional climate change in higher education: the evolution of a writing group to group peer mentoring

Sheridan, A., O'Sullivan, J., Dunne, K., & Beck, W. 2017.

Enhancing communication between dementia care staff and their residents: an art-inspired intervention

Windle, G., Algar-Skaife, K., Caufield, M., Pickering-Jones, L., Killick, J., Zeilig, H., & Tischler, V. 2019.

Mentoring Resources

National Mentoring Partnership

"1 in 3 people grow up without a mentor. Become a mentor today..."



MENTOR
THE NATIONAL MENTORING PARTNERSHIP

Artist Mentor Program

"A one-on-one/artist-to-artist relationship where the focus is on supporting the growth and development of an artist. A mentor provides a source of knowledge, guidance and support, focusing on strengthening an artist's skills. Choosing to work with a mentor can advance an artist's journey with the guidance in overcoming the challenges in achieving their goals."

Are you looking for an instructor or a mentor?

In my experience there's a big difference between the two."

donna

eMentorConnect

"Whether you're automating your manual mentoring program, or just seeing 'what's out there', our team is ready to show you our fast, simple, and scalable solution."



Articles in Focus

Redefining Significant: Experiences of Humanities Faculty Engaged in Undergraduate Research

Mendoza, S.

"Programs that actively engage students in research and scholarship are the touchstone for integrating undergraduate education with authentic scholarly inquiry. Recent empirical studies demonstrate that undergraduate research experiences (URE) are related to increased student learning and development, increased levels of retention, increased enrollment in graduate school, and increased understanding of research as a vocation and profession. However, these seminal studies focus on URE in the STEM (science, technology, engineering, and math) disciplines. Although there are some studies that explore undergraduate researching the social sciences and humanities, the accepted models and best practices of undergraduate research are entrenched in the disciplinary culture of science. When overlaying the models of disciplinary culture and paradigms of research, it is clear that structures that support the scholarship enterprise in biology, for example, will not be as successful in history or philosophy. This study utilized a phenomenological approach to explore how faculty in the humanities describe the meaning of scholarship, scholarly process, and how that process influences how they work with undergraduate researchers and scholars. The researcher conducted in depth interviews with seven faculty members in the humanities who actively mentor undergraduate researchers. These interviews resulted in six themes that describe the essence of the faculty participants' experiences. These themes include: the centrality of the humanities, the life of the mind, the importance of guided practice, the development of a scholarly voice, the intention and impact of UGR, and how scholarship informed by community. These themes illustrate how the very nature of the culture and epistemology of the humanities disciplines influences the nature of the undergraduate experience. In addition, faculty mentors emphasize the values and skills needed to engage in the "life of the mind" and how those skills benefit students' ability to find their own scholarly voices and become engaged citizens. This study demystifies the nature of undergraduate research in the humanities from a faculty mentor perspective. The study also provides some guidance to faculty mentors for possible models for engaging with undergraduate researchers and administrators interested in increasing the capacity and depth of UREs for students in the humanities."

[CLICK HERE TO READ MORE](#)

Ten Salient Practices of Undergraduate Research Mentors: A Review of the Literature

Shanahan, J. O., Ackley-Holbrook, E., Hall, E., Stewart, K., & Walkington.

"This paper identifies salient practices of faculty mentors of undergraduate research (UR) as indicated in the extensive literature of the past two decades on UR. The well-established benefits for students involved in UR are dependent, first and foremost, on high-quality mentoring. Mentorship is a defining feature of UR. As more and different types of colleges and universities strive to meet student demand for authentic scholarly experiences, it is imperative to identify what effective UR mentors do in order to ensure student engagement, quality enhancement, retention, and degree-completion. We offer an original analysis of the literature on UR mentoring in which we identify 10 significant "lessons learned," or evidence-based practices of effective UR mentors that apply broadly across disciplines, students, institutions, and mentoring approaches."

[CLICK HERE TO READ MORE](#)

About the 2019 Mentoring Conference

Register Now!



12th Annual Mentoring Conference TOWARDS THE SCIENCE OF MENTORING

Monday, October 21st - Friday, October 25th, 2019 | The University of New Mexico | Albuquerque, NM

June 15th

Early Registration Deadline & Last Date to Register as a Presenter or Peer Reviewer

June 30th

Paper Submission Due

July 1st - 30th

Peer- Review Process

August 1st

Peer-Reviewed Papers Returned

August 30th

Final Paper Submission Due

October 14th

Standard Registration Deadline

**October 21st -
October 25th**

2019 Mentoring Conference

THE UNIVERSITY OF NEW MEXICO

Early Registration

Deadline: June 15th

12th Annual Mentoring Conference

Towards The Science of Mentoring

Standard Registration Deadline: October 14th

Early Registration Deadline: June 15th

Standard Registration	\$550
Early Registration	\$450
Presenter Registration	\$450
UNM Full-time Student Registration	\$350
Pre-Conference Workshops (full day)	\$550
Post-Conference Workshops (full day)	\$550

Registration fees can be paid online using a VISA or MasterCard. Sorry, no checks or purchase orders.

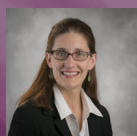


Announcing Our 2019 Speakers

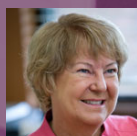
12th Annual Mentoring Conference

Towards The Science of Mentoring

Plenary Speakers



Christine Pfund
*Evidence-Based Effective
Mentoring Practice*



Kathleen Cowin
*Creating Relational, Co-
mentoring Circles with
Educators*



Valerie Romero-Leggott
Mentoring in the Health Sciences



Nita Singh Kaushal
Mentoring Career Transitions



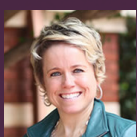
Shawn T. Blanchard
*Cracking the Code to Impact
& Income Through Innovation*



Gabe Veas
*Protégé Development: Equipping
Students to Maximize Mentoring
Relationships*



Jian Wang
*STEM Teacher Mentoring: Critical
Examination of Its Assumptions,
Potentials, and Challenges*



Dawn Chanland
*Group Dynamics Associated with
High Quality Group Mentoring in
Educational and Workplace Settings*

Pre-Conference Workshop Leaders

Monday, October 21st from 8:00 AM to 11:00 AM and 2:00 PM to 5:00 PM MST



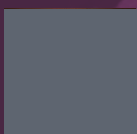
Allison McWilliams
*Doing the Work the Right Way:
Creating Master Mentors for
Effective Relationships*



**Anne Marie Weber-
Main**
*Research Mentoring for
Grant Proposal Development*



Bruce Birren
*Mentoring Across Differences
In Collaboration with Philip
Cheng*



Philip Cheng
*Mentoring Across Differences
In Collaboration with Bruce
Birren*



Sarah Schwartz
*Mentoring Skills for Mentees: Strengthening
Mentoring Relationships and Circles of Support
through Mentee Training*

Post-Conference Workshop Leaders

Friday, October 25th from 8:00 AM to 11:00 AM and 2:00 PM to 5:00 PM MST



Laura Lunsford
*Managing and Evaluating
Mentoring Programs*



Levon Esters
*The Art and Science of Funding
Mentoring Programs: Lessons
Learned and Strategies that Work*



Lillian T. Eby
*Creating a Mentoring Research
Project*

World Café Leaders

Monday, October 21st at 1:00 PM MST, Wednesday, October 23rd at 8:00 AM, and Friday, October 25th at 1:00 PM



**Carole Burton
Carolyn Conn
Diana Pierce**

*It Takes a Village: Why the World Café Model Advances the Collaborative
Knowledge of Mentor Conversations in the Science of Mentoring*

Mentoring Institute Webinar Schedule

Sun	Mon	Tues	Wed	Thu	Fri	Sat
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

Thursday, June 6th 7:00 PM - 7:45 PM, *Youth mentoring as service-learning to develop relational and inclusive pedagogies in initial teacher education*, presented by Margaret Lo

Friday, June 14th, 8:00 AM - 8:45 AM, *Phases of Mentoring*, presented by Robert Garvey

* Click the name above to join the webinar at the scheduled time

MI Webinar Series: Speakers in June



Margaret M. Lo

Margaret M. Lo is an Assistant Professor in Division of English Language Education in the Faculty of Education, University of Hong Kong. She has been educating English Language teachers in Hong Kong the past 20 years, focusing on teaching for social justice and inclusion. She researches critical multi-literacies in classrooms and youth mentoring as critical service-learning in initial teacher education.

Youth mentoring as service-learning to develop relational and inclusive pedagogies in initial teacher education

A key challenge in teacher education for social justice is preparing student-teachers to address social and academic disaffection in youth from marginalised communities. The quality of teacher-student relationships is central to this endeavour. One-to-one youth mentoring is a mode of service-learning that potentially facilitates pre-service teacher candidates' appropriation of inclusive and relational pedagogies. However, inequality, economic anxiety and social and political tensions have magnified the intersubjective and ethical complexities of self-other relations. This study examines how student-teachers in a Hong Kong undergraduate teacher preparation programme developed relational and inclusive pedagogies as they mentored youth from a high-poverty local secondary school, whilst exploring and reflecting upon social and education inequality in Hong Kong society. I adopted a discourse-analytic approach in which mentoring relations are viewed as situated, social practices, and mentors and protégés are positioned by social discourses whilst appropriating, resisting or recreating them. Data included mentors' reflective writings, interviews with protégés and mentors, and field notes of course sessions, group excursions and mentor support meetings. Through several cases of mentors and protégés relating across difference, I illuminate how mentoring relationships were discursively shaped, and explore the pedagogic and ethical consequences. I suggest that discourse analysis can help us unpack and grapple with some of relational tensions lurking within youth mentoring and service-learning in teacher education.

This talk will address the following:

1. The role of youth mentoring in preparing inclusive educators;
2. The nature self-other relations and their discursive formation; and
3. The importance of reflecting on mentoring and service-learning programmes from a critical discursive perspective.

MI Webinar Series: Speakers in June

Robert Garvey

Bob Garvey is one of Europe's leading academic practitioners of mentoring and coaching. Bob has extensive experience in working internationally and across many sectors of social and economic activity. He is widely published. He is a founding member of the European Mentoring and Coaching Council (EMCC). He is also an honorary member of the International Mentoring Association (IMA) and honorary president of Coaching York. In 2014 he was awarded a life time achievement award for contributions to mentoring and the EMCC's mentor award. He is in demand as a keynote speaker at international conferences where he is known for his engaging and challenging style. Currently he is working with Youth Business International to help develop mentoring support for young entrepreneurs, the Erasmus project 'MentorCert' to develop business mentor accreditation and a certified coaching and mentoring programme with the charity, 'Save the Children.'



Phases of Mentoring

This talk will address the following:

1. Background literature describing phases of mentoring;
2. Recent research on phases of mentoring; and
3. Characteristics of progressive relationships.

Mentoring Institute Membership

We encourage you to become a Mentoring Institute member. Membership provides staff members in higher education, faculty, and students at all levels, the opportunity to access past conference proceedings, recordings of our webinars after they are streamed live, conference videos, and a discount on the Mentoring Conference registration fee. The literature and information provided by a membership is useful for practitioners, business executives, youth mentors, and non-profit organization, as it provides exclusive access to 11 years of research and practice in the field of mentoring.

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INSTAGRAM,

PINTEREST, &

TWITTER

Register Now!



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WEBINARS

